

## **CHECK LIST**

- Have appropriate signatures been obtained?
- Have you included the regular course syllabus and an Honors syllabus?
- Have you drawn clear distinctions between this Honors course and a non-Honors version of the same course as directed by question 2 on page 6 and as highlighted on your honors syllabus?

# FALL 2013 HONORS COURSE PROPOSAL FORM

For classes that will run Fall 2013 semester

## DEADLINE: tba

Discipline: \_\_\_\_\_ Course No., Title: \_\_\_\_\_

Name: \_\_\_\_\_ Department: \_\_\_\_\_

Campus: \_\_\_\_\_ Office: \_\_\_\_\_ Mailroom: \_\_\_\_\_ Campus Phone: \_\_\_\_\_

Home Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

E-mail address: \_\_\_\_\_ Home phone: \_\_\_\_\_

Chairperson \_\_\_\_\_ School Dean: \_\_\_\_\_

Have you taught this class as an honors course two or more times?       Yes     No

If yes, when was the last term this class was taught? \_\_\_\_\_

If yes, you only need to submit a signature page and a cover letter. In the cover letter, please indicate your desire to teach the section again, any changes that you would make to the course based on past experience and any other relevant information that the committee may need.

## CAMPUS COORDINATORS:

|                  |                  |                |
|------------------|------------------|----------------|
| CITY COLLEGE:    | KELLY MAYHEW     | (619) 388-3136 |
|                  | HECTOR MARTINEZ  | (619) 388-3585 |
| MESA COLLEGE:    | LETICIA LOPEZ    | (619) 388-2353 |
|                  | WENDY SMITH      | (619) 388-2347 |
| MIRAMAR COLLEGE: | CARMEN JAY       | (619) 388-7532 |
|                  | ADRIAN ARANCIBIA | (619) 388-7421 |

**SIGNATURES**

**CHAIRPERSON** (PLEASE PRINT): \_\_\_\_\_

**SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

Please comment on the merits of the proposal

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Approved       Approved with Reservations       Not Approved

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**SCHOOL DEAN** (PLEASE PRINT): \_\_\_\_\_

**SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

Please comment on the merits of the proposal

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Approved       Approved with Reservations       Not Approved

## Instruction in the Honors Program

**Our stated goal is not merely to increase the quantity of work in a course, but to offer students a qualitatively different learning experience. To what instructional standard should we aspire?**

### **Honors Level Attributes:**

To distinguish it from a non-Honors class, your Honors class should incorporate a minimum of 5 of the following:

- Higher degree of student participation and involvement
- Higher standards of performance
- More independent reading (often fewer topics, more depth)
- More opportunities for writing
- Enhancement of critical thinking
- Increased use of primary sources
- Greater depth and/or breadth of subject matter
- More opportunities for research and/or publication
- More opportunities to pursue topics/projects of individual interest
- Integration of concepts and information from a variety of sources and experiences (particularly in an interdisciplinary context)
- Greater flexibility in format and teaching methodologies
- Selected field trips, guest speakers, and opportunities to attend related cultural and social events

### **Grading/Evaluation Policies in the Classroom:**

- In keeping with the experimental features of many honors courses, faculty members are encouraged to use appropriate non-traditional elements of evaluation in their grading strategies.
- Most honors programs report that students tend to earn the same letter grade in honors courses as they would in corresponding non-Honors courses in the regular curriculum. In practical terms this means that honors students don't get "automatic A's" just by being in the program; nor does it mean that the expected standards of performance should be unreasonably high for our institution.
- If "class participation" is to be included in the formulation of a final grade, it is important that faculty have a clearly written evaluative policy that the student understands.

**Honors courses tend to be highly interactive; a close working relationship between instructor and student is a great benefit. In such an environment there are many opportunities to counsel the student and encourage specific improvements that might influence career possibilities and directions.**

## Options for Honors Courses

### 1. Honors Sections:

An Honors section is distinguished from a “regular, non-Honors” section of an existing course by its accelerated and/or enriched content.

#### Considerations:

- Transfer value would be the same as for a regular course
- The same course outline is used as for a non-Honors course
- Unit credit is the same as for a non-Honors course
- Innovative approaches to teaching and learning are encouraged
- A more advanced textbook might be used

### 2. Honors Special Topics (265) Courses:

An Honors 265 course provides a setting for exploration of a specialized topic. Since the course outline has no congruence with a “non-Honors counterpart,” special attention should be paid to the Honors level attributes listed above.

#### Considerations:

- Students would have the opportunity to present the results of their independent study or contract projects and respond to their peers’ critiques. Unit credit may or may not be directly transferable to a four-year institution.
- If you are considering a ‘265’, please contact your campus coordinator immediately.

## Honors Course Detail

1. **Course format:** Lecture  Lab  Both
2. **Course Type:** Honors Section  Honors Seminar (#265)   
(See "Options for Honors Courses" above for a detailed description)
3. **Units of Credit:** \_\_\_\_\_
4. **Recommended (advisory) pre-requisites?** \_\_\_\_\_  
(Note: pre-requisites listed for "non-Honors" sections of the same class are still enforced)

### **HONORS PROPOSAL**

(Use an additional sheet of paper if necessary).

**If this proposal is for an Honors section of a regular course – Skip to question 2**

**If this proposal is for a new Honors course (a '265' seminar) – Proceed to question 1.**

1. Please justify the need for this course. For example, what curriculum deficiency or problem is remedied by this proposal? In what ways will it benefit the students, the curriculum, the college, the community etc...?
2. Please specify why this section should be considered to be at an honors level. Compare its rigor, depth, intensity, cross disciplinary/interdisciplinary character and/or innovative pedagogy to that of a regular non-honors section of the same course. Please bold and highlight the sections of the honors syllabus that show clearly the honors level attributes of this course. (See "Honors Level Attributes" on page 4.)
3. Please describe any unique background or special qualifications you have for teaching this section (graduate study, travel, life experience etc. *Please include your degrees and the schools you have attended*).
4. Please attach a detailed syllabus for your proposed Honors course, and if it is a section, add a syllabus for a non-Honors version of the same course. Emphasize the distinctions you made in question 2 above.
5. Please attach an "official course outline" if your course is a section. Outlines are available at your Dean's office.

Please Note: In some cases interviews may be requested by the committee as part of the proposal process.