



WELLESLEY COLLEGE

Honors Program Course Proposal Form

"H" (standalone Honors course) or "&H" (section added to existing course)? _____

Proposed Course Title and Number: _____

Instructor: _____

Prerequisites: _____

Corequisites: _____

Course Credits: _____

Does the course satisfy: Core Requirement ____ Major Requirement ____ Major Elective ____ General Elective ____

Please provide a one- to three-sentence course description:

Briefly describe the additional curricular components by which students can earn Honors credit (see Honors Program Curriculum Overview for guidance). Please specify how each component will be assessed within the context of course grading:

Courses carrying Honors designations should

Honors Program

Curriculum Overview

Terminology

&H (“And H”)

An &H section is added to an existing course in which both Honors and non-Honors students are enrolled to signal that the Honors students have the opportunity to earn Honors course credit. To earn this credit, Honors students must be enrolled specifically in the &H section and they must satisfactorily complete work complementary to the existing syllabus.

H (“standalone Honors course”)

An H section signals that all students enrolled in the course complete work that would yield Honors credit for that course. Non-Honors students could enroll in such a course, but while they would need to complete all of the same work as the Honors students, they would receive only non-Honors credit.

Components of Courses Yielding Honors Credit

The National Collegiate Honors Council (NCHC) provides guidance regarding the kinds of components that could mark a course as “Honors.” Generally, Honors components enable students to pursue breadth, depth, complexity, and/or interdisciplinarity within their coursework.

The Wilkes University Honors Program endorses the core values of academic rigor. This could

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Options: Potential Modes of Learning

independent research, case study, or creative project within student’s discipline (in-depth learning)
exploration of broad themes and/or enduring questions across disciplines (breadth of learning)
experiential learning (including internships, field work, and study abroad)
service-learning (conscious and purposeful integration of service and learning elements)
residential learning community (conscious and purposeful integration of living and learning elements)
intercollegiate undergraduate academic competitions, presentations/conferences, and/or publications
experimental or innovative pedagogy

Options: Potential Topics

trends, issues, and/or best practices within student’s discipline
communities, ideas, practices, methodologies, and/or values unfamiliar to student
meta-awareness – analysis of not just what is known, but also of *how* it comes to be known

Options: Potential Skill Outcomes

problem solving
critical reading
critical thinking
clear and persuasive writing
oral presentation
ability to make evidence-based arguments and judgments
artistic literacy
metacognition