

Course Proposal Cover Sheet

How is your course an “Honors” course?

Honors courses are necessarily “high impact” and innovative in terms of teaching and learning. As such, your course should ideally be designed to include several of the following practices: an interdisciplinary approach to the subject matter; project-based learning; community-based learning; undergraduate research; global interactions and learning; learning focused on equity and justice; service learning; internships; a capstone experience or project; work with primary sources rather than textbooks; providing a core content area to a primarily competency-based course (for example, writing or communication competencies); or other criteria that you feel makes your course innovative and high-impact.

According to the [National Collegiate Honors Council](#) (NCHC) Honors courses also incorporate the five following learning objectives:

1. To help students develop effective written communication skills (including the ability to make effective use of the information and ideas they learn);
2. To help students develop effective oral communication skills (while recognizing that not all students are comfortable talking a lot in class);
3. To help students develop their ability to analyze and synthesize a broad range of material;
4. To help students understand how scholars think about problems, formulate hypotheses, research those problems, and draw conclusions about them; and to help students understand how creative artists approach the creative process and produce an original work;
5. To help students become more independent and critical thinkers, demonstrating the ability to use knowledge and logic when discussing an issue or an idea, while considering the consequences of their ideas, for themselves, for others, and for society.

Please answer the following questions, in 100 words or less, as they pertain to your course and the practices/approaches characteristic of/to an Honors course.

If the question is not relevant to your course, please answer N/A.

How does your course incorporate high-impact learning practices? (100 words)

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How does your course meet the learning objectives 3-5 as articulated above by the NCHC? (100 words)

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How is your course interdisciplinary? (100 words) Especially if you are proposing an HPR course.

If you are proposing an H- section of an existing course, how is your H-section different from the regular section?