

Honors Seminar Proposal (New & Updated Seminars)

Application to the Honors College Curriculum & Policy Committee (HCCAP) to propose a NEW Honors Seminar (HON 480) to be taught for the Honors College of Marshall University. This form is also for UPDATED seminars that have "timed out" for having been taught three times or after three years from first offering, whichever comes first. For those seminars that can be repeated (and have not timed out), there is a different form for applications to repeat a previously approved seminar. Applicants will be contacted as soon as possible after the next scheduled meeting of the HCCAP committee (on a date provided on the college website Teaching Honors page). It is possible that you may be contacted for additional information before that date.



HONORS COLLEGE

We request that you have a look at the [Honors Seminar Design Guide](#) intended, especially, for those faculty new to teaching for the college or possibly new to Marshall as well. There are links to several sources of information here at Marshall (such as the university's syllabus template) that could be very helpful, especially for those new to teaching for the Honors College.

Also, consider putting a bit more into your proposal and plans for the impact of your seminar through self-nomination to be a [Honors Faculty Fellow](#).

This is an UPDATED seminar.

☐ Yes ☐ No

Nearly all submissions are "NO" here.

*UPDATED proposals, as per the Honors College Policy Handbook, are required of faculty after teaching an approved Honors Seminar (HON 480) **3 times or after 3 years**, whichever comes first. Seminars that have been approved by the HCCAP may be offered a total of three times within three years, following the first approved and scheduled offering, by submitting the Application for Repeat Honors Seminar.*

*After either three offerings or conclusion of a three-year period, beginning with the first semester of offering, faculty must submit a **significantly updated proposal** (using the same submission form as for new proposals but designating the form as for an Updated seminar). Such re-submissions of updated proposals are an opportunity for both faculty and the committee to consider how the course/approach have changed as time has past.*

I am applying to be considered in the future

☐ Yes ☐ No

Nearly all submissions are "NO" here.

Saying "No" means that you plan to teach the seminar in the next regular semester (fall or spring).

*Say "YES" only if you are applying to be considered for a semester **after** the immediate fall or spring semester in the schedule, are looking for feedback, and will not need to obtain supervisorial approval at this time. We can work with you and discuss when you might be in a position to offer the seminar down the road.*

Primary Instructor's Name

Title

First

Last

Primary Instructor Department or Unit**Contact Phone****Contact Email**

As the Primary Instructor, you will be the point of contact.

Co-Instructor Name (if applicable)

Title

First

Last

Just go ahead and these co-instructor fields blank if you are teaching solo.

Co-Instructor Department or Unit**Contact Phone****Co-Instructor Email****Primary Instructor's Chair/Supervisor**

Title

First

Last

*Your chair/supervisor will be notified that a submission was made IF your intent is to teach for the college in the next regular academic year semester. They will **not** receive a full copy of your submission, only notification that the college has received one.*

The college cannot proceed with scheduling UNTIL permission to teach for the Honors College is granted. If you are a chair or do not have a chair/supervisor, you may enter your own name here and email below as these fields cannot be left blank.

Primary Instructor's Chair/Supervisor Email**Overload Request**

I intend to request an overload for teaching a seminar.

We may be limited in scheduling overloads for faculty teaching out of load for the Honors College. We cannot be sure that an overload request to Academic Affairs will be accepted.

Schedule & Room Preferences

e.g., TR 2-3:15pm or W 4-6:20 in a TECI room, preferably in Smith Hall

You can provide us with your preferences for when and where you would offer an approved seminar. We will do our best to work with you, your department, and the Registrar to achieve the ideal time and place in the schedule. If you have no requests, let us know that too.

NOTE: We do tend to get many requests for meeting times after 4 PM. We try to avoid "bunching" all of our seminars in the schedule.

SEMINAR TITLE (FULL)

NOTE: For *updated* proposals, the Registrar requires that the seminar title be changed after the third offering.

While you are welcome to be as creative with your title as you are with your pedagogy, we encourage you to provide one that is also descriptive and thus more easily understood by students.

*Lengthy titles are fine for our purposes in the college, but **the Registrar will use only 30 characters and spaces, in total, when the schedule is prepared.** Given this, in the next textbox, please also provide a short title within this limit for the MU schedule of courses.*

NOTE: If you are submitting an updated proposal, the Registrar requires that the seminar title be changed from the previous offerings.

COURSE TITLE (SHORT)

24 characters maximum allowed in this field

*The Registrar will use **30 characters and spaces, in total, when the schedule is prepared.** Of those 30 characters, 6 will be used by "SpTp: " as these seminars are all Special Topics. Given this, please provide a title within the 24 character limit for eventual inclusion in the schedule of courses*

This field will allow only the permitted number of characters.

SEMESTER OF OFFERING

e.g., "Spring 2019, but also Fall 2019"

Please indicate when you would like to offer your Honors Seminar.

*The HCCAP may need to schedule an accepted proposal for a future semester (later than the next regular, academic year semester) as a result of different factors. **Therefore, it is helpful to suggest whether your schedule might allow you to be scheduled for an alternate, future semester.***

NOTICES:

- Completed proposals **include ALL required fields**. Your submission should not exceed the equivalent of 3 typewritten pages. Supporting documentation is not included in this total.
- The proposal is not meant to take the form of a completed syllabus. The Honors College Curriculum and Policies Committee (HCCAP) understands that your responses to the prompts represent a **work in progress**.
- We have a [Honors Seminar Design Guide](#) to assist faculty in preparing proposals (especially for the first time). A PDF of the online Honors Seminar Proposal form can be downloaded from our website for off-line use while composing your responses in order to then cut and paste into this form. **Additionally, you can find illustrative examples of proposals and other information on the HCCAP SharePoint [Partnership for Excellence in Honors Education](#)**
- Textboxes/fields have accompanying **instructions** to guide your responses.
- You may **save and resume** your work later.

SEMINAR PROPOSAL

CENTRAL COURSE THEMES & PEDAGOGICAL VISION

Please describe how your proposed Honors Seminar will cohere around **central themes** that will guide and animate discussion, inquiry, and activity throughout the semester. We're especially interested in how these themes invite students into deeper exploration, connection, and reflection.

What is your **core pedagogical purpose** in designing and leading this seminar? You're welcome to share what most inspires you to teach in honors, whether that's a specific intellectual passion, a commitment to integrative learning, or a desire to challenge students to think in new ways.

Because Honors students come from a wide variety of majors, your course should be **accessible to non-specialists**. The **HCCAP** looks for proposals that will appeal to students across disciplinary boundaries and that do not assume prior subject-matter expertise. Consider how your seminar's themes and design will speak to diverse learners and invite them into your area of expertise.

INTEGRATIVE INTERDISCIPLINARY LEARNING

In keeping with the Honors College's mission, all seminar proposals must be intentionally interdisciplinary—bringing together ideas, practices, and perspectives from multiple academic fields. More than simply including content from various disciplines, a strong proposal will show how those disciplinary approaches are placed in **deliberate conversation** with one another to promote deeper, more **integrative learning**.

The **HCCAP** will be looking for a clear explanation of how your seminar will:

- * **Engage multiple** fields or knowledge traditions;
- * **Actively draw on** distinct disciplinary methods or literatures; and
- * Invite students to **synthesize or apply those approaches** in meaningful, creative ways.

You're encouraged to reflect not only on what disciplines are represented in your course, but also on *why* and *how* they work together to deepen students' understanding of the subject.

TEACHING PHILOSOPHY & LEARNER-CENTERED STRATEGIES

Describe the **pedagogical strategies** you plan to use in your seminar. How will your approach place students at the center of the learning experience and empower them to take intellectual risks, make connections across disciplines, and engage meaningfully with course content?

We encourage faculty to think creatively about how their training and expertise can support:

- * **Experiential or hands-on learning** inside or outside the classroom;
- * **Authentic assessment** that connects to real-world challenges or applications;
- * Opportunities for **student leadership, service, and professional development**.

As an incubator for integrative learning and civic-minded scholarship, the Honors College values seminars that are inclusive, exploratory, and reflective of the college's mission. How will your approach foster that environment and help students grow not only as thinkers, but as *agents of change*?

TYPES OF ASSIGNMENTS

Please provide a detailed description of the types of assignments students will complete in your seminar. Be as specific as possible, including examples of:

* **Written work** (e.g., essays, creative pieces, research projects),

* **Oral presentations or performances**,

* **Collaborative or project-based work**, and

* Any **experiential or applied assignments**.

The Honors College encourages assignments that support **exploration, independence, and intellectual risk taking**, not just repetition of learned material. Assignments should challenge students to synthesize knowledge, reflect deeply, and articulate ideas for diverse audiences.

Seminars should be **student-centered and participatory**, not structured as lecture-heavy courses. Please describe how your assignments will reflect that pedagogical commitment and foster meaningful engagement throughout the term.

HONORS COLLEGE STUDENT LEARNING OUTCOMES

The Honor College learning outcomes *require* that students pursuing completion of the Honors Curriculum have a variety of opportunities in their honors-designated coursework as a whole to:

- 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 following **program-level learning outcomes** guide all honors-designated coursework and represent the essential capacities we aim to develop in students across the Honors Curriculum. They reflect the Honors College's commitment to **integrative learning, critical and creative inquiry, inclusive**

excellence, and **social responsibility**.

Seminar proposals should demonstrate intentional engagement with **at least three** of these outcomes. Instructors will be asked to complete and upload a table indicating:

- **Which outcomes** their course addresses;
- How students will **practice** each selected outcome;
- How students' achievement of each outcome will be **assessed**.

These outcomes serve as a shared framework for our work with students, while still allowing space for the **distinctive design** of each seminar.

LEARNING OUTCOMES, PRACTICE and ASSESSMENT

*Following from your responses to the prompts above, **in the form of a table** (prepared in your word processor with the resulting file uploaded here) show us succinctly what students will have the opportunity to learn, how this learning will be accomplished in ongoing (including, in particular, ungraded) work of the semester, and how student learning will be assessed through graded assignments.*

This table is required by the MU-BOG of all syllabi at Marshall and can be found in the [Basic Syllabus Template](#).

STUDENT READINGS & COURSE MATERIALS

What reading materials will students engage with during your seminar? We encourage the use of **primary sources**, scholarly texts, and creative works that invite students to **critique, analyze, and evaluate** ideas rather than simply absorb distilled information. Please include a list of proposed readings, along with brief annotations explaining how each will support your learning objectives and course themes.

If you plan to include other media, such as film, podcasts, or visual art, please provide a list of those materials as well. Annotations are encouraged for clarity.

We also ask that you **consider diversity in authorship, perspective, and medium** as part of your curation of course content. Honors education thrives on multiplicity, of voices, identities, and worldviews, and the committee will be attentive to how your seminar makes space for that richness.

COURSE GENERAL EDUCATION ATTRIBUTES

*In the **Attributes** textbox below, please identify whether you could obtain approval for the seminar to add attributes such as [writing intensive](#), multicultural, and/or international. It is a boon to our students to be able to obtain credits for [General Education](#) requirements while also completing their [Honors Curriculum](#) in order to graduate with University Honors. It is the responsibility of faculty to complete any/all necessary applications for adding attributes before the beginning of the semester of offering as students need to be well-informed when making curricular choices.*

We've put together a [Guide](#) to help you consider how you can add designation(s) to your course.

NOTE: If you do not plan to pursue attribute(s), please just let us know that in this box. An entry must be made for completion.

SUPPORTING DOCUMENTATION

Please provide the following items in support of your proposal as uploaded/attached documents.

SUPERVISORIAL APPROVAL

Please provide filename(s) in the following format: "Your Last Name_approval." You may upload multiple files for multiple instructors. If possible, include an uploaded letter or copy of an e-mail message from your departmental Chair or appropriate unit supervisor that clearly indicates approval for a one-course reassignment to the Honors College in the proposed semester for your seminar. IF needed, you may forward an email with permission given to honorscollege@marshall.edu.

CURRICULUM VITAE

Please provide filenames in the following format: "Your Last Name_CV." You may upload multiple files for multiple instructors, with distinct naming. The HCCAP is interested, in particular, to make note of prior experience working with honors students (though this is by no means required) and practice employing innovative pedagogy in other ways as well as considering how your (and potentially your co-instructor's) professional background aligns with the intellectual scope of the seminar proposal.

☐ **I have sent (or will send) approval/s by email before the deadline**

If you cannot upload approval/s now, please indicate that here by checking the box.

WE CANNOT APPROVE & SCHEDULE A COURSE WITHOUT APPROVAL WHEN YOU HAVE A REGULAR TEACHING LOAD AND ARE TEACHING A COURSE IN-LOAD FOR THE HONORS COLLEGE.

Anything else that you want the HCCAP to have for their consideration in review of your proposal?

ADDITIONAL COMMENTS

If you have any additional information that you'd like to share, you may do so here.

When you click the "Submit" button below, your proposal will be submitted to the Honors College for review.