

The following requirements and options differentiate an honors course from the standard course and should be included in all honors courses and curriculum. The examples provided are merely suggestions, creativity is encouraged.

* Requirements

All honors courses must include the following criteria.

1. Subject Matter

The course has greater depth and/or breadth of subject matter than the standard course.

2. Prerequisite or Assessment

The course has a higher-level prerequisite or assessments that are more challenging or higher standards for the overall course grade than the standard course.

3. Curriculum

The course description should reflect the subject matter criteria given above. In addition, the course description and methods of evaluation must include the options given below.

* Options

A minimum of three of the following options must be included in all honors courses.

1. **Classroom/research materials:** The use of primary sources as classroom and research materials.
2. **Computer Learning:** Use specialized discipline-specific software beyond what is learned in the standard course.
3. **Critical/analytical thinking:** Intensive critical/analytical thinking, writing, and speaking.
4. **Cumulative Assessment:** Students complete an extensive final project or take a cumulative exam that constitutes part of the final grade.
5. **Hands-on/Experiential Learning:** Students complete a hands-on/ experiential learning experience and write a detailed report/give an oral presentation regarding the experience.
6. **Instructional Methods:** Emphasis on participatory and discussion-oriented classroom.
7. **Presentation:** Students present their self-directed study or research project to the class or instructor.
8. **Projects:** Students apply knowledge learned in the course to solve advanced problems, perform detailed error analysis, or other project beyond the scope of the standard course.
9. **Self-Direction:** Some form of self-directed-study or research project.

10.

Multi-disciplinary Examples

Computer-Learning

- Student engages with software relevant for conducting qualitative or survey research used in the humanities and social sciences—e.g., Qualtrics or Nvivo.

Cumulative Assessment

- Final project or portfolio applying knowledge from throughout the course and requiring the use of primary and secondary sources for research materials

Hands-on/Experiential Learning

- Students participate in experiences relevant to the subject area, such as attending lectures, workshops, or trainings outside of the classroom

Projects

- Research project, utilizing primary sources and requiring more in-depth research and analysis than is required in the standard course.

Presentation

- Student proposes and/or presents their research at a college-based or regional conference.

Self-Direction

- Students conduct independent research in the relevant subject area and create a report of findings demonstrating more in-depth research and analysis than is required in the standard course.

Math Examples

Computer Learning

- Students learn to use mathematical software such as Maple or Mathematica beyond what is learned in the standard course.
- Students study symbolic computation to learn pattern recognition and understand the development of formulas and the necessity of mathematical proofs.

Cumulative Assessment

- Students complete an extensive final project.
- Students take a cumulative exam that constitutes part of the final grade.

Projects

- Students apply knowledge learned in the course to solve advanced problems beyond the scope of the standard course.
- Students study a mathematical proof and come to understand it well enough to present the proof and answer questions about it, without the use of notes.
- Students create 3-D objects using craft materials or a 3-D printer to visualize mathematical shapes and surfaces.
- Students create a summary of course topics using the functions studied to illustrate the concepts.

Presentation

- Students present their self-directed study to the class or instructor.
- Students present one or more of their projects to the class or instructor.

Self-Direction

- Students conduct research and write a report on a historical figure or a mathematical result.
- Students conduct research and write a report on an application of a course topic in another subject area from their major, such as Physics, Chemistry, or Business.

Chemistry Examples

Computer Learning

- Students use a software program such as Chem Doodle or Chem Sketch to learn to draw molecular models.

Hands on/Experiential Learning

- Students conduct a self-designed experiment and write a detailed lab report describing their results and conclusions.
- Students job shadow someone in their chosen field and report on their findings, noting how the person uses chemistry or knowledge of chemistry in their career.

Projects

- Students apply knowledge learned in the course to solve advanced problems beyond the scope of the standard course.
- Students write a detailed "Sources of Error" analysis for a lab experiment that was performed

Presentation

- Students apply knowledge learned in the course to solve advanced problems beyond the scope of the standard course.
- Students write a detailed "Sources of Error" analysis for a lab experiment that was performed

Self-Direction

- Students conduct research and write a report on a historical figure, chemical discovery, an element, or a current event related to chemistry.

English Examples

Critical/Analytical Thinking

- Unbiased vs. Biased Event Reporting. Students select a recent popular event and identify two news outlets reporting on the event, one that they feel is biased and one that is not. Students compare and analyze the reports and present arguments on why one is biased and the other is providing a truthful portrayal of the event. Students must discuss with the class either in person or within blackboard discussion forum.

Projects

- Students write a satire article similar to what they might find in a satire site like The Onion. Prior to the assignment, there is a class discussion on what satire is, its usefulness as commentary and argument, and things to avoid (e.g. punching up with the satire/humor, never down). Each student chooses a topic we've been discussing in class to satirize, and everyone shares their final piece with the class.

Philosophy Examples

Critical/Analytical Thinking

- Case Study assignment: Students are given a case study with an ethical scenario to read, analyze, respond to directed questions, and develop a recommended solution. Students must relate their solution to any two of the ethical theories studied in the specified chapter of the text. Students must also analyze the comments from classmates with respect to their solution, both supporting the arguments of the commentator that agrees with solution and addressing the arguments of the commentator that disagrees with your solution.

Self-Direction

- Students write an interpretive analysis paper on a specific reading from a selected Philosopher, including critical commentaries regarding the greatest strengths and weaknesses of the philosophy, and applications of the philosophy to their own life.