



HONORS COLLEGE COURSE PROPOSAL FORM SPRING 2024 SEMINARS

Course Syllabus: submit your draft/provisional syllabus for the course with this proposal form.

Note: Need a Word version of this form? [Click here.](#)

Deadline: March 15th, 2024

Submit to: Katherine Ford, fordk@ecu.edu

Please include a letter of support from your respective chair/department head.

PART A: PROPOSAL: Note that on this form, the space you see below any given item is not a limit or indication of how much space you can use to enter the required information. *Use as much space as necessary.*

- 1. HONORS SEMINAR TITLE:** Be sure that the course title accurately reflects the nature of the course.
- 2. INSTRUCTORS, schools or departments, colleges:** Give the name(s) and school/departmental and college affiliation(s) of faculty member(s) who will be teaching the course. Courses can be taught individually or team-taught. If you wish to team teach, both instructors should collaborate in planning the course and both will need permission from their respective unit heads to participate.

3. General Education Credit Competency area:

Humanities Fine Arts Social Sciences Natural Sciences
 Mathematics

NOTE: A course can only receive General Education credit in one area. General Education credit assumes three contact hours per week in *one General Education competency area*. Interdisciplinary courses must structure their General Education learning outcomes and course content to satisfy this requirement. ECU's General Education program does not have a stand-alone interdisciplinary competency area.
<https://facultysenate.ecu.edu/general-education-committee/>

- 4. Yes No Diversity Credit.** Note that a course cannot receive both domestic and global diversity credit. Diversity credit in either area assumes three contact hours per week in one area.
<https://facultysenate.ecu.edu/general-education-committee/> If yes, please indicate the appropriate area:

Domestic Global

HONORS COLLEGE COURSE PROPOSAL FORM SPRING 2024 SEMINARS

5. ____ Yes ____ No **SERVICE-LEARNING DESIGNATION.** Are you requesting a service-learning designation for this course? The service-learning designation requires approval by the Service Learning Advisory Committee http://www.ecu.edu/cs-studentaffairs/volunteer/faculty-course_designation.cfm

6. **FULL COURSE DESCRIPTION:** Provide a clear and interesting course description that will get the students excited, but which accurately describes your course.

Since all Honors College seminars receive Writing Intensive credit, the fact that the course will meet the WI requirements should be made apparent in the course description. The following link takes you to the WI requirements: <https://writing.ecu.edu/wac/about-wac/ecu-writing-outcomes/>

The course description presented below must be included in your course syllabus.

7. **CATALOG DESCRIPTION:** One short paragraph, reflecting the course title and key elements in the full course description that appears above, and indicating each sort of credit requested (General Education, Diversity, Service Learning and Writing Intensive).

8. **COURSE LEARNING OUTCOMES:**

Using the format provided below, list all of your course learning outcomes. Using action verbs, course learning outcomes state *what students will be able to do* in virtue of successfully completing a course with a specific content (and pedagogy, if appropriate) and will reflect what was stated in the course description. Note that the stated learning outcomes establish the basis for the learning outcomes assessment of the course. Note that having numerous learning outcomes does not increase the number of outcomes assessed by the Honors College.

Some of the course learning outcomes must address explicitly the General Education Competency area program outcomes. If you have questions about this, contact the chair of the General Education and instructional Effectiveness committee.

If the course is to receive Diversity credit, some of the course learning outcomes must address explicitly either the domestic diversity competency outcomes or the global diversity competency outcomes. If you have questions, contact the chair of the General Education and instructional Effectiveness committee.

Since all Honors College seminars receive Writing Intensive credit, some of the course learning outcomes must address explicitly the Writing Intensive requirements. If you have questions, contact the director of the Writing Intensive program.

If the course is a service-learning course, *some* of the course learning outcomes must address explicitly the service-learning requirements. If you have questions, contact the chair of the Service-Learning Advisory committee.

In addition to being stated in this proposal form, the learning outcomes listed below must be stated in the course syllabus. Any learning outcomes stated in the course syllabus must be listed below.

HONORS COLLEGE COURSE PROPOSAL FORM SPRING 2024 SEMINARS

Below and in the syllabus, all course outcomes are ***stated in one list***. The order is as follows: General Education competency outcomes, course specific competency outcomes, diversity competency outcomes (if you are asking for either domestic or global diversity credit), writing intensive outcomes (required) and service learning outcomes (if you are asking for service learning credit).

9. ____ Yes ____ No **Lab Requirement:** If a Natural Science course is being proposed, determine if a laboratory is essential to the subject and course goals and indicate if one will be offered. Please note that there is no additional funding provided for the teaching of a lab, and if one is offered, it must be required as part of the course.
10. **Plan for Meeting the Writing Intensive Requirements:** Because each honors seminar is designated as Writing Intensive (WI), you will need to specify how you will address the university's five student learning writing outcomes. Explain how the projects and activities in your course enable students to meet these five student learning writing outcomes. Please consult the notes (at the links below) provided by the Writing Across the Curriculum Committee as you plan your syllabus: <http://www.ecu.edu/cs-acad/fsonline/customcf/committee/wc/WIchangesMemoApril2014.pdf> and <http://www.ecu.edu/cs-acad/fsonline/customcf/committee/wc/procedures.pdf>. Faculty teaching WI courses must require students to upload a writing sample and a writing self-analysis to their University Writing Portfolios (UWPort) for WAC program assessment purposes. Please make explicit these requirements in your proposal.
11. **CREDENTIALING:** Explain how the faculty member(s) is academically credentialed within the discipline(s) being covered in the seminar. Faculty offering seminars General Education must be capable of being credentialed in the General Education Competency area of the course.
Highest Degree Earned and Discipline:
Awarding Institution:
Other Academic Work Related to Seminar topic:
12. **PREVIOUS SEMINAR(S) TAUGHT BY FACULTY MEMBER:** *(This information is for use by the college in assessment; it is not a requirement for selection.)*



HONORS COLLEGE COURSE PROPOSAL FORM SPRING 2024 SEMINARS

PART B: BUDGET

BUDGET: The Honors College encourages innovative approaches to the delivery of seminars. Some instructors have incorporated guest speakers, field experiences and other events or activities. If you decide to use any special events or speakers that require additional funding, a budget outlining projected costs and potential sources of funding must be submitted along with the course proposal. The College has limited funding available to assist with such expenditures.

a. **Yes** **No** Will this seminar require funding?

ITEM OR EXPERIENCE (IN ORDER OF PRIORITY)	BRIEF DESCRIPTION OF HOW COST ESTIMATE WAS OBTAINED	IS THIS A PRE- REQUISITE FOR OFFERING SEMINAR?	APPROXIMATE COST
		Y/N	
		Y/N	
		Y/N	
		Y/N	
TOTAL ESTIMATE			

Please include any notes about the budget that would be helpful for the reviewers.



HONORS COLLEGE COURSE PROPOSAL FORM SPRING 2024 SEMINARS

PART C: HONORS SEMINAR SYLLABUS: Include a draft, provisional syllabus with this proposal. The syllabus will contain standard information, including course description, course learning outcomes, required and recommended course materials and grading policy. If your course is selected, you will provide the Honors College with a final “for the record” syllabus that includes a weekly plan.

[Linked is an example of a syllabus](#) with course learning outcomes that follows the format presented. This example is from a syllabus for a Spring 2024 Social Sciences Honors Seminar. This example contains the additional introductory text about General Education required in the syllabus that is not required in the list of course outcomes presented above.