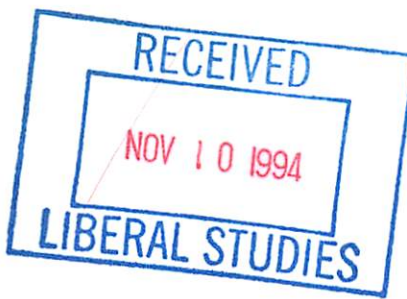


LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____



UWUCC USE Only
Number: 94-70
Submission Date: _____
Action-Date: App = 11/15/94
Senate App - 12/6/94

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Janet Goebel Phone 357-4935
357-8527 (home)
Department English / Honors College

II. PROPOSAL TYPE (Check All Appropriate Lines)

 COURSE _____
Suggested 20 character title

 New Course* _____
Course Number and Full Title

 Course Revision _____
Course Number and Full Title

 Liberal Studies Approval+ _____
for new or existing course Course Number and Full Title

 Course Deletion _____
Course Number and Full Title

 Number and/or Title Change _____
Old Number and/or Full Old Title

New Number and/or Full New Title

 Course or Catalog Description Change _____
Course Number and Full Title

XXX **PROGRAM:** Major Minor Track

XXX **Honors College Course Criteria** _____
Program Name

 Program Revision* _____
Program Name

 Program Deletion* _____
Program Name

 Title Change _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

Janet E. Goebel Honors College
Department Curriculum Committee Department Chair

_____ College Curriculum Committee _____ College Dean

_____ + Director of Liberal Studies (where applicable) _____ *Provost (where applicable)

Criteria for Honors Courses:

The Honors College Committee supports the principles of the Planning Document, approved by the IUP Senate in December 1992, which proposed these three points as the major differences between honors courses and other IUP courses:

1. *They are populated by outstanding students whose presence will in itself change what happens inside the classroom.*
2. *They will involve students in qualitatively different work rather than simply assigning more work.*
3. *Their pedagogy would show a preponderance of the following characteristics: a) more student-centered, interactive pedagogy, b) concern for affective as well as cognitive growth, c) higher expectations for self-initiated learning, d) integrative or synthetic approach to knowledge, e) opportunities to enhance written and oral communication skills, f) development of critical thinking skills, g) movement at a pace appropriate to outstanding students, h) enhancements such as guest lecturers and trips, and i) limited enrollment [presented in the budget of the planning document as enrollment of maximum 20 students].*

Additionally the Honors College Committee would emphasize that just because these students have outstanding abilities it does not follow that we can assume all basic skills are already developed. For example, while the honor student may have much ability as a reader, it does not follow that we can assume he/she will already know how to identify voices in a text or be familiar with the technical jargon and paradigms of literary analysis. Skills cannot be assumed and must still be taught.

The Honors College Committee has no wish to impose such limiting criteria that faculty are discouraged from proposing honors courses. While the above principles as outlined in the Planning Document are important, we want to encourage participation by making our criteria for course approval as general and unrestrictive as possible. Rather than proposing varying criteria for each category of honors course described in the planning document, we ask that the following criteria be adopted for all honors courses:

- a. Honors courses will evidence commitment to an interactive pedagogy and the characteristics described in the Planning Document. Proposals should at a minimum show evidence of an integrative learning environment (synthesis skills) that promote student discovery of models or learning paradigms.

- b. Honors courses will evaluate students in accordance with the principles of an interactive pedagogy. Honors courses should emphasize student projects, presentations, and papers. A minimum of 33% of the final grade in H courses will be based on projects, presentations, writing assignments, and/or performance. Additionally, it is presumed that honors courses will rely primarily on essay examinations.
- c. Honors courses should emphasize qualitative rather than quantitative differences in matters of course content. Without ignoring the basic skills taught in more traditional courses, they should focus on increasing the depth rather than breadth of material covered.
- d. Faculty proposing honors courses need to show evidence of familiarity with interactive pedagogy. This could be the product of their own current teaching style, attendance at workshops (including peer proposal workshops hosted by the Honors College) designed to foster interactive pedagogy, or through some other means which illustrates to the Honors College Committee that interactive pedagogy is being used.
- e. Honors courses will be limited to a maximum enrollment of 20 honors students. However, at the discretion of the instructor and his/her department, an honors course which is unable to fill with students enrolled in the Honors College will be allowed to enroll non-honors college students whom the instructor assesses as being capable of doing honor-level work in that particular course. These non-honors college students would receive the "H" prefix for the course on their transcript.

It is our recommendation that this option be used primarily for upper-level, discipline-specific courses where there won't be enough majors in the Honors College to fill, for example, a 300-level biology course with all of its prerequisites. This option also provides a way of increasing student and faculty participation in the Honors College beyond those students officially accepted into the total program.