**Honors Option Courses AY 22-23**

Students are required to complete a minimum of two Honors Option Courses during their junior or senior years. Submission of proper paperwork to the Honors Director is required.

**Honors Option Courses**

Students may undertake to receive honors credit by converting a non-honors course into an honors-equivalent academic endeavor. The professor teaching the course and the student work closely together to structure the conversion. Doing so may require, e.g., an extra paper, preparing and giving a presentation or lecture, working with more challenging texts or independent research. The professor and student should meet at least five times during the semester to evaluate progress.

The student must submit a completed Honors Option Courses to the Honors Program Director before the twentieth day of the semester. The Honors Director will review the form and give final approval for the course conversion.

Once the student successfully fulfills the requirements as specified in the Honors Option Courses and achieves a C or better in the course the professor will designate the course as an Honors course to be posted on the student’s transcripts. It is the student’s responsibility to check their transcripts to make sure that the designation was assigned. In the event that the designation is missing the student must notify the Honors Program Director immediately.

**Honors Option Courses**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Major: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course Number: \_\_\_\_\_\_\_ Course Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Your Honors Option Course Proposal should focus on one of the areas foundational to develop one or more of the academic skills listed below. Please mark the focus that will be explored through this Honors Option Course. In the proposal include each of the following components: the goal of the project, description of the project, how the project will work to develop your academic skills, and the method of evaluating the project.

**Best practices that develop effective research skills**

* + **Problem-Based Instruction** – Students, working in cooperative groups, are given a problem or case study to address that reflects complex, real-world situations. Students learn to analyze the problem, find appropriate resources and locate needed information, share their findings, and formulate and evaluate possible solutions. Research-focused variations for problem-based instruction include using classic published research papers as sources for problems.
  + **Project-Oriented Laboratory** – Students, working in cooperative lab groups, are given an open-ended problem to solve. Over the course of the semester, students review literature, design experiments within material and equipment constraints provided by the instructor, perform the experiments, collect the data, analyze the results, and write a research laboratory report formatted as a scientific paper. An extension of this concept is an interdisciplinary investigative laboratory course that allows students from different majors to collaborate on projects.
  + **Writing-Intensive Instruction** – Students learn to write according to the stylistic conventions and contexts of a particular subject area in order to communicate effectively in a manner appropriate to the discipline. Research-related writing assignments usually require at least 3,000. Students at the junior and senior level may also be involved in grant proposal development for research projects.
  + **Research Methods** – Students learn about research methods used in a particular field or discipline. Research methods courses in the sciences may include computational data analysis, statistics and experimental design. In the social sciences, a research methods course might involve students developing their own research projects - selecting a research topic and writing a research proposal. Once the proposal is approved by the institutional review board, students will then collect and analyze the data, write a paper, and present the results.

The above was summarized from two Council on Undergraduate Research (CUR) publications, Reinvigorating the Undergraduate Experience: Successful Models Supported by NSF’s AIRE/RAIRE Program (2004) and Developing & Sustaining a Research-Supportive Curriculum: A Compendium of Successful Practices (2007).

Honors Option Course Proposal (please attach additional sheets if necessary):

**Project Description:**

**Project Goals:**

**Description of how the project will develop one or more of the research skills listed above:**

**Method of project evaluation:**

**Faculty Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_