

## A Welcome from the Dean of the Honors College



### HONORS COLLEGE

*Thank you for your interest in contributing to the Honors College at Marshall University. We are a vibrant, inclusive community of thinkers and doers—students, faculty, and staff—committed to meaningful learning that reaches beyond disciplinary boundaries. Honors education here is about more than academic rigor. It's about creativity, ethical leadership, civic responsibility, and the transformative power of collaboration.*

*Faculty who teach in honors are essential to that mission. Whether you're offering a departmental honors section, leading a seminar in leadership and civic engagement, or proposing an interdisciplinary upper-division course, your work makes a real impact. Teaching honors is not simply an academic assignment—it's a chance to mentor, innovate, and help shape the kind of university community we aspire to be.*

*This guide outlines how you can get involved. It reflects our most current priorities, practices, and offerings, and I hope it serves as a helpful companion as you consider joining us. If something sparks your interest, I invite you to reach out. We're always eager to collaborate with faculty who want to create powerful learning experiences for students ready to take on the world – **Brian A. Hoey, Ph.D., Dean***

The Honors College is committed to delivering demonstrably enhanced learning experiences that foster student growth, faculty development, and academic distinction. Faculty who teach honors-designated courses are encouraged to explore innovative pedagogical approaches and to engage students through mentorship, creativity, and cross-disciplinary inquiry.

While our curriculum is centered on student achievement, it also supports the professional development of the faculty who help bring it to life. Teaching in honors can inspire fresh approaches to instruction that resonate beyond any single course—enhancing the educational experience of all students you teach.

Because the **Honors College does not have its own faculty**, we rely on collaborative partnerships across the university. We invite faculty to teach both departmental honors-designated courses (e.g., *ANT 201H*) and Honors College courses (e.g., *HON 480*), which together form the foundation of the [Honors Curriculum](#). This structure fosters a vibrant, interdisciplinary community of educators working together to advance our shared mission of innovation, inclusion, and excellence in higher education, as described in our [Strategic Plan](#).

## The Honors College Mission and Learning Outcomes

*The Honors College at Marshall University has a mission to create an environment for innovative teaching and learning within an interdisciplinary curriculum motivated by creative, critical inquiry and respect for a multitude of thoughts, experiences, and identities. The Honors College collaborates with university and public partners to foster inclusive academic excellence in a diverse and supportive community of scholars dedicated to becoming socially conscious, responsible leaders and lifelong learners acquiring and applying knowledge for the greater good.*

All courses at Marshall University that are offered exclusively to students in the honors college, whether Honors-Designated Departmental Courses (-H) or courses housed in the Honors College (**HON**), should include a minimum of 3 of the following **student learning outcomes** (SLOs). *The college will work with departments as part of our strategic plan to ensure alignment with these critical college-level assessment SLOs in ways that make sense for the particular course.*

- make connections while adapting and applying skills and learning among varied disciplines, domains of thinking, experiences, and situations.
- outline divergent solutions to a problem, develop and explore potentially controversial proposals, and synthesize ideas or expertise to generate original plans and approaches.
- evaluate the effectiveness of their own work, reflect on strengths and weakness of their knowledge and skills in defined areas, and devise ways to make improvements.
- produce cohesive oral, written, and visual communications capable of connecting effectively with specific audiences.
- appraise how cultural beliefs and practices affect inter-group communication, how specific approaches to global issues may affect communities differently, and how varying economic, religious, social, or geographical interests can result in conflict.
- demonstrate principles of ethical citizenship and socially responsible leadership through collaborative partnerships.
- evaluate how academic theories and public policy inform one another to support civic well-being.

The Honors College encourages faculty to find and use **open education resources** for courses to increase accessibility by reducing costs. You can learn more and receive support from the [Marshall University Libraries](#).


## A Partnership for Excellence in Honors Education

The Honors College is built on collaboration between faculty, students, departments, and communities. That spirit of shared purpose is captured in our framework for designing and delivering exceptional honors courses across the university.

To support faculty and departments, we offer a comprehensive resource: [A Partnership for Excellence in Honors Education](#). The downloadable guide found on that page outlines best practices for honors course development and pedagogy, including:

- Strategies for aligning departmental and honors goals
- Hallmarks of effective, inclusive honors learning environments
- Approaches to innovation and integrative teaching
- Guidelines for proposals and course revisions

It is designed to assist individual instructors, course developers, and department chairs in creating meaningful, high-impact educational experiences for Honors students.

 **TAKE THE NEXT STEP:** Faculty preparing to teach or propose honors courses—whether departmental H-sections or dedicated Honors seminars—are encouraged to consult the guide and reach out to the Honors College at [honorscollege@marshall.edu](mailto:honorscollege@marshall.edu) to begin a collaborative conversation.

# Contributing to Honors Education at Marshall University

---


## Departmental Honors-Designated Courses

Many departments at Marshall University offer honors-designated courses identified by the addition of an “H” to the course number—for example, *ANT 201H*. These courses are available to students in good standing with the Honors College and fulfill a variety of [General Education](#) requirements, including “Critical Thinking (Core I)” and “Social Science (Core II).”

Departmental honors-designated courses serve our students well by providing both General Education and General Honors credits beyond the core Honors Curriculum, which includes the foundational and upper-division seminars described below. The Honors College actively seeks faculty partners from across the university to enhance these offerings and enrich the honors learning experience.

You can read more about the 24-credit Honors Curriculum on page 7 of this document.

Historically, these departmental courses have been developed, staffed, and scheduled without direct coordination with the Honors College. As part of our [Strategic Plan](#), we seek more intentional partnerships with academic departments to ensure that courses offered exclusively for honors students contribute meaningfully to the college’s learning outcomes and mission. We encourage departments to consult with us when developing or scheduling these courses to ensure they reflect current best practices in honors education.

 **TAKE THE NEXT STEP:** Faculty interested in developing and teaching departmental honors-designated courses should work within their home departments while coordinating with the Honors College. We welcome the opportunity to collaborate and support course development that strengthens honors learning across the curriculum.

## Honors Seminars

**FYS100H – Honors First Year Seminar:** FYS 100H is the honors-designated version of Marshall University’s First-Year Seminar in Critical Thinking, a required part of the General Education curriculum. Offered during a student’s first year in the Honors College, this course introduces foundational academic skills and habits of inquiry through a dynamic, inquiry-driven learning experience.

Since Fall 2021, the [Center for Teaching and Learning](#) has led a redesign of all FYS courses based on four pedagogical pillars:

- A focus on a **social or civic issue** (rather than a disciplinary area),
- **Learner-centered, hands-on pedagogies**,
- **Formative and authentic summative assessments**, and
- At least one **high-impact practice** (HIP), such as writing-intensive work, community-based learning, undergraduate research, collaborative projects, or e-portfolios.

These elements allow students to develop critical thinking capacities, including information literacy, inquiry-based learning, integrative and intercultural thinking, and metacognition, while giving instructors the freedom to craft meaningful, engaging learning experiences.

The Honors College partners with the Center for Teaching and Learning to staff sections of FYS 100H. You can learn more about the course and its structure through the CTL.

✓ **TAKE THE NEXT STEP:** Faculty interested in teaching a section of FYS 100H should contact the Honors College at [honorscollege@marshall.edu](mailto:honorscollege@marshall.edu). We will connect you with the Center for Teaching and Learning to begin a collaborative conversation.

**HON 200 – Second Year Seminar in Leadership, Ethics, and Civic Engagement:** HON 200 is a 3-credit seminar designed for second-year Honors students at Marshall University. It builds on their first-year experience and encourages deeper engagement—with their academic disciplines, with the Honors College community, and with broader questions of leadership, ethics, and civic life. This course plays a key role in shaping students' sense of belonging within the college and supporting their development as self-aware, socially responsible leaders. It's also a space for interdisciplinary exploration, connecting big ideas to real-world practice. We invite faculty and qualified staff to design their own version of the seminar, guided by a foundational framework and shared learning outcomes.

Each section is capped at 25 students and scheduled exclusively in the spring semester. The seminar challenges students to think critically and reflectively about their responsibilities as members of the college, their academic communities, and society at large—preparing them for upper-division work in both their major and the Honors Curriculum.

✓ **TAKE THE NEXT STEP:** Faculty and staff interested in teaching HON 200 are invited to contact the Honors College at [honorscollege@marshall.edu](mailto:honorscollege@marshall.edu). The college reviews instructor credentials and collaborates closely with prospective instructors to support course design that aligns with the seminar's goals and with our broader mission of ethical, integrative learning.

**HON 480 – Special Topics, Interdisciplinary Seminars:** HON 480 is the hallmark upper-division seminar in the Honors College curriculum. These courses are intentionally interdisciplinary and designed to foster integrative, high-impact learning experiences for advanced honors students. We invite faculty from all disciplines to propose original seminar topics that challenge students to engage deeply across fields of knowledge. While instructors enjoy considerable creative freedom in course design, seminars should reflect the pedagogical goals and learning outcomes of the Honors College. We encourage innovative approaches, community or research-based learning, and inclusive classroom environments.

Seminars are capped at 18 students to allow for discussion-driven, student-centered learning. Many HON 480 courses have been co-taught by faculty from different disciplines, creating dynamic opportunities for collaboration across academic boundaries.

You can find examples of current and past HON 480 seminars and proposal support materials on the [Teaching Honors](#) page of our website and in our HCCAP SharePoint "[Partnership for Excellence in Honors Education](#)" folder.

✓ **TAKE THE NEXT STEP:** Faculty interested in proposing a seminar for HON 480 should review the online [proposal submission form and guidelines](#) by going to the HON 480 section on that page. Proposals are reviewed by the Honors College Curriculum and Policy Committee (HCCAP) and must be submitted at least one semester prior to the intended term of instruction.

### **Honors Experiential Learning Courses**

Honors Experiential Learning (EL) courses provide students with the opportunity to earn academic credit through meaningful, student-led experiences that benefit the Honors College, the university, and our wider communities. These are not traditional instructional courses; instead, students design and lead projects—under the guidance of a faculty mentor—that integrate academic inquiry with real-world practice.

EL opportunities include internships (e.g., TEDxMarshallU), service and leadership roles (e.g., Honors Oracle or HCSA), study abroad, entrepreneurship (e.g., the Brad D. Smith Student Incubator), and other student-proposed initiatives. Each experience must be structured to meet academic learning goals and must be approved by the Honors College prior to registration.

These courses reflect the Honors College’s mission to foster integrative learning and civic engagement, and they offer students space to grow as ethical leaders and collaborators. Learn more about available options and guidelines on our page for [Experiential Learning](#).

✓ **TAKE THE NEXT STEP:** Faculty interested in mentoring an Honors Experiential Learning course or supporting a student-led project should contact the Honors College at [honorscollege@marshall.edu](mailto:honorscollege@marshall.edu). We welcome collaborative efforts that advance our shared mission through hands-on, community-connected learning.

**HON 300 – Honors Peer Mentors & Leaders:** HON 300 is an experiential learning course designed to prepare students for peer advising, mentorship, and leadership roles within the Honors College and beyond. The course emphasizes leadership development, communication skills, and professional growth. While students may enroll with permission at various stages of their academic journey, HON 300 is typically taken following completion of HON 200. Students may repeat HON 300 for credit as they take on evolving leadership responsibilities within the college.

**HON 481 – Design for Defense:** [HON 481](#) immerses students in real-world national security challenges through a partnership with the **National Security Innovation Network (NSIN)** and the **Azimuth Program**. This upper-division honors seminar was piloted at Marshall University in Fall 2024 and brings together interdisciplinary student teams to develop innovative solutions to complex problems faced by the U.S. Department of Defense. Students apply tools such as design thinking, systems analysis, and strategic research while working closely with faculty mentors and national security stakeholders. The course is structured around a collaborative, project-based model that integrates academic inquiry with practical application in service of our national good. *HON 481 is contingent on institutional partnerships and may not be offered every academic year.*

**HON 484 – The Honors Oracle News:** The [Honors Oracle](#) listed as HON 484 is an experiential learning course centered around *The Honors Oracle*, the official news and storytelling outlet of the Honors College. Entirely student-led, the course offers students the opportunity to develop professional writing and communication skills through real-world journalistic practice. Students serve on a team of up to 12 Oracle staff members, most as reporters and two as editors. Reporters earn 1 credit per semester; editors earn 2 credits per semester. Through collaborative peer mentorship, all staff members learn to pitch story ideas, conduct interviews, write and revise articles, and produce publishable content suitable for resumes and portfolios. Enrollment in HON 484 is limited and by permission of the college. The course may be repeated for credit.

**HON 489 – The Honors Internship:** HON 489 allows students to earn 1–3 honors credits for internships that provide meaningful, academically grounded experiences. In some cases, students may instead earn honors credit for departmental internship courses, provided the experience meets the Honors College’s expectations and learning outcomes. To receive honors-designated academic credit, students must submit an [Honors Internship Contract](#) that outlines the responsibilities of the student, an On-Site Supervisor, and a Faculty Mentor. The internship must include clearly defined learning goals, regular supervision, and structured reflection. At the conclusion of the internship, students are required to submit a written report and deliver a presentation demonstrating their learning. The On-Site Supervisor must also submit an evaluation of the intern’s performance. Examples of past Honors Internships and student presentations are available [here](#).

**HON 490 – TEDxMarshallU Honors Internship:** HON 490 offers students the opportunity to serve on the organizing and planning team for TEDxMarshallU—an officially licensed, student-led TEDx event hosted annually at Marshall University. This high-impact internship combines leadership, collaboration, creative problem-solving, and real-world event management. Students apply for and are assigned to specific roles essential to the successful execution of the event, including executive producer, event manager, curation coordinator, sponsorships, budgets, and purchasing manager, designer, communications, editorial, and marketing director, and video and production lead. Over the course of the academic year, interns build a professional portfolio to support future career development and create legacy materials to guide future TEDxMarshallU teams. Participation requires a full-year commitment, with 1 credit earned in the fall semester and 2 credits in the spring. For more about the event, visit [tedxmarshallu.com](https://tedxmarshallu.com).

# The Honors College Curriculum

Requires 24 credits divided across two distinct areas. *As many as 15 credits can be earned by students through fulfilling other requirements, e.g., General Education (GE) and those of their major college.*

## CORE HONORS

A total of **12 credits**, as seen below.

### **Lower Division Seminars**

[6 credits in two required seminars]

- **FYS 100H** – First-Year Seminar. **GE**
- **HON 200** – Second-Year Seminar in *Leadership, Ethics & Civic Engagement*.  
> **Spring** semester only; must be completed by end of second year.

### **Upper Division Seminars & Experiential (EL)**

[6 credits in some accepted combination]

- **Require permission** from the college through [Honors Advising](#).
- ALL honors students must complete at least ONE 3-credit section of **HON 480**.
- Students may take 3 more credits of HON 300, 480, 481, or 490 to complete the required total 6 credits.
- **HON 300** – Honors Peer Mentors & Leaders. **EL**
- **HON 480** – Honors Special Topics  
> Taken during their third and/or fourth year after HON 200 is completed. Topics change. See our [website](#) for details.
- **HON 481** – Design for Defense  
> Taken during their third and/or fourth year after HON 200 is completed. **EL**
- **HON 490** – TEDxMarshallU Internship  
> Requires TWO consecutive semesters for total of 3 credits & [APPLICATION](#). **EL**

## GENERAL HONORS

A total of **12 credits** in any combination of the following.

### **Departmental Honors-Designated Courses [H]**

- Offered by departments to honors students as General Education (**GE**) courses, e.g., ANT 201H. See list each semester: [www.marshall.edu/honors/courses/](http://www.marshall.edu/honors/courses/).

### **Additional Sections of HON 300, HON 480, HON 481, or HON 490**

- Additional sections of these courses are counted as General Honors when not applied to Core Honors.

### **Other Experiential Learning Opportunities (EL)**

- **Require permission** from the college.
- **HON 484** – Honors Oracle News (student-led reporting). **EL**
- **HON 488** – Steering Committee of the Honors College Student Association (student-led, SGA-recognized organization). **EL**
- [Study Abroad](#) -- May be substituted for up to 6 General Honors credits by contract with the Honors College. **FORM required. EL**

### **Contracted and Waived Hours – ALL Require Permission & FORM**

- **Require permission** from the college.
- **HON 489** – Honors Internship > Arranged by contract with an approved internship supervisor and faculty mentor. **EL**
- **H-Options** – Arranged through contract with Faculty Mentor to enhance a non-Honors course. *Seek permission to submit form and have proposal approved by Dean.*
- **AP & DC Waiver** – *First semester* appeal to have 3-6 hours of General Honors credits waived if they have earned at least 15 hours of AP or DC college credit in high school.



# Honors Faculty Awards

---

## Honors Faculty Fellows

The Honors Faculty Fellow Program recognizes and supports faculty who exemplify excellence in teaching, mentorship, and innovation within honors education.


There are **two pathways** to becoming an Honors Faculty Fellow:

1. **Recognition of Excellence**

Honors Faculty Fellows are honored for extraordinary contributions to honors teaching—through student feedback, strong course evaluations in honors-designated or HON courses like HON 480 and demonstrated alignment with the college’s mission. Selected faculty receive a **\$500 honorarium** for development purposes and are publicly acknowledged during events such as Honors Convocation

2. **Support for Innovation**


Faculty may apply to receive up to **\$2,000 in project funding** to support innovative curricular or co-curricular initiatives that advance honors education. Eligible faculty include tenure-track, clinical-track, and term instructors. Successful proposals are reviewed based on mission alignment, learning outcomes, innovative pedagogy, and commitment to impactful student engagement.

 **TAKE THE NEXT STEP:** Interested faculty may apply or self-nominate via the Honors College’s [Support for Innovation pathway](#) or the Recognition of Excellence nomination process. Application instructions, criteria, and deadlines are available on the honors college website.

## John Marshall University Scholars Award through the Honors College

The **John Marshall University Scholars Award** offers Marshall University faculty members the opportunity to pursue a significant scholarly or creative project with structured support. Projects may involve original research, design, development, field study, creative work, or performance. The award is intended to result in a tangible product—such as a manuscript ready for publication submission, a public presentation, an exhibit, or a performance—by the conclusion of the award period.

This program affirms the Honors College’s commitment to fostering intellectual excellence and faculty innovation that enriches the broader university community. Learn more on the [MURC website](#).

 **TAKE THE NEXT STEP:** Interested faculty should contact the Honors College at [honorscollege@marshall.edu](mailto:honorscollege@marshall.edu) to discuss eligibility and confirm their existing involvement with honors programming prior to beginning the application process.