

The Marshall University Honors College



HONORS COLLEGE

To deliver on our overarching promise of demonstrably enhanced learning experiences within honors education, faculty who teach honors-designated courses are encouraged to challenge themselves through their pedagogy by devising uniquely creative approaches to teaching and within their inspirational mentorship of students. The Honors College wants to provide opportunities for our students, but we also foster the professional development of faculty who assist the college by teaching courses that serve our students. The college is centered on achieving academic distinction. We know that teaching honors can enrich your life and the lives of all students you work with—not just those encountered in honors-designated courses. We believe the Honors College is an incubator for pedagogical exploration and innovation that enhances the quality of educational experiences across the University. Our relationship with those who teach for us is an engaged, collaborative partnership for the common good.

The Honors College does not have its own faculty. We seek faculty to teach **honors-designated, departmental courses** (in your major, e.g., ANT201H) as well as **honors courses** (in the college, e.g., HON480) that together constitute required elements of the [Honors Curriculum](#)¹ that our students must complete to graduate with University Honors through the Honors College. This fact helps inspire a community of collaboration and innovation across colleges and disciplines, which is basic to our mission.

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 multiple 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 engaged in 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.

¹ All Honors College links can be found on our website at www.marshall.edu/honors, if looking at a print copy of this document.

- 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](#).

Contributing to Honors Education at Marshall University

Departmental Honors-Designated Courses

Many departments at Marshall University offer Honors-designated courses that are signified by adding an “H” to the course number, such as “ANT 201H,” which is one of a number these courses provided for students in good standing as members of the Honors College. The Honors-designated, departmental courses serve students in the Honors College well by fulfilling many [General Education](#) requirements at Marshall University. Such requirements include “Critical Thinking (Core I)” and “Social Science (Core II)” credits that a course such as ANT 201H fulfills. These courses also provide general Honors credits beyond the core Honors Curriculum courses that include the two seminar types described below, for which the college continually seeks instructors from across the University to enrich the educational experience of our students. You can read more about the 24-credit hour [Honors Curriculum](#) on our website (address provided below).

Interested? These courses are *currently* designed, staffed, and scheduled without close consultation with the Honors College. **As part of our strategic plan, we seek close partnerships with academic departments to ensure that those courses open exclusively to honors students (i.e., are in the catalog to serve the Honors College) contribute effectively to fulfilling the college’s [student learning outcomes](#) and mission and follow the current best practices for honors education.** As honors sections of courses offered in their home departments, arrangements to develop and/or teach these courses will be made within your own department in consultation with the Honors College. We are happy to work with faculty interested in developing and teaching departmental Honors-designated courses so that they most effectively contribute to achieving the college’s learning outcomes.

Honors Seminars

FYS100H – Honors First Year Seminar: The First Year Seminar in Critical Thinking is an essential part of the university’s General Education curriculum. As with departmental honors-designated courses, FYS100 is also offered in honors sections for students in the college—during their first year at Marshall. Beginning in Fall 2021, the Center for Teaching and Learning began developing a new framework of FYS that focuses on specific parameters for all FYS sections. Consistent with the criteria for all Core I courses, each section of the re-designed FYS focuses on a social or civic issue (not a disciplinary area); employs specific learner-centered,

hands-on pedagogies; uses formative assessments and authentic summative assessments; and is built around one high-impact practice or HIP (e.g., writing intensive, community-based learning and research, undergraduate research, collaborative assignments and projects, e-portfolios, etc.). Using these four parameters means that all students taking FYS will have the opportunity to build core critical thinking skills (information literacy, inquiry-based thinking, intercultural thinking, integrative thinking, and meta-cognitive thinking), while our instructors will have the opportunity to create engaging course sections using different combinations of parameters.

A new part of the restructured FYS program involves joining FYS faculty, which includes bi-weekly participation in an FYS faculty learning community (FLC). The primary goal of the FLC is to develop and refine the new structure for FYS and to debrief with one another while teaching the course. FYS must rely upon pedagogically sound, empirically supported teaching practices. Through participation in the FLC, faculty develop expertise leading to proficiency as First Year Seminar Specialists. You are invited to apply if you are interested in teaching FYS in the coming academic year and beyond. The Honors College coordinates with the Center for Teaching and Learning to staff FYS100H. You can learn more about the course and contact them if interested in offering a section of this seminar.

Interested? Please reach out to us at honorscollege@marshall.edu to begin a conversation in which we will include the Center for Teaching and Learning.

HON 200 – Second Year Seminar in Leadership, Ethics, and Civic Engagement: We encourage all faculty and qualified staff at Marshall University interested in contributing to our mission to consider teaching an Honors Second-Year Seminar (sections of HON 200), a 3-credit hour seminar purposefully positioned in a student’s second year of study at Marshall. The intention of this seminar is to energetically bring together Honors students who have passed through their first year, spotlight curricular and extra-curricular activities, and are transitioning to engage more fully with their major departments. We look to enhance a sense of “cohort” among the Honors students at this point in their academic career and to help cultivate shared purpose as *active* members of the college who critically and self-reflectively engage with essential themes of Leadership, Ethics, and Civic Engagement through their work in this seminar. To help achieve our goals for this seminar, individual instructors are asked to design their own seminar from a foundational core set of elements and shared learning outcomes. The seminars are capped at 25 students and scheduled in Spring semesters only.

Interested? A review of prospective instructor credentials and experience is conducted by the college. Please reach out to us at honorscollege@marshall.edu to begin a conversation about your ideas and our expectations for this critical, transitional course in our curriculum, which helps prepare students for later work in their course of study in the college and their major(s) as well as their future lives and careers.

HON 480 – Special Topics, Interdisciplinary Seminars: We encourage all faculty interested in contributing to our mission to submit proposals for upper-level Honors Seminars (sections of HON 480). These seminars are purposefully *interdisciplinary* in design and have been capped at no more than 18 students. While we have expectations regarding pedagogical approaches and alignment of individually tailored learning outcomes in seminars with those for the Honors College curriculum as a whole, faculty may design highly original seminars. This is a hallmark course in our curriculum. You can see examples of current and past seminars on our website. Many seminars have been co-taught by faculty working together from different disciplines.

Interested? There is a thorough review of proposed seminars by the Honors College Curriculum and Policy Committee (HCCAP) at least one semester before the semester an approved seminar is offered. On our website, under “Teaching Honors,” you’ll find links to the Honors Seminar (HON 480) online proposal submission form and a [guide](#) for faculty to help prepare their proposals.

Honors Experiential Learning Courses

The Honors College provides student-organized and led courses that are based in a fundamental need for collaborative work and that contribute to the welfare of particular communities. These are not faculty-taught instructional courses—though each has a Faculty Mentor to provide guidance and support. Rather, they are an institutional means for students to earn academic credit for experiential learning in the context of productive work conducted on behalf of the college, its students, and the communities we are a part of. Students must be advised by the college to obtain permission to enroll before registration.

Interested? The college conducts a review of prospective instructor credentials and experience. Please reach out to us at honorscollege@marshall.edu to begin a conversation.

HON 300 – Honors Peer Mentoring: We have developed an experiential learning course providing peer advisor and leadership training so that students can work with college staff to provide various student support services, including advising and a variety of community-building events such as field trips and other co-curricular educational opportunities. In general, we expect that this course will be taken by students following HON 200. This course can be repeated for credit.

HON 483 – TEDxMarshallU Honors Internship: The [TEDxMarshallU](#) internship is an opportunity to participate on a student-organized and faculty-mentored organizing/planning team for the TEDxMarshallU event. Students apply for and are assigned different roles necessary for the successful planning, organizing, promotion, and execution of a TEDxMarshallU event during the academic year. These roles include executive producer, event manager, curation coordinator, sponsorships, budgets, and purchasing manager, designer, communications, editorial, and marketing director, and video and production lead. They also create a personal portfolio of their experiences to pass to the next organizing team and help them see how the internship experience can apply to their personal career development. Student team members must commit to participating for the full academic year with a 1-credit course in the fall and 2-credit course in the spring semester.

HON 484 – The Honors Oracle News: The [Honors Oracle](#) is an experiential learning course and the product of student-led effort. Students enroll in **HON 484** and, through collaborative peer-mentorship, students in this course learn about journalistic writing, develop interpersonal skills through interviewing at least two sources per story and create publishable work that could be suitable for resumes and portfolios. There are up to 12 Honors Oracle staff members. Most students serve as reporters, while two serve as editors. Editors earn 2-credits per semester and reporters earn 1-credit per semester. Registration requires contacting the college. This course can be repeated for credit.

HON 488 – Honors College Student Association: The HCSA’s activities are led by a Steering Committee of students who enroll in HON 488, which is offered each semester. There are up to 12 Steering Committee members, four of whom serve as officers for an entire academic year. Officers earn 2-credits per semester and committee members earn 1-credit per semester. Registration requires contacting the college. This course can be repeated for credit.

HON 489 – The Honors Internship: Certain internships may be contracted for between 1-3 credits under the designation of HON 489. The college also permits students to earn credit in the required honors curriculum for enrollment in a departmental-specific internship course. Either way, the honors student must submit an [Honors Internship Contract](#) with the same expectations for the experience to receive honors-designated academic credit. The Honors Internship

allows students to complete some requirements through a rewarding co-curricular experience. Honors students must arrange for a designated On-Site Supervisor and a Faculty Mentor, each of whom plays a role. The Honors Intern must submit a report and provide a presentation at the end of the contracted period. The On-Site Supervisor must submit an evaluation of the intern. For examples of Honors Internships, please see the presentations [here](#).

The Honors College Curriculum

Our curriculum requires 24 credits equally divided across two distinct areas. *As many as 15 credits can be earned through fulfilling requirements in other areas, e.g., General Education and those of a student's 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
- **HON 200** – Second-Year Seminar in *Leadership, Ethics & Civic Engagement*
> HON 200 is offered in the **spring** semester only. Must be taken by the end of a student's second year.

Upper Division Seminars & Experiential

[6 credits in an accepted combination]

Students must **reserve a seat** and **obtain permission** to register for the courses below during Honors Advising. All students must complete at least ONE section of HON 480 and may “substitute” 3 credits of HON 300 or HON 483 for a total of 6 credits.

- **HON 480** – Special Topics Honors Seminar [**At least 1 section of HON 480 required**]
> Taken during a student's third and/or fourth year after HON 200 is completed. Topics change each semester. See our [website](#) for details each semester.
- **HON 300** – Honors Peer Mentoring
- **HON 483** – TEDxMarshallU Internship
> Requires two consecutive semesters for a total of 3 credits. *Requires internship application to Faculty Mentor.*

General Honors

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

Departmental Honors-Designated Courses [H]

- Offered by departments to honors students (General Education courses, e.g., ANT 201H). See a list of honors-designated sections: <https://www.marshall.edu/honors/courses/>.

Additional Sections of HON 300, HON 480, or HON 483

- Additional sections of these courses are counted as “General Honors” when not applied for upper-division credits (at left).

Other Experiential Learning Courses and Co-Curricular Opportunities

These options require permission and/or form submission. *No more than 6 credits waived for any reason* (e.g., Study Abroad or AP/DC)

- **HON 484** – The Honors Oracle News (student-led reporting)
- **HON 488** – Steering Committee of the Honors College Student Association (student-led, SGA-recognized organization)
- **Study Abroad** -- May be substituted for up to 6 General Honors credits by contract with the Honors College. See our **Forms** page for details: <https://www.marshall.edu/honors/forms/>
- **H-Options** – Arranged through a contract with a Faculty Mentor to enhance a non-Honors course. See the **Forms** page for details. *Not generally recommended. Must seek permission in advance to submit a proposal and have a proposal approved by the Dean.*

College Credit Waiver for Incoming First-Year Students:

- Appeal to have 3-6 hours of General Honors credits **waived** if a student has earned at least 15 hours of AP or DC college credit in high school. The form is on our website's **Forms** page

Honors Faculty Fellows

To recognize and support faculty who have made a special commitment to the mission of honors education at Marshall, the Honors College has developed an Honors Faculty Fellows program. We will have single academic-year appointments as a cohort with the potential for individual faculty renewal. Interest faculty can [apply here](#).

Eligibility

- Tenured and tenure-track faculty, clinical-track faculty, and term instructors with current MU appointments.
- Documented support of the departmental chair for any reassigned time (e.g., for in-load teaching of a HON course) during the academic-year appointment.
- Contributions to the Honors College
 - Faculty Fellows will typically be appointed to recognize their current or anticipated engagement with the Honors College community through teaching. However, the college may also recognize faculty for other vital contributions to the mission of honors education at Marshall University, including combinations of the following:
 - Development and conduct of an experiential learning opportunity, e.g., study-broad experience.
 - Membership on the Honors College Curriculum and Policy Committee.
 - Significant and sustained mentorship of Honors students and engagement with the community of the Honors College.
 - Overseeing Departmental Honors programs.

Expectations for the Faculty Fellow

In addition to the work that is being recognized through their appointment (e.g., teaching or conducting an experiential and collaborative learning opportunity), Faculty Fellows are expected to:

- Contribute to any defined theme/s for a given academic year cohort of fellows.
- Collaborate with other fellows in their cohort.
- Deliver public lectures and/or workshops, e.g., on the topic of a developed Honors course and innovative pedagogy employed at the annual iPED or another appropriate local academic conference.
- Serve as an ambassador for the college in the broader communities of which we are a part.
- Serve on a committee that selects the next cohort of Faculty Fellows.
- Serve as a mentor to Honors students with whom they work during their time as a fellow.

Our Commitment to the Faculty Fellow

- Honors Faculty Fellows will be able to apply for funding (currently up to \$2000) from the Honors College to support activities related to their appointment.
- Recognition of the contributions of Honors Faculty Fellows through college communications, including our website and social media as well as at the annual Honors Convocation.
- Opportunities for faculty development in a cohort of Honors Faculty Fellows.