

CRITERIA, FORMS, AND PROCEDURES FOR APPROVAL OF HONORS COURSES IN THE ARTS AND SCIENCES

Procedures: New Honors Courses and Honors Versions of Existing Courses

Any faculty member in an Arts and Sciences academic unit may initiate a proposal for a new honors course or an honors version of an existing course. Once approved by the department and the division, the proposal must then go to both the Honors Committee of the Arts and Sciences (ASC) and, if a General Education Curriculum (GEC) proposal, the appropriate ASC Subcommittee for their approval. Copies of any proposal involving the honors designation (H suffix for course number) should be submitted through the Electronic Course Approval (ECA) system, <http://eca.osu.edu>.

When the appropriate committee(s) has/have approved the proposal, the ASC Curriculum and Assessment Services will forward the proposal to the Office of Academic Affairs for final review. Upon approval, the course will be listed by the Registrar. Once such approval has been extended, departments may offer the honors course or version at their convenience and subject only to the standard process for evaluating honors courses. The exception is that all X94 courses must have approval each time they are offered. Further, specific X94 courses may be offered up to 3 times before a permanent course number must be proposed. If approval is withheld, the reasons for withholding approval will be communicated promptly to the proposer so that he or she may respond fully to any questions or concerns.

Since the approval procedures and preparation of the Master Schedule are rather lengthy processes, departments should plan to submit proposals to the ECA system at least two months before an upcoming Honors Committee meeting, as well as at least six months prior to the beginning of the quarter in which the course is to be first offered. Precise deadlines are available through the Curriculum and Assessment Services (292-7226; <http://asccas.osu.edu>).

Forms: New Honors Courses and Honors Sections of Existing Courses

1. Whether an academic unit is proposing an honors version of an existing course or a brand-new honors course, the unit should provide documentation as requested on the attached form and complete a New Course form on the ECA website <http://eca.osu.edu>.
2. In the event that an academic unit wishes to replace an existing non-honors course with an honors version, the unit should provide documentation as requested on the attached form and complete a Course Change form in ECA.
3. Since X94 courses require approval each time they are offered, the academic unit should provide documentation as requested on the attached form and complete:
 - i. a Group Studies Request form in ECA if the unit has prior approval for the HX94 designation;
 - ii. if the unit does not have prior approval for the HX94 designation, it will also have to fill out a New Course Request form to that effect in ECA.

Criteria: New Honors Courses and Honors Sections of Existing Courses

The ASC Honors Committee has established the following criteria (all of which should be addressed either in the proposal form or within the accompanying materials) for an honors course or honors version of an existing course:

1. Limited enrollment to ensure the opportunity for student participation and for faculty/student interchange. The recommended limits are 25 for standard honors courses and 15 for honors seminars.
2. Structure and instruction which is different from a lecture, a laboratory, and discussion meetings and materials for a non-honors course covering the same or similar subject matter.
3. Instruction by regular faculty members to ensure expertise with subject matter, experience with teaching and research, a role model of the professional in the discipline, and personal consultation.
4. High expectations for student performance in writing, problem-solving, logical thought, analysis, synthesis, and oral presentation.
5. Content that transcends the textbook and introduces appropriate concepts, uses appropriate sources for intensive study of the topic, relates the discipline to other disciplines, and prepares the student for subsequent courses.
6. Methodology that fosters the growth of intellectual attitudes and skills through individual exploration of the topic, introduction to research methods, and seminar participation.
7. Syllabus that clearly presents goals and objectives, assignments, expectations of performance, timetables and deadlines, and basis for grading.
8. Grading that neither penalizes nor rewards the student because of his or her honors status. The grades in an honors course are not curved, because the class is not a normal population.
9. Work load and pace which both maintain the interest and challenge the ability of honors students.
10. Communication of the enthusiasm and satisfaction which a scholar brings to his or her discipline.

**PROPOSAL FORM FOR AN HONORS COURSE
ARTS AND SCIENCES
HONORS OFFICE**

1. Type of Honors Course

_____ Honors version of existing course

_____ New honors course

_____ Change to an honors course

2. Course Bulletin Listing for Honors Course

Department: _____

Course number: _____

Course title: _____

3. Faculty Proposer

Name: _____

Address: _____

Telephone: _____

4. Quarter and Year for Initial Offering (please see <http://asccas.osu.edu> for OAA-imposed curricular deadlines regarding initial effective date)

5. Name of Faculty Member Who Will Initially Instruct Course

6. Expected Annual and Quarterly Frequency of Subsequent Offerings

Annual _____ Quarterly _____

Autumn _____ Winter _____ Spring _____ Summer _____

7. Enrollment Limit per Honors Section

Number _____

8. Prerequisites

PROPOSAL FORM FOR AN HONORS COURSE

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9. **Intended Audience for Honors Course** (Freshman, sophomore, specific area of study, open to students in any field of study, etc.)

10. **Required Documentation** (Please attach)

a. **Course Form**

_____ Course Change form
_____ New Course form

b. **Syllabus for the Proposed Honors Course**

In addition to covering the substance of the course, the syllabus should contain a statement that addresses the specific goals and expectations of the course. It also should include information about assignments, tests, references, and a grading scale which indicates how assignments will be weighed. With respect to reading assignments, the syllabus should indicate the number of pages included in the reading(s) required for each class meeting and, in cases where there is a non-honors version of the course, also indicate which readings are different from or additional to those required in the non-honors version.

c. **Syllabus of Existing Non-Honors Course**

For comparative purposes, the Honors Committee requires a copy of a syllabus for the already existing non-honors course which will parallel the proposed honors version. If the proposal is for a new honors course, there obviously will be no syllabus for an already existing non-honors course available. In such cases, the proposer should include the syllabus from a non-honors course at a level comparable to the proposed course, so that the Committee has some standard within the department for comparative purposes.

d. **Statement of Qualitative Difference**

The Honors Committee expects that honors courses will differ from non-honors courses in a variety of ways and so requires that the proposer include a statement that addresses the following items (with particular attention to the differences between the two versions of the course, if a non-honors version exists):

1. How the specific goals of the course will be achieved.
2. The exposure to the basic material in the course, and ways in which added breadth and depth of material will be included.
3. The exposure to, and use of, methodology and research techniques, and especially the ways in which the course will provide exposure to the nature of scholarship in the field.

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4. Amount and quality of work expected from students on papers, examination(s), and projects; and the method of grading that work.
5. The amount and kind of student/faculty contact, including how the course will offer a significant level of interaction and engagement between faculty and students, and how such engagement will be achieved.
6. How an environment will be fostered that facilitates intellectual exchange among students (if applicable).
7. Ways that creative thinking will be an essential aspect of the course requirements.
8. How the course will embrace, as appropriate, interdisciplinary work and study.
9. Evidence of a pedagogical process that will demand a high level of intellectual output.

11. Disposition

Please attach this document to your ECA package.