



# Honors Course Proposal

## Honors Section of Existing Course

### University Honors Program

The University Honors Program invites faculty, with departmental support, to propose the addition of an Honors section to an existing non-Honors course. The idea is to cross-list the Honors and non-Honors course sections, allowing Honors students to be part of the regular class while also working together outside class in a faculty-designed enrichment experience. The experience should be modeled on the concept of a course Honors Mentoring Agreement (see p. 11 of the [Honors in Practice Handbook](#)). This arrangement can incentivize Honors-student enrollment, make Honors students more visible to each other and teachers (especially in large courses), and enrich the learning of all students. Students will earn Honors points equal to the number of credits earned for successfully completing an Honors course section. Because Honors sections of existing courses do not change overall course enrollment or content, they fall under a faculty member's normal teaching load as part of the existing course. In the first term of teaching an accepted course, faculty will receive a \$500 course development grant from the University Honors Program.

Submissions must include 1) faculty and course information, 2) a complete proposal, and 3) signatures indicating support.

### 1. Faculty and Course information

Name: \_\_\_\_\_ A# \_\_\_\_\_ Dept. \_\_\_\_\_

Email \_\_\_\_\_ Phone \_\_\_\_\_ UMC \_\_\_\_\_

Course prefix, number, and title of existing course: \_\_\_\_\_

Current enrollment cap on that course: \_\_\_\_\_ Average enrollment (past 3 years), if different: \_\_\_\_\_

Estimated Honors student enrollment in the proposed new course section (i.e., > 5; 5-10; 11-15): \_\_\_\_\_

Proposed starting term (Fall or Spring) and year: \_\_\_\_\_

How often will this course repeat (i.e., every fall/spring, every other fall/spring, never): \_\_\_\_\_

### 2. Proposal

*Remember that Honors courses are defined not by difficulty or extra work, but by the high-impact practices of learner-directed classrooms, active faculty mentoring, and experiential learning. Instructors should help students reflect upon how the experience meets Honors learning outcomes by 1) adding to the student's overall education and/or future goals; 2) deepening research experience and/or critical thinking about course subject matter; 3) engaging the student in cross-disciplinary thought or work; and 4) involving the student in their community or in considering community impacts of course subject matter.*

Proposals should therefore include the following information:

- The existing (non-Honors) syllabus or short (~300-word) description of the course's topic and structure
- A 250-300-word explanation of how creating an Honors section of this course will go beyond regular coursework and benefit students, including an estimate of extra work hours for Honors students (~20 hours is reasonable)
- A 250-300-word description of enrichment activities that define the Honors section
- One sentence (30-50 words) per learning outcome (1-4 above), stating how the course will engage students with that outcome and measure progress. *Courses must touch on all 4 and engage/measure progress on at least 2 outcomes.*
- Brief list of any teaching honors, awards, or recognition that the proposed instructor has earned

### 3. Support of Proposal

Faculty Signature \_\_\_\_\_

(Signature indicates agreement to mentor Honors students in the proposed section as described, pending Honors approval.)

Department Head Signature \_\_\_\_\_

(Signature indicates approval of faculty member's plan to teach this course as outlined above, pending Honors approval.)

**Please complete and email this form with full proposal to the University Honors Program at [honors@usu.edu](mailto:honors@usu.edu).**