

**For use as an offline aid only for  
online submission of the form.**

## 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.

### Page 1



HONORS COLLEGE

**This is an UPDATED seminar.**

Yes  No

*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.*

#### Primary Instructor's Name

<input type="text"/>	<input type="text"/>	<input type="text"/>
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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)

<input type="text"/>	<input type="text"/>	<input type="text"/>
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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

#### Schedule & Room Preferences

e.g., TR 2-3:15pm or W 4-6:20 in a TECL 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.*

**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 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: For **updated** proposals, the Registrar requires that the seminar title be changed.*

**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 as a result of different factors—including the imperative to enrollment goals across all scheduled seminars. Therefore, it is helpful to suggest whether your schedule might allow you to be scheduled for an alternate, future semester. **NOTE:** If you're submitting a seminar proposal and are still unsure but would like to be considered for a future semester and receive some feedback, you may indicate that below by using the **Yes/No slider** where you would otherwise provide supervisorial approval.*

## Page 2

**NOTICE: 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. As such, the Honors College Curriculum and Policies Committee (HCCAP) understands that your responses to the prompts represent a work in progress.**

**We have a Guide to assist faculty in preparing proposals (especially for the first time). Also, 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.**

**Textboxes/fields have accompanying instructions.**

# SEMINAR PROPOSAL

## CENTRAL COURSE THEMES

*Provide a description of how your seminar will cohere in terms of central themes that you expect to animate ongoing discussion and activity. What do you consider to be your core pedagogical purpose in teaching the seminar? Feel free to include what most inspires you to share these ideas with honors students. The HCCAP is especially interested in evidence of intellectual appeal (and accessibility) to students from a **variety** of majors.*

## INTERDISCIPLINARITY

*To support the Honors College mission, course proposals must be constructed in a purposefully **interdisciplinary** manner by focusing on subject(s) that transcend specific academic disciplines. HCCAP is looking to assess how you will design a course that actively and integratively makes use of literatures and professional approaches of more than one academic discipline.*

## TEACHING APPROACH

*What learner-centered pedagogical strategies do you plan to employ in your seminar? Working from your own training and expertise, think about how you might incorporate elements of experiential, hands-on learning—either in or outside the classroom. We are always keen to enhance opportunities for professional development and exposure as well as leadership and service in keeping with our stated mission as a college.*

### **TYPES OF ASSIGNMENTS**

*Discuss the variety and types of assignments that students will be required to complete. We encourage assignments—including written, oral, and performative forms—that allow for exploration, independence, and intellectual risk taking.*

**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.

Honors Seminars are an essential part of the curriculum. Thus, seminar proposals should **demonstrate inclusion of at least some competencies suggested by these program-level outcomes** in the table requested (by upload) below. The particular outcomes incorporated in those for the proposed seminar (together with those particular to that seminar) will depend on the nature of the proposed seminar.

### **LEARNING OUTCOMES, PRACTICE and ASSESSMENT**

*Following from your responses to the prompts above, in the form of a table (prepared in your word*

*If needed, please refer to our [Design Guide](#) for background information helpful in preparing a table that will illustrate suggested alignments between your learning outcomes, ongoing forms of practice,*

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 of all syllabi at Marshall and can be found in the [Basic Syllabus Template](#).

## STUDENT READINGS

What reading material will students engage with during the seminar? In general, students in honors-designated courses should be expected to critique, analyze, and evaluate their readings, which are most likely to be primary in nature (rather than constitute well-digested in material as found in textbooks). Feel free to include brief annotations to explain how you envision using your readings. If you plan to use other media, such as film, please provide a list (and any accompanying annotation) for such material as well.

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.

## COURSE GENERAL EDUCATION ATTRIBUTES

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, whenever possible.

**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.

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.

**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 am applying to be considered in the future**

Yes  No

Check YES if you are applying to be considered for a future semester (after the earliest possible semester that we would otherwise possibly schedule your proposed seminar) and looking for feedback and are not pursuing 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.

**Please complete the following checklist to confirm a completed application:**

General Education attributes noted, if any (e.g., writing intensive, multicultural, international)

Letter or e-mail from department chair/unit supervisor of each instructor affirming acceptance to one-course reassignment to the Honors College in the proposed semester of offering

If you're not seeking to offer your seminar in the semester following the next HCCAP Committee meeting, then you may leave this checkbox blank and use the Yes/No slider to apply "to be considered in the future."

Curriculum vitae for each instructor (as needed)

**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.