

CHECK LIST

- ❑ Have appropriate signatures been obtained?
- ❑ Have you completed the budget page?
- ❑ Have you included the regular course syllabus and an Honors syllabus?
- ❑ Have you drawn clear distinctions between this Honors course and a non-Honors version of the same course as directed by question 2 on page 6 and as highlighted on your honors syllabus?

HONORS COURSE PROPOSAL FORM

*** Classes will run one year from acceptance**

DEADLINE: End of Oct (Fall) / End of March (Spring)
Please contact the Honors Program for specific deadlines

Discipline: _____ Course No., Title: _____

Name: _____ Department: _____

Campus: _____ Office: _____ Mailroom: _____ Campus Phone: _____

Home Address: _____

City: _____ Zip Code: _____

E-mail address: _____ Home phone: _____

Chairperson _____ School Dean: _____

Have you taught this class as an honors course two or more times? Yes No

If yes, when was the last term this class was taught? _____

If yes, you only need to submit a signature page, a budget page and a cover letter. In the cover letter, please indicate your desire to teach the section again, any changes that you would make to the course based on past experience and any other relevant information that the committee may need.

CAMPUS COORDINATORS:

CITY COLLEGE:	KELLY MAYHEW	(619) 388-3136
	SARAH PITCHER	(619) 388-3606
	HECTOR MARTINEZ	(619) 388-3585
MESA COLLEGE:	WENDY SMITH	(619) 388-2347
	TRACEY WALKER	(619) 388-2313
MIRAMAR COLLEGE	CARMEN JAY	(619) 388-7532
	ADRIÁN ARANCIBIA	(619) 388-7421

SIGNATURES

CHAIRPERSON (PLEASE PRINT): _____

SIGNATURE: _____ DATE: _____

Please comment on the merits of the proposal and the appropriateness of the instructional budgets

Approved Approved with Reservations Not Approved

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SCHOOL DEAN (PLEASE PRINT): _____

SIGNATURE: _____ DATE: _____

Please comment on the merits of the proposal and the appropriateness of the instructional budgets

Approved Approved with Reservations Not Approved

Instruction in the Honors Program

Our stated goal is not merely to increase the quantity of work in a course, but to offer students a qualitatively different learning experience. To what instructional standard should we aspire?

Honors Level Attributes:

To distinguish it from a non-Honors class, your Honors class should incorporate a minimum of 5 of the following:

- Higher degree of student participation and involvement
- Higher standards of performance
- More independent reading (often fewer topics, more depth)
- More opportunities for writing
- Enhancement of critical thinking
- Increased use of primary sources
- Greater depth and/or breadth of subject matter
- More opportunities for research and/or publication
- More opportunities to pursue topics/projects of individual interest
- Integration of concepts and information from a variety of sources and experiences (particularly in an interdisciplinary context)
- Greater flexibility in format and teaching methodologies
- Selected field trips, guest speakers, and opportunities to attend related cultural and social events

Grading/Evaluation Policies in the Classroom:

- In keeping with the experimental features of many honors courses, faculty members are encouraged to use appropriate non-traditional elements of evaluation in their grading strategies.
- Most honors programs report that students tend to earn the same letter grade in honors courses as they would in corresponding non-Honors courses in the regular curriculum. In practical terms this means that honors students don't get "automatic A's" just by being in the program; nor does it mean that the expected standards of performance should be unreasonably high for our institution.
- If "class participation" is to be included in the formulation of a final grade, it is important that faculty have a clearly written evaluative policy that the student understands.

Honors courses tend to be highly interactive; a close working relationship between instructor and student is a great benefit. In such an environment there are many opportunities to counsel the student and encourage specific improvements that might influence career possibilities and directions.

Options for Honors Courses

1. Honors Sections:

An Honors section is distinguished from a “regular, non-Honors” section of an existing course by its accelerated and/or enriched content. .

Considerations:

- Transfer value would be the same as for a regular course
- The same course outline is used as for a non-Honors course
- Unit credit is the same as for a non-Honors course
- Innovative approaches to teaching and learning are encouraged
- A more advanced textbook might be used

2. Honors Special Topics (265) Courses:

An Honors 265 course provides a setting for exploration of a specialized topic. Since the course outline has no congruence with a “non-Honors counterpart,” special attention should be paid to the Honors level attributes listed above.

Considerations:

- Students would have the opportunity to present the results of their independent study or contract projects and respond to their peers’ critiques. Unit credit may or may not be directly transferable to a four-year institution.
- If you are considering a ‘265’, please contact your campus coordinator immediately.

HONORS COURSE DETAIL

1. **Course format:** Lecture Lab Both
2. **Course Type:** Honors Section Honors Seminar (#265)
(See "Options for Honors Courses" above for a detailed description)
3. **Units of Credit:** _____
4. **Recommended (advisory) pre-requisites?** _____
(Note: pre-requisites listed for "non-Honors" sections of the same class are still enforced)

HONORS PROPOSAL

(Use an additional sheet of paper if necessary).

If this proposal is for an Honors section of a regular course – Skip to question 2

If this proposal is for a new Honors course (a '265' seminar) – Proceed to question 1.

1. Please justify the need for this course. For example, what curriculum deficiency or problem is remedied by this proposal? In what ways will it benefit the students, the curriculum, the college, the community etc...?
2. Please specify why this section should be considered to be at an honors level. Compare its rigor, depth, intensity, cross disciplinary/interdisciplinary character and/or innovative pedagogy to that of a regular non-honors section of the same course. Please bold and highlight the sections of the honors syllabus that show clearly the honors level attributes of this course. (See "Honors Level Attributes" on page 4.)
3. Please describe any unique background or special qualifications you have for teaching this section (graduate study, travel, life experience etc. *Please include your degrees and the schools you have attended*).
4. Please attach a detailed syllabus for your proposed Honors course, and if it is a section, add a syllabus for a non-Honors version of the same course. Emphasize the distinctions you made in question 2 above.
5. Please attach an "official course outline" if your course is a section. Outlines are available at your Dean's office.

Please Note: In some cases interviews may be requested by the committee as part of the proposal process.

INSTRUCTIONAL BUDGET

On the following page is a budget grid for your proposed honors course. Information at this level of detail allows the committee to plan support for the total Honors Program more carefully. Thanks for your efforts.

PLEASE PLAN CAREFULLY,
REVISIONS ARE NOT POSSIBLE AFTER THE PROPOSAL SELECTION PROCESS.

Some notes on completing the grid:

1. A specific list of items to be ordered can be attached or made available to us after acceptance of the proposal. To prepare your cost columns accurately you are advised to contact retail suppliers in advance. Be sure to include tax, shipping and installation charges. For films and tapes first contact your campus audiovisual center about rental options.
2. Reproduction of printed materials can be done by campus duplication centers; they can supply cost per page estimates. Course fliers, speaker announcements etc. can be done for you at the same cost.
3. Please confirm your prospective speaker(s) early: Note that District staff and non-District visitors are budgeted separately on the grid. The speaker stipend cannot be more than the traditional \$50 limit.
4. Field trip details on a standard form from Dean's office should be attached. It must include destination and either a mileage reimbursement estimate or reference to a transportation company. Your arrangements must be in accordance with District policy #3120. Note that students cannot be reimbursed for travel expenses.

Honors Proposal Budget Grid

INSTRUCTORS PLEASE NOTE: It is essential that you request funds under the proper categories below, since transfers across categories are usually not possible. Please think through your budget request carefully before you submit it. You may well have further questions; do not hesitate to contact your Honors Coordinator.

Name: _____ Semester: _____

Course: _____ Campus: _____

ITEM TYPE	DESCRIPTION	COST	BUY (B) RENT (R)	LOCATION AFTER COURSE
Software/AV				
Guest Speakers (limit \$50 per speaker)				
Mileage				
Reference Books				
Periodicals				
Supplies				
Other				
			Subtotal	
			+Tax	
			+Shipping	
			Total	

Instructors Please Note: It must be understood that our budget limitations may not allow funding of expensive projects