



THE HONORS COLLEGE

FACULTY HANDBOOK

2011-2012

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TOWSON UNIVERSITY



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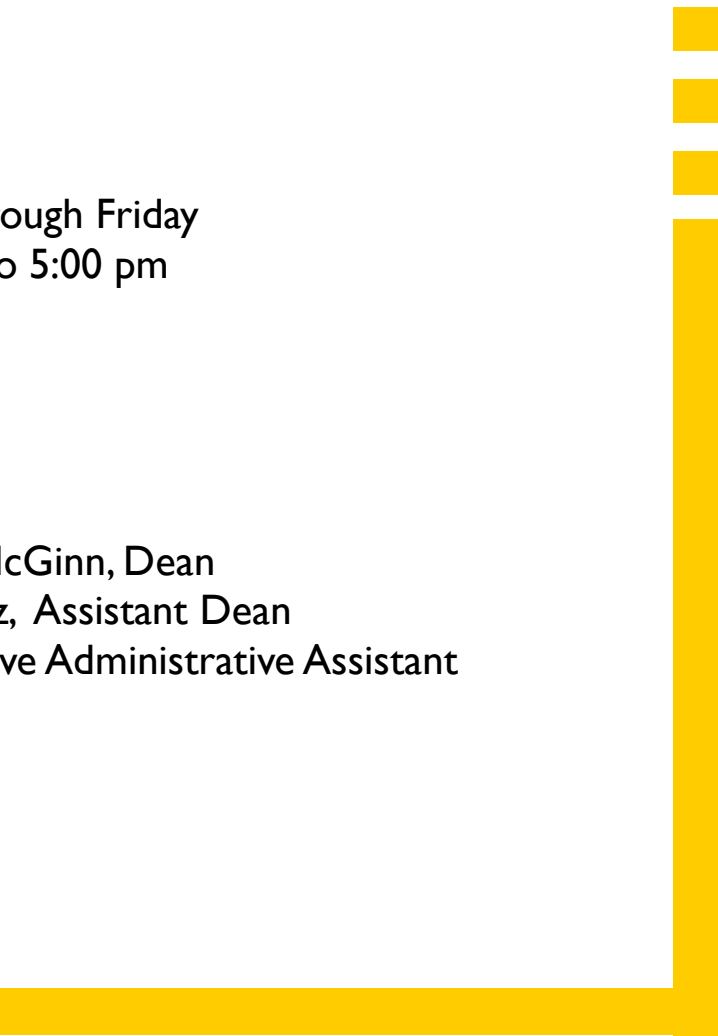


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WELCOME TO THE HONORS COLLEGE

The Honors College at Towson University is designed for students who have demonstrated superior academic performance in high school and who wish to pursue unique academic and social opportunities while attending the university. Students may major in any field at Towson University and be part of the Honors College. At Towson, the Honors College is a true community of scholars. Honors students are encouraged to seek intellectual excellence and leadership through opportunities that go beyond the routine college experience.

Mission

The Honors College provides challenging academic and personal development opportunities that help talented and highly motivated students construct a personalized educational experience that leads to a rich and productive future as individuals, professionals, and citizens.

Goals

- ◆ ***Creative and Critical Thinking skills:*** Students will develop convergent and divergent thinking, analytical, problem solving, and communication skills.
- ◆ ***Breadth and Depth of knowledge:*** Students will understand and connect key issues in the arts, humanities, sciences, education, business, and health and gain extensive knowledge in at least one discipline.
- ◆ ***Integrated perspective:*** Students will integrate different viewpoints; engage in ethical and moral reflection; value diversity; and gain a global outlook.
- ◆ ***Civic Involvement:*** Students will be actively engaged in campus life and with outside community partners.
- ◆ ***Lifelong learning:*** Students will view education as a lifelong process that involves continual personal and professional growth.

THE HONORS COLLEGE COMMUNITY

The Honors College at Towson University is a community of scholars dedicated to academic success, personal and professional development, and civic responsibility. All members of the Honors College, including students, faculty, and staff, are encouraged to abide by the core principles of the Honors College community.

- ◆ We respect and uphold Towson University's Code of Conduct and Student Academic Integrity Policy. When we witness an infraction of these policies, we report the incident by following proper procedures.
- ◆ We support the Tiger Pledge.
- ◆ We value diversity in all its forms, and we challenge ourselves by seeking new perspectives. It is our mission to create a comfortable atmosphere for the free exchange of ideas.
- ◆ We recognize that we are representatives of the Honors College and Towson University at all times. Accordingly, we demonstrate and promote the principles of civility, integrity, and responsibility that are central to the Honors College community.
- ◆ We are active members of our local, regional, and global community. We are committed to the ideals of environmental sustainability, social justice, community activism, and volunteerism.
- ◆ We see ourselves as leaders in our professional and personal lives. We seek and create opportunities for academic excellence, professional experience, and personal growth.

HONORS COLLEGE STUDENT ADMISSION

About the Honors College

Towson University's Honors College offers a unique opportunity for highly qualified students. The Honors College provides students with a learning environment consisting of small class sizes, outstanding faculty, optional honors housing, and updated study spaces. Students enroll in specially designed honors courses limited to Honors College students. Students also take classes open to all Towson University students.

Beyond the classroom, the Honors College offers students early registration for courses, honors housing, special Honors College events, and an Honors College Student Study (Stephens 304). All new freshman and external transfer students admitted to the Honors College also receive a renewable Honors College scholarship. The scholarships are a one-time offer at the time of admission to Towson University. Current degree-seeking Towson University students are not guaranteed Honors College scholarships. Students are required to remain in good standing in the Honors College each term to continue receiving the scholarship. Once a student becomes academically ineligible to participate in the Honors College, they will no longer be qualified for an Honors College scholarship.

Student Admission to the Honors College

New freshmen, transfer students, and current TU students must complete an Honors College application to be considered for admission to the Honors College by December 1. Admissions decisions and scholarship awards are mailed to applicants in mid-February. Most honors students apply in high school and are admitted for their freshman year, but transfer students and current Towson University students may also apply to the Honors College. High school and transfer students with fewer than 30 units are evaluated based on their high school academic record, including: SAT scores, participation in leadership, extracurricular, and community service activities, and a well-written application essay.

Transfer students with 30 units or more of graded, college level courses must have at least a 3.5 cumulative GPA and will be evaluated on the basis of their collegiate record instead of their high school grades and SATs. Applicants from other honors programs will be given special consideration for admission.

Current Towson University students may apply to the Honors College if they have been enrolled at Towson University for two terms (at least 30 units) but no more than 4 terms (60 units) and have a cumulative GPA of 3.5 or higher.



HONORS COLLEGE CURRICULUM

All students who join the Honors College as first-year students must complete a total of **24 units** of Honors College courses from the following categories. Students who joined the Honors College after their first year are exempt from some requirements, based on the number of credits already completed. A single honors course may only fulfill one requirement at a time. (For example, ENGL 290 cannot count towards both the Honors English and the Honors seminar requirements at the same time; however, students may take ENGL 290 twice to fulfill both options, as long as the course has a different topic each time.)

Honors English (3 units)

This requirement may be fulfilled by completing either ENGL 190: Honors Writing Seminar or ENGL 290: Honors Seminar in Literature.

Honors College courses (15 units)

Honors College seminars (minimum 9 units)

Honors College seminars are specialized courses with topics that vary each semester. Some seminars may fulfill General Education, Core Curriculum, and/or major requirements. All courses that satisfy the seminar requirement are indicated each semester on the Honors course schedule posted on the Honors College website. Students who fulfill their Honors English requirement may take ENGL 290 towards seminar requirements, as long as the student does not repeat ENGL 290 with the same topic (maximum 3 units).

Honors Coursework

Most students take Honors versions of courses (i.e., Honors Introduction to Psychology, Honors Acting, etc.) to fulfill this requirement, but any honors course that does not already satisfy other Honors College requirements may be used to fulfill this requirement.

Honors Electives (6 units)

Each student must complete an additional 6 Honors units toward Honors College course requirements in the following Honors course options: Departmental Honors; Honors Independent Study; Honors Independent Investigations; Honors Directed Readings; Honors Internship; Honors credit for Study Abroad; Upper-level Honors College Seminars; Honors Capstone; Honors Thesis.

All Honors College students are required to:

- ◆ Successfully complete 6 Honors units per year until the minimum requirement of 24 Honors units has been reached.
- ◆ Maintain a minimum cumulative GPA of at least 3.30 and a cumulative GPA of at least 3.0 in courses taken for Honors credit.
- ◆ Complete all Honors courses with a grade (no Pass Grading Option).

Please consult the 2011-2012 Towson University Undergraduate Catalog for a complete overview of the Honors College.

HONORS COURSES

The Honors College provides honors students with a wide variety of specially-designed honors courses from which to choose, including Honors College seminars, electives, and honors versions of existing General Education courses.

Honors College Seminars (HONR Courses)

200 Level (pre-approved in General Education category with topics that vary)

Lower level honors seminars allow for in-depth study of fundamental issues, ideas, topics or problems. The seminars are on a wide range of original topics that are based on the instructor's area of interest. Most courses integrate knowledge across disciplines. Emphasis for these seminars is on developing and strengthening skills important to success in honors and undergraduate education, including oral and written communication skills, reading skills, critical and creative thinking, etc. These seminars may satisfy General Education or Core Curriculum requirements and may be repeated for credit as topics change.

300/400 Level (pre-approved electives or departmental major courses with topics that vary)

Upper level honors seminars are designed to deepen knowledge about a particular intellectual issue and demonstrate the interconnectedness of academic disciplines. The approach is interdisciplinary, but the specific discipline content will be used to further greater understanding of a broader issue. Many of these seminars incorporate moral or ethical thinking and problem-solving components and independent writing projects may be assigned as part of a culminating activity. Like the lower level seminars, these courses have original topics that are based on the instructor's area of interest. These seminars may satisfy a General Education as well as a major department requirement.

Honors Versions of Courses

These courses are special sections of already existing and highly demanded courses at Towson. They offer students the opportunity to take required courses in an enriched, enhanced manner. These courses are designed to be smaller, more discussion-based, more focused on critical thinking, and more writing intensive than non-honors sections of the same course.

HONORS ELECTIVES

All Honors College students must complete 6 units of honors electives. The honors electives are designed to allow students maximum flexibility in designing a project or course of study most suitable to their academic needs and goals. All honors electives include a significant piece of writing (to be submitted to the Honors College upon completion) and a public presentation.

Students may fulfill their honors electives requirement by completing 6 units from the following course options:

- Honors Independent Study / Honors Independent Investigations / Honors Directed Reading / Honors Internship,
- Study Abroad for honors credit,
- Upper-Level Honors Seminars,
- Honors Thesis / Creative Project,
- Honors Capstone Project, and
- Departmental Honors Program.

Questions about the honors electives should be directed to the Assistant Dean.

Honors Independent Study / Honors Independent Investigations / Honors Directed Reading / Honors Internship

Independent Study, Independent Investigations, Directed Readings research topics, and Internships will be arranged on an individual basis. In order to obtain Honors College credit for any of these courses, students must work directly with a faculty member, submit a formal written component, and complete a public presentation before their peers.

To enroll in an Honors Independent Study/ Honors Directed Reading/ Honors Internship, **students must submit a proposal syllabus for the course to the Honors College no later than the last day of the Change of Schedule period for the semester in which the student plans to enroll.** Students wishing to enroll in HONR 493 must submit their syllabus to the Honors College for approval at least two weeks before they begin their internship. Syllabus templates for the following courses are available in the appendix of the Handbook: HONR 279, HONR 379, HONR 493, HONR 495, and HONR 497.

Students may be able to earn honors credit for a departmental Independent Study, Directed Readings, or Internship course. Students who are interested in receiving honors credit for a departmental Independent Study, Directed Readings, or Internship must also submit a proposal syllabus for the course to the Honors College no later than the last day of the Change of Schedule period for the semester in which the student plans to enroll. Students may use the honors syllabus template as a guide, and they should clearly state how the honors course differs from a traditional departmental Independent Study, Directed Reading, or Internship.

Study Abroad

Students participating in minimester or summer study abroad courses may receive 3 units toward their honors electives if they complete an approved study abroad project. Honors students participating in a full semester (term) study abroad may receive 6 units toward their honors

HONORS ELECTIVES

electives if they complete an approved study abroad project. ***Students participating in Honors College sponsored study abroad programs do not have to complete a separate project to receive honors units.*** Questions about the Study Abroad Project should be directed to the Director of Academic Operations.

To earn honors credit for their study abroad experience students must:

1. Before departure, complete and submit an Honors College Study Abroad Approval form by the term deadline posted on the Honors College web site and Blackboard (a copy is available in Appendix B of the Handbook);
2. Within one month of return, submit a reflective essay, a copy of the transcript (unofficial is fine), and 6 photos to be used for promotional purposes; and
3. Complete one of the following projects:
 - ◆ Present a fifteen-minute talk describing the study abroad experience after returning.
 - ◆ Create a video or podcast that could be posted on the Honors College or Study Abroad web site.

Honors College students are also eligible to receive an Honors College Study Abroad Scholarship. Only Honors College students who apply to earn Honors College credit for their study abroad experience will be considered for the Honors College scholarship.

Upper-level Honors Seminars

Honors students may complete an additional 6 units of upper-level Honors College seminars toward their honors course requirements. These courses have original topics that are based on the instructor's area of interest and incorporate independent writing projects as part of a culminating activity. These seminars may satisfy a General Education as well as major department requirement.

Honors Thesis / Creative Project

Honors students may complete an honors thesis or creative project of their own design under the mentoring of a faculty member in their discipline and/or an Honors College faculty member. The honors thesis or creative project provides students with flexibility in designing a final honors experience that relates to their interests and career goals. Honors theses and creative projects result in a significant piece of writing submitted to the Honors College and a public presentation of the work. Questions about the honors thesis or creative project should be directed to the Assistant Dean.

Honors Capstone Project

Honors Capstone Projects are specially designed projects within some majors that allow students to complete their Honors Electives requirements while also fulfilling major requirements. Honors Capstone Projects are currently available for Dance, Music, Music Education, Occupational Therapy, and the Clinical Track in Psychology. (Honors Capstone Project options may be added throughout the year.) For more information about Honors Capstone Projects, please contact the Assistant Dean.

DEPARTMENTAL HONORS PROGRAMS

Eligibility

Certain majors on campus offer students the ability to complete a Departmental Honors Program. Students applying for admission to Departmental Honors programs are usually first term juniors who express an interest to the Departmental Honors Coordinator or Department Chair. Students should contact the Departmental Honors Coordinator for the specific requirements of the program. The departments with Departmental Honors Programs are listed below with the Departmental Honors Coordinator.

DEPARTMENT

COORDINATOR

College of Business and Economics

Economics

Dr. Matthew Chambers

College of Fine Arts and Communication

Art

Dr. Nancy Siegel

Electronic Media & Film

Dr. Greg Faller

Mass Communications

Dr. Beth Haller

College of Liberal Arts

English

Dr. Florence Newman

Geography & Environmental Planning

Dr. Kent Barnes

Political Science

Dr. Paul McCartney

Psychology

Dr. Jonathan Mattanah

Sociology

Dr. Whitney Garcia

Anthropology

Dr. Matt Durlington

Criminal Justice

Dr. Marion Cockey

Women Studies

Dr. Karen Dugger

College of Science and Mathematics

Biological Sciences

Dr. Gail Gasparich

Chemistry

Dr. Ryan Sours

Physics, Astronomy & Geosciences

Dr. David Schaefer

Requirements

Once accepted into a Departmental Honors Program, students must complete the requirements as listed in the catalog for their major. Most departments require that students complete 9 units in advanced content courses, Directed Readings and/or Independent Investigations, and an Honors Thesis, but some departments may offer other options, such as an extensive design project. The thesis/project culminates in a final presentation before a committee and the thesis advisor and is open to the public. **A completed, signed copy of the thesis/project approval form must be submitted to the Honors College no later than two weeks before graduation. Two UNBOUND, signed copies of the thesis and an electronic copy of the thesis (preferably emailed to honors@towson.edu) must be delivered to the Honors College Office by the last day of the final exam period.** When the Honors College receives the thesis / project, the appropriate designation appears on the student's diploma and final transcript. Honors College students may fulfill their honors electives by completing a Departmental Honors Program. For more information, please see the Departmental Honors Program Handbook.

HONORS RECOGNITION

Diploma and Transcript

The appropriate designation, based on honors curriculum completed, appears on the student's diploma and final transcript. An Honors College student who completes the Honors College curriculum that does not follow the Department Honors requirements (or the department does not have a Department Honors Program) will graduate as a **University Honors Scholar**. If an Honors College student completes their Honors College curriculum by following the Department Honors Program requirements, the student will graduate as both a **University Honors Scholar** and **Department Honors Scholar**. A student who is not in the Honors College who chooses to complete the Departmental Honors Program requirements will graduate as a **Department Honors Scholar**.

- **University Honors Scholar** - University Honors Scholars complete an honors English seminar, 15 units of honors courses (9 units must be Honors College seminar), and 6 units of honors electives. They must have a CGPA of 3.3 and maintain a 3.0 average for all courses taken to fulfill Honors College requirements.
- **Department Honors Scholar** - Department Honors Scholars complete only the honors requirements in their academic major.

Honors College Graduation Convocation

At the end of each spring term, the Honors College hosts a ceremony for graduating seniors to award their Honors College medallion. It is an opportunity for graduates to be honored for their accomplishments and recognized by the faculty for their hard work and diligence. Invited faculty say a few words about the graduating senior who will be presented with the Honors College medallion to be worn at the Towson University Commencement Ceremony, a certificate of completion of the program, and a gift from the Honors College. A reception follows the ceremony. Graduates unable to attend the Honors College Graduation Convocation may pick up their medallion and certificate in the Honors College office before Commencement.

To graduate as a University Honors Scholar, the student must be in the Honors College at the time of graduation.



HONORS COLLEGE ADVISING

New Students

The Assistant Dean works with Academic Advising to ensure that all incoming freshman are registered for appropriate schedules. All Honors College freshmen are assigned to Honors FYE groups advised by faculty representatives from each degree-granting college who are also very familiar with Honors College requirements.

New Honors College transfer students are invited to meet with the Assistant Dean in June or July to help them find appropriate Honors courses for their schedules. Transfer students may be exempt from some Honors College curriculum requirements depending on the number of credits they transfer to Towson. Please see the TU Undergraduate Catalog for complete details. Although Honors transfer students receive additional honors advising when they arrive, they are assigned to major advisors for their first semester in the same manner as other students.

After FYE and TU Cares

Students with a declared major will be assigned to a major advisor after their freshman year. In most cases, honors students with an unknown major will continue to be advised by their Honors College FYE advisor until they declare their major. Honors College sophomores and juniors are advised about their Honors College requirements by the Director of Academic Operations; seniors and transfer students are advised by the Assistant Dean.

The Assistant Dean coordinates advising in the Honors College and, along with the Director of Academic Operations, provides individual advising to any Honors College student on a walk-in or appointment basis. Although there is no mandatory Honors advising meeting each semester, every student's progress towards Honors requirements is regularly monitored by the Honors College. Students at risk of falling behind may receive email notification or be placed on Honors probation.

Registering for Classes

Honors College students register for courses on the Friday before regular registration begins. Honors College students are assigned a specific registration time on the early registration day depending on their class standing. To register for an Honors College course, a student must be in good standing in the Honors College. Honors College courses promote class size as one benefit to being in the Honors College. The number of students in an Honors College course is limited to between 18 and 20 students. The Honors College Dean (or Assistant Dean) may add one or two students to the 18 student limit upon discretion. A department and professor cannot overload honors courses.

During the drop/add period, faculty may give Honors College students permission to enroll in their honors course as long as there are no more than 20 students enrolled in the class. The faculty must notify the Assistant Dean in order for the student to be enrolled.



OPPORTUNITIES FOR FACULTY INVOLVEMENT

Proposing an Honors Seminar

The Honors College invites faculty to propose honors seminars for inclusion in course offerings in the Honors College. These seminars will be one-semester courses (typically three units) and will be designed to enable students and faculty to examine areas that are not usually part of regular departmental offerings. Seminars in the Honors College should provide a robust and collegial discussion environment that is intellectually demanding. These seminars should support increasingly independent learning as well as application of disciplinary and interdisciplinary knowledge and methods to the larger academic, local, national, or global community.

The Honors College is interested in **lower level honors seminars** that allow for in-depth study of fundamental issues, ideas, topics or problems. Emphasis for these seminars should be on developing and strengthening skills important to success in Honors and undergraduate education, including oral and written communication skills, reading skills, critical and creative thinking, civic engagement, etc. These seminars should satisfy a specific General Education or Core Curriculum requirement. The Honors College is also interested in reviewing proposals for **upper level honors seminars** that are designed to deepen knowledge about a particular intellectual issue and demonstrate the interconnectedness of academic disciplines. These seminars may incorporate moral or ethical thinking, problem-solving components, and independent writing projects as part of a culminating activity. These seminars should be designed to satisfy departmental requirements and will require approval from the home department.

Suggested honors components to coursework include the following:

- ◆ an emphasis on primary texts over secondary works
- ◆ a project that helps to broaden the disciplinary/interdisciplinary approach of the course
- ◆ student organized events outside the classroom that build on the course material and enhance the educational experience for students in the class or other students on campus
- ◆ student participation in broader community or regional events related to course
- ◆ student research on pedagogical or research methods (suggesting or implementing some of these innovative approaches during the course of the semester)
- ◆ student taught sessions or portions of sessions
- ◆ more advanced disciplinary methods
- ◆ study abroad

This list is not comprehensive. To the contrary, the Honors College Curriculum Committee welcomes other ideas and suggestions, as well as innovative approaches to pedagogy and course structure.

The Honors Seminar Proposal Form and instructions are available on the Honors College web site. A sample form is included in the appendix of this handbook.

Departments and individual instructors interested in developing honors courses for the Honors College may contact the Dean of the Honors College.

TEACHING IN THE HONORS COLLEGE

Honors College Syllabi

All faculty teaching in the Honors College must submit their course syllabus to the Honors College for approval at least two weeks before classes begin. The Honors College reviews syllabi to ensure that they meet Towson University syllabus guidelines and Honors College learning objectives. An Honors College Syllabus template is available on the Honors College web site and in the appendix to this handbook.

Honors Course Evaluations

Each semester, all Honors College courses are evaluated by the students. Students will answer honors-specific questions as part of their one-time on-line evaluation for the course. (In other words, honors courses are evaluated only once, and the Honors College and the department gather their information from that single evaluation instrument.) Faculty are given a summary of the results at the end of the semester. A sample of the on-line student evaluation form and the Honors College questions are included in the appendix to this handbook.

Funding for Honors Course Activities

The Honors College encourages hands-on and interactive learning. A limited amount of financial support may be available each semester to support on-site learning experiences, guest lecturers, etc. The Honors College may also have funds available through Cook Library to purchase faculty-recommended books for the library. Please direct all questions about funding for honors course activities to the Dean.

Honors College Student Events

The Honors College hosts numerous student events throughout the year designed to build community among the Honors College students, faculty, and staff. (One of our most popular events is “Generation Jeopardy,” a faculty-student *Jeopardy* match that we hold in February.) The Honors College also hosts recruitment events throughout the year. Honors faculty are welcome and encouraged to attend these events.

MENTORING HONORS COLLEGE STUDENTS

Honors Electives

Faculty have the opportunity to work one-on-one with Honors College students through the honors electives. Faculty may work with students individually through an Honors Independent Study, an Honors Internship, or an Honors Thesis. In these courses, faculty are responsible for guiding and supervising the student through his or her specific project and for assigning the student's grade. Students are responsible for arranging these courses on an individual basis by submitting a proposal syllabus to the Honors College. Proposal syllabi must be submitted by the end of the Change of Schedule period for the semester in which the student plans to enroll. Syllabus templates for the honors electives are provided in the appendix of this handbook.

Students may enroll in an honors elective course during any semester, including summer and minimester. Faculty are eligible for compensation for teaching honors elective courses. Faculty may work with their department chair to incorporate the honors elective course into their workload, or faculty may receive monetary compensation for the course on a tuition-only basis. Please direct all questions about compensation to the Dean of the Honors College.

Honors Conferences

The National Collegiate Honors Council (NCHC) is an association of Honors Colleges and Honors Programs at institutions of higher education located throughout the United States. Its core mission is to serve Honors professionals and students and to advance undergraduate education. To that end, NCHC holds a national conference each fall in which honors students may present the work that they have undertaken in their honors courses. NCHC contains two smaller groups to which Towson University also belongs. The Northeast Regional Honors Council (NRHC) and the Maryland Collegiate Honors Council (MCHC) also host student conferences and provide venues for student interaction.

The Honors Councils typically seek the following types of proposals:

- ◆ Faculty-student panels in which faculty and students highlight innovative teaching in honors courses or original programming within the Honors College;
- ◆ Student posters that explain a student's project in an honors course;
- ◆ Student papers that were written for honors courses; and
- ◆ Roundtable discussions in which students informally discuss a particular success of the Honors College.

Honors conferences usually fall within the following timeframe. Please encourage your students to submit their work for presentation at an honors conference. Please direct all questions about Honors conferences to the Assistant Dean of the Honors College.

	Proposals Due	Conference
NCHC	February	October
NRHC	November	March or April of following year
MCHC	December	February or March of following year

HONORS AWARDS AND NATIONAL SCHOLARSHIPS

Faculty Awards

Each year, graduating seniors in the Honors College are asked to nominate an honors faculty member for an Honors College Faculty Award for outstanding teaching or mentoring. The faculty member that receives the most student nominations is honored at the Honors College Graduation Convocation. The faculty award recipient also receives a plaque in recognition of their work in the Honors College, and their name is engraved on a plaque in the Honors College that lists all award recipients by year.

Student Awards

Honors College students may submit their work completed in honors courses for national honors awards. Both the National Collegiate Honors Council (NCHC) and the Maryland Collegiate Honors Council (MCHC) issue the John and Edythe Portz Awards to outstanding Honors students each year. The NCHC Portz Award is judged solely on a research project that the student has completed as part of an Honors course, while the MCHC Portz Award is based on grade point average, initiative and leadership in the Honors Program or College, and academic excellence as illustrated in a project done for honors credit. Recipients of the NCHC Portz Award receive a \$250 stipend and a special forum for presenting their paper at the next NCHC conference; recipients of the MCHC Portz Award receive a \$500 stipend. Applications for NCHC Portz Awards are usually due in June, and applications for MCHC Portz awards are usually due in December.

The Honors College staff relies on faculty to tell us about the outstanding work of the Honors College students in their courses. Please tell us if you are working with an Honors College student who you feel would be a good candidate for an honors award. Please contact the Assistant Dean of the Honors College for more specific information about the honors awards available to students.

National Scholarships and Fellowships

The Honors College strives to help our students prepare their applications for national scholarships and fellowships, such as the Barry M. Goldwater Scholarship, the Jacob K. Javits Fellowship, the Gates Cambridge Scholarship Program, the Rhodes Scholarship, and Fulbright Grants. It is important that we recognize potential candidates for these prestigious awards early in their careers so that we can encourage these students to pursue research, grants, conference presentations, publications, and study abroad. Please let the Dean or Assistant Dean know of any outstanding student projects completed in your honors courses. For more information about National Scholarships and Fellowships, please visit the [Honors College web site](#).

HONORS COLLEGE COMMITTEES

Honors College Advisory Council

The Honors College Advisory Council (HCAC) is the policy and advisory body of the Honors College. The Council is composed of the Dean of the Honors College, one faculty member from each of the degree-granting colleges, honors student representatives, and one representative each from Admissions, International Programs, Library, Residence Life, and Student Affairs. The Council meets to review the current activities of the college (recruitment, retention, enrollment, etc.) and to advise the Dean and Honors College staff on issues of policy and guidelines.

Membership for Academic Year 2011-2012

- ◆ Joseph McGinn, Dean, Honors College
- ◆ Erin Mountz, Assistant Dean, Honors College
- ◆ Erek Perry, Director of Academic Operations, Honors College
- ◆ Peter Baker, Jr., Professor, English
- ◆ Gail Kaplan, Associate Professor, Math
- ◆ Linda Emerick, Professor, Elementary Education
- ◆ Brian Hazlett, Assistant Vice President & Director of Admissions
- ◆ Rebecca Pisano, Director, Study Abroad
- ◆ Mary Gilbert, Head of Technical Services, Cook Library
- ◆ Brenda Stanley, Assistant Director, Residence Life

Honors College Curriculum Committee

The Honors College Curriculum Committee (HCCC) is composed of faculty representatives from each degree-granting college, plus the Dean of the Honors College and student representatives. The Committee meets to advise the Dean on curricular issues and course development, to establish guidelines for honors courses, approve all new courses and changes in existing courses, to coordinate efforts involved in developing department or college honors programs, and to study the overall curriculum of the Honors College.

Membership for Academic Year 2011-2012

- ◆ Joseph McGinn, Dean, Honors College
- ◆ Erin Mountz, Assistant Dean, Honors College
- ◆ Erek Perry, Director of Academic Operations, Honors College
- ◆ Matthew Chambers, Assistant Professor, Economics
- ◆ William Smith, Associate Professor, Management
- ◆ James McFalls, Lecturer, Music
- ◆ Lynne Murphy, Clinical Assistant Professor, Occupational Therapy
- ◆ Lillian Carter, Associate Professor, Health Sciences
- ◆ Jonathan Mattanah, Associate Professor, Psychology
- ◆ Erik Scully, Professor, Biological Sciences

HONORS COLLEGE RESOURCES FOR FACULTY

Honors College Classrooms

The Honors College provides the option for faculty to teach in designated classrooms. The Douglass Classroom is the Honors College classroom located in the living/learning environment of Douglass House, the Honors College residence hall. On the third floor of Stephens Hall there are two additional classrooms located in rooms 300 and 306.

In order for you to use the classrooms, the department must contact the Honors College office to verify availability so we may block off your time of use. These classrooms have the latest technology at your fingertips and are equipped with:

- ◆ Dell computer
- ◆ LCD projector for computer projection
- ◆ Document camera that allows you to view books, handouts, etc. directly without converting to overheads
- ◆ VCR
- ◆ Remote control that allows you to flip between each piece of equipment seamlessly
- ◆ Internet access

The teaching station will be kept locked, and keys are available to professors through the Honors College office. You must sign out a key for the term you are teaching and return it to the Honors College at the end of the term.

Your TU ID will grant you access to the classrooms from 15 minutes before the beginning of your class through the end of the class. Students who have class in Richmond Commons are granted access to Richmond Hall through their OneCard from 15 minutes before the beginning of the class through the end of the class. Students do not have access to the classrooms in Stephens Hall.



TECHNOLOGY RESOURCES

Honors College Blackboard Community

Faculty teaching honors courses are automatically enrolled in the Honors College Blackboard Community each semester. The Honors College Blackboard Community has a variety of resources for students, faculty, and staff, including curriculum information, essential forms, news, and events. Faculty have access to a Faculty group page on the Honors College Blackboard Community. This page is visible by Honors College faculty and staff only, and faculty may use this space to converse with one another and share documents. Faculty are usually removed from the Honors College Blackboard Community after the semester is over. Please contact the Assistant Dean of the Honors College if you would like to remain part of the Honors College Blackboard Community after the semester has ended.

OTS has recently instituted the LearnOnlineCollection on Blackboard in which faculty may keep their files in one central location to share among multiple Blackboard sites. The Honors College has a shared folder on the LearnOnlineCollection. To request access to the Honors College folder, please contact the Assistant Dean of the Honors College. Faculty may post shared information in this folder, or they may request their own private sub-folder within the Honors College folder.

Follow these simple steps to access the Honors College Blackboard Community.

1. Go to Blackboard. From the Towson home page, click on “Faculty & Staff” in the left column. From there, click on “Blackboard” available under “Learn Online” in the right column.
2. Log in to Blackboard.
3. Click on the Community tab at the top of the page.
4. Click on Honors College Community.
5. To access the Faculty Group page, click on the “Groups” button on the left column, and follow the links.

Honors College on Facebook

Keep up with ongoing Honors College events and projects by joining the Honors College Facebook group. Simply log into Facebook and search for “The Honors College.”

TECHNOLOGY RESOURCES

Virtual Workspace & Remote Desktop

The Honors College cannot install course-specific software on its classroom computer; therefore, faculty are encouraged to use Virtual Workspace or Remote Desktop to access any software that is not available on Honors College computers.

Honors College faculty are encouraged to use Virtual Workspace and Remote Desktop. Virtual Workspace allows you to remotely access several software programs from virtually any computer anywhere with an internet connection and browser.

Remote Desktop allows faculty and staff to connect remotely to the Towson desktop computers from another computer. In other words, your personal Towson desktop can be accessed from any other computer. Remote Desktop does require you to make some adjustments to your host computer before use.

For more information and complete instructions on using Virtual Workspace and Remote Desktop, please visit <http://www.towson.edu/adminfinance/ots/trainingdoc/shr22-vw-remote.asp>.

OTS Resources

OTS provides a number of workshops throughout the year, and they will work with you one-on-one if you would like to learn more about programs like Blackboard. OTS also offers workshops on emerging technology and instructional tools and methods, such as creating effective syllabi or developing alternate means of learning assessment. You may view and sign up for OTS workshops at <http://www.towson.edu/adminfinance/ots/trainingdoc/>.

The Center for Instructional Advancement & Technology (CIAT) has a Faculty Computer Lab available to all faculty on the fourth floor of Cook Library. Faculty may use this lab to do work or to receive technology training.

CIAT also has a Digital Media Classroom available for faculty use. The classroom provides computer stations for 24 people. Faculty may use this classroom to record class sessions, to work as a class with video, audio, or on-line resources, or in many other ways to support classroom instruction. For more information about the Digital Media Classroom, please see <http://wwwnew.towson.edu/adminfinance/ots/dmc/index.asp>.

For assistance with technology issues, please contact the Faculty/Staff Help Center at x-5151 or helpcenter@towson.edu.



APPENDICES

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Electronic copies of these documents are available on the Honors College web page and the Honors College Blackboard Community. Electronic copies of the syllabus templates in Word format are available through the Honors College Blackboard Community.

Appendix A

Honors College Course Criteria

Honors College students don't want more work. They want **different** work. When you plan an honors course consider how it will be different. Honors components and features should be highlighted in the syllabus so that they are readily apparent to the students. Honors courses differ from other courses in some, but not necessarily all, of the following:

Critical Thinking

Honors courses should emphasize critical thinking skills by offering insight on how theories were developed, stressing reasoning and the synthesis of knowledge. Critical thinking is encouraged at an appropriate level of objectivity, fostering students' ability to ask relevant questions and develop hypotheses, and encouraging the integration of concepts and theories with applied learning experiences. Honors courses should expose students to cutting edge knowledge, present views and theories not available in non-honors courses, and encourage applications of different theories.

Interdisciplinary and Comparative Perspective

An interdisciplinary perspective is encouraged throughout honors seminars, with special attention given to points of similarity between disciplines. Honors courses are also characterized by a comparative perspective with comparisons of cultures, disciplines, theories, societies, historical periods, or methodologies.

Difference and Diversity

Honors courses should include issues of diversity, whether the focus is economic, ethnic, cultural, social, racial, religious, geographic, biological, historical, regional, etc. Honors courses should also encourage sensitivity to differences in values, cultures, societies, historical periods, disciplines, religions, etc.

Multiple Pedagogies

Honors courses should creatively employ approaches to teaching that respond to the varied learning styles and needs of students. Developing creative ways to teach and measure learning outside traditional requirements help make honors courses unique.

Honors assignments should offer a variety of experiences that encourage collaborative and experiential learning outside the classroom such as field trips, lab experiences, films, the Internet, lectures, guest speakers, active-learning exercises, and cooperative-learning experiences to help students connect what they are learning with real world experiences, in a context they can relate to.

Evaluation

Honors courses should explicitly and clearly relate evaluation methods to course objectives and outcomes stated in syllabi. All levels of students' understanding of course objectives and competency in receptive and expressive communication skills should be evaluated in honors courses.

Proposing an Honors Seminar

Seminar Approval Procedures

New Honors College seminar carrying Core Curriculum credit

1. Departmental Chairperson's approval (We also recommend, but do not require, review by the departmental curriculum committee.)
2. College Dean's approval
3. Honors College Curriculum Committee approval
4. Approval by Core Curriculum Subcommittee of the University Curriculum Committee

New Honors College seminar not carrying Core Curriculum credit

1. Departmental Chairperson's approval (we also recommend, but do not require, review by the departmental curriculum committee)
2. College Dean's approval
3. Honors College Curriculum Committee approval

Items to Include in the Seminar Proposal

1. The attached Seminar Proposal Form signed by the faculty, Department Chair, and College Dean.
2. A brief description of the content and structure of the course with an explanation of how the course meets many of the Honors College course criteria: encouraging critical thinking, emphasizing interdisciplinary and comparative perspectives, addressing difference and diversity, employing multiple pedagogies, and incorporating clear evaluation of learning outcomes.
3. A preliminary syllabus that has the following:
 - ◆ a short course description with an explanation of why this is an honors seminar
 - ◆ clear statement of course objective(s) / goals
 - ◆ teaching strategies/pedagogies to be employed (e.g., discussion, groupwork, debate)
 - ◆ essential readings, texts and course materials (primary source readings required)
 - ◆ course requirements and means of assessment/evaluation (be specific; writing is required)
 - ◆ an attendance policy
 - ◆ an explanation of grading standards
4. A statement from the department approving the course to fulfill major requirements (if appropriate).
5. The name(s) of the instructor(s) teaching the course, along with preferences for semester, day(s) of week, and time of day.

Proposing an Honors Seminar

Upon approval and recommendation of the Department Chair and College Dean, the Honors College Curriculum Committee will review course proposals for inclusion among the course offerings in the Honors College. The Dean of the Honors College will notify faculty of the HCCC's decision and comments. The Department Chair and the Dean of the Honors College will work together to provide for appropriate scheduling of any approved course. Once an honors seminar is approved, it may be taught multiple times, depending on faculty's availability and interest and the Honors College schedule.

Faculty who receive approval for a new honors seminar are eligible to receive a \$500 course development grant in the semester in which the course is first taught.

Submission Guidelines

These materials must be submitted by email, mail, or fax to: honors@towson.edu, or to the Honors College Curriculum Committee, Stephens Hall; Fax: 410-704-4916; Phone: 410-704-4677.

Faculty are encouraged to submit seminar proposals about one year in advance. Please follow the following timeline for submitting proposals to the HCCC.

<i>Plan to teach in</i>	<i>Submit to HCCC by</i>
Fall	February 1
Minimester	April 1
Spring	September 1
Summer	November 1

HONORS SEMINAR PROPOSAL FORM

Faculty Name: _____

Department: _____

Email: _____ Phone: _____

Tentative Title of Seminar, Level, and Possible Core Curriculum category or Department elective:

Preferred semester to teach course: _____

Please attach the following items with this form:

1. A brief description of the content and structure of the course with an explanation of how the course meets many of the Honors College course criteria: encouraging critical thinking, emphasizing interdisciplinary and comparative perspectives, addressing difference and diversity, employing multiple pedagogies, and incorporating clear evaluation of learning outcomes.
2. A preliminary syllabus that has the following:
 - ◆ a short course description with an explanation of why this is an honors seminar
 - ◆ clear statement of course objective(s) / goals
 - ◆ teaching strategies/pedagogies to be employed (e.g., discussion, groupwork, debate)
 - ◆ essential readings, texts and course materials (primary source readings required)
 - ◆ course requirements and means of assessment/evaluation (be specific; writing is required)
 - ◆ an attendance policy
 - ◆ an explanation of grading standards
3. A statement from the department approving the course to fulfill major requirements (at the 300-level only, if appropriate).
4. The name(s) of the instructor(s) teaching the course, along with preferences for semester, day(s) of week, and time of day.

Procedure for submitting an Honors Seminar Proposal:

1. After completing the proposal, you may submit a signed copy to the Honors College Curriculum Committee. **Please Note: Only proposals that have been approved by the Department Chair and College Dean will be considered by the HCCC.**
2. The HCCC will review your proposal and contact you with any questions.
3. The Dean of the Honors College will notify faculty of the HCCC's decision and comments. The Dean of the Honors College will also help you prepare the proposal for the Core Curriculum Subcommittee of the University Curriculum Committee, if appropriate.
4. The Department Chair and the Dean of the Honors College will work together to provide for appropriate scheduling of any approved course.

Signature of faculty: _____

Signature of Department Chair: _____

(Note: By signing this, you are agreeing to allow the faculty member to teach this course during the suggested term, provided it is approved and requested.)

Signature of College Dean: _____

Return to: Honors College

HONORS COURSE SYLLABUS TEMPLATE

Please review your syllabi and add information that will better document what is done in the classroom. The following information **must** be included in every course syllabus in order to be included in the Honors College course offerings.

Instructor Information

Instructor's name
Instructor's office number
Instructor's telephone number
Instructor's email address
Office hours

Course Content

Course Title and Number
Book required
Book recommended
Bibliography

Course Description:

Catalog Description:

Course Rationale:

Indicate the nature of the course and how it differs as an Honors section/ course. Describe how and why this course is valuable and/or necessary for the Honors College and whether it overlaps with any existing course.

Course Objectives / Goals:

Identify objectives which depict interaction and higher level of cognition and critical thinking skills such as synthesis, interpretation, and evaluation- not merely comprehension.

Learning Outcomes:

Indicate if they include any of the following:

- Effective written communication skills
- Effective oral forms of communications
- Engagement in experiential and collaborative forms of learning
- Improved ability to use and conduct research
- Improved interpretative skills and approaches
- Increased ability to analyze and synthesize a broad range of material
- Improved higher order reasoning skills
- Opportunities to reflect on increased knowledge and their own learning
- Opportunities to apply what they've learned to other situations

Assignments and Evaluations of learning outcomes:

Indicate if any of the following is required and how certain assignments demonstrate learning outcomes of the course:

Exams; Quizzes;

Honors Course Syllabus Template continued

Research papers; Critical papers; Reflection papers;
Class participation;
Web or electronic communications;
Working collaboratively; Strategy planning;
Peer evaluation;
Classroom debates; Oral presentations; Visual presentations

Grading (provided ONLY as an example of a grading rubric).

Grade A: The student thinks critically. The work is without major weaknesses and flawlessly executed. The student performs consistently at a level of intellectual excellence compared against the criteria outlined above.

Grade B: The student is less consistent in thinking critically than is a student who performs at an A level. Work reflects more strengths than it does weaknesses. It demonstrates a good grasp of thinking critically, is on the whole precise, measured against the criteria outlined above, but lapses occasionally into common sense and unreflective thinking.

Grade C: The student inconsistently thinks critically. The work reflects as many weaknesses as it does strengths (see F and D for specific criteria).

Grade D: The student thinks critically at a minimal level. This kind of work is often poorly executed, shows only occasional critical thinking, but generally lacks discipline and clarity. The student "goes through the motions" of the assignment but does not engage it in earnest. The work mirrors F work.

Grade F: The student does not think critically and/or has failed to do all of the required work. The work of this kind of student will be based on "common sense" thinking. This includes basing conclusions on opinions and on irrelevant information. There will be no awareness of underlying assumptions, identifying key concepts, nor competing points of view. The student will not trace implications and consequences. Student's work lacks evidence of consistent reflection and of problem solving skills.

Course Policies

Attendance policy (including lateness)

Plagiarism policy

Classroom conduct policy

Cellphone and pager policy

Test make-up policy

Policy for students with special needs

Academic Standard Committee Statement on course repetition policy: Students may not repeat a course more than once without prior permission of the Academic Standards Committee.

Course Evaluation: Student evaluations play a crucial role in my delivery of this course. This semester, all course evaluations will be administered online during the last two weeks of the course. You will receive an email with a link to the website with directions on how to access the survey. It is important that you complete the survey because I use the results to modify the course and assess my teaching, and the University uses the results to address technology and facility needs. You can be assured that your responses will be confidential. The results will be transmitted to me after the grading period and they will not include any identifying information.

Course Outline: day-to-day or week-to-week schedule

HONORS COURSE SYLLABUS CHECKLIST

Course: _____ **Professor:** _____ **Semester:** _____

Instructor Information

Notes

Instructor's name	
Instructor's office number	
Instructor's telephone number	
Instructor's email address	
Office hours	

Course Content

Course Title and Number	
Book required	
Book recommended	
Bibliography	

Course Description

Course Rationale:	
Course Objectives / Goals:	
Learning Outcomes:	
Assignments and Evaluations of learning outcomes:	
Grading	

Course Policies

Attendance policy (including lateness)	
Plagiarism policy	
Classroom conduct policy	
Cellphone and pager policy	
Test make-up policy	
Policy for students with special needs	
Academic Standard Committee Statement on course repetition policy.	
Course Evaluation Statement	
<u>Course Outline</u>	

Appendix D

Towson University On-Line Student Course Evaluation

Please respond to the items below as they relate to your learning experience in this course. Select the option that best describes your experience. Your answers are confidential and provide valuable feedback to the instructor and University.

Student Demographics

<p>What was the main reason you enrolled in this course? It was a requirement for the major or the program It fulfilled a Gen. Ed. requirement It provided me with professional development or career training It fit my schedule Someone recommended the course or the instructor I was interested in the topic Other No response</p>	<p>What is your attendance record for this course? Never miss a class Missed 1 or 2 classes Missed 3 or 4 classes Missed 5 or more classes Not applicable No response</p>
<p>About how many hours per week, in addition to your class session (traditional or online), do you spend preparing for this course? Less than 1 hour 1 - 2 hours 3-4 hours 5-6 hours 7 or more hours No response</p>	<p>What grade do you expect in this course? A B C D F No response</p>

	Course	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
	Course learning objectives were clearly described in the syllabus						
	The course was clearly organized						
	Assignments/tests reflected the primary content of this course as set out in the course learning objectives						
	Course learning objectives were met						
	I understood the requirements for course grading						
	I was challenged intellectually by the course						
		Excellent	Very Good	Good	Poor	Very Poor	No Response
	Overall, the course was:						
	Instructor	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
	Organized presentations clearly						
	Explained concepts clearly						
	Had high expectations for my learning						
	Provided guidance in meeting the course learning objectives						
	Assigned grades according to stated criteria						
	Provided feedback on my performance as the course progressed						
	Demonstrated knowledge about course subject matter						
	Was available for consultation						
	Encouraged me to do my best						
		Excellent	Very Good	Good	Poor	Very Poor	No Response
	Overall, the instructor was:						

Appendix E

Learner Support: Textbook and/or Other Required Materials		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Overall, cost of text and other required materials were appropriate to the course							
The text and other required materials were necessary for successful completion of the course							
Learner Support: Technology, Facilities and Library		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
This course required me to use technology (blackboard, on-line instruction, etc.) <i>If answered yes, answer questions a-c, if no skip a-c</i>		Yes		No			
It was easy to use the technology associated with this course		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Any problem associated with the technology was quickly resolved by the appropriate office							
Overall, the technologies used greatly facilitated my learning							
This class had a face-to-face component <i>If answered yes, answer question a, if no skip a</i>		Yes		No			
The classroom, including technology, was conducive to learning		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Library resources to support this course were excellent							
Overall, I think Towson University encourages my learning							

Open Ended Questions

What do you like about this course?

What could be improved about this course?

Would you recommend this class to others? Why or why not?

Honors College Supplement to Course Evaluation Form

Honors College Questions		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
The assignments asked me to integrate information from various sources.							
This course provided a unique learning experience compared to a non-honors course.							
The instructor challenged me to think in new ways.							

Honors College Open Ended Questions

Compare your work in this course to your work in other courses. Did you do your best work? Why or why not?

If you could change any aspect of this course as an honors course, what would it be?

What was the instructor's greatest strength? Why?

Please provide any additional comments here.

Appendix E
HONR 379: Honors Independent Study
Syllabus Template

Name: _____

Semester: _____

Please adjust this syllabus as much as necessary for your particular topic. Your syllabus must include a bibliography, written project, and presentation. If you would like to earn honors credit for a departmental independent study, be sure to demonstrate clearly how your honors independent study differs from the typical departmental independent study. Also, in that case, please replace the title “HONR 379: Honors Independent Study” with the course number and “Honors” (i.e. SPPA 496-Honors).

Approval authority for honors credit rests solely with the Honors College Curriculum Committee. Students are encouraged to contact faculty about their interest in HONR 379 well in advance. **HONR 379 proposals are due to the Honors College Office by 5:00 pm on the last day of the Change of Schedule Period for the semester in which the student plans to enroll.** Proposals submitted after this deadline will not be accepted.

Instructor Information

Instructor’s name; office number; telephone number; email address; office hours

Course Content

Number of credit hours

REQUIRED Bibliography: As part of the course expectations, students will develop a comprehensive bibliography on the topic under study. This bibliography should be interdisciplinary and should include sources in a variety of formats (book, journal, etc.).

Course Description

Catalog Description:

This course provides junior and senior students with an advanced experience in research/scholarly activity in any academic discipline at the university.

Course Rationale:

Junior and senior members of the student body who are exceptionally qualified to do an independent study with a faculty member at a very high level of investigation would do so in HONR 379 and receive Honors course credit for the completed work.

The proposal must make clear why the available honors courses are not suitable for the student proposing HONR 379. This course should not act as a substitute for enrolling in Honors College Courses. Students will need to demonstrate how HONR 379 fits programmatically into their education.

Course Objectives / Goals:

Identify objectives which depict interaction and higher level of cognition and critical thinking skills such as synthesis, interpretation, and evaluation—not merely comprehension.

Learning Outcomes:

This course is designed to meet the following Honors College goals:

- 1) Operate from an interdisciplinary perspective;
- 2) Develop knowledge of primary literature;
- 3) Develop a historical perspective;
- 4) Engage in an in-depth analysis of research methodology;
- 5) Develop an understanding of diversity; and
- 6) Analyze topics as they pertain to the individual apart from, and as a part of, the community.

Assignments and Evaluations of learning outcomes:

The project proposal must describe the project coherently and in detail, especially indicating the ways in which the independent study experience will address appropriate abilities and methodologies.

Students who participate in HONR 379 must also share their academic processes, challenges, methodologies, and results in a public forum. Students may choose to present their work at a conference (such as Towson's Student Research and Scholarship Expo), in another class (provided that the professor agrees), or in a colloquium/symposium arranged by the Honors College.

Grading (provided ONLY as an example of a grading rubric).

Grade A: The student thinks critically. The work is without major weaknesses and flawlessly executed. The student performs consistently at a level of intellectual excellence compared against the criteria outlined above.

Grade B: The student is less consistent in thinking critically than is a student who performs at an A level. Work reflects more strengths than it does weaknesses. It demonstrates a good grasp of thinking critically, is on the whole precise, measured against the criteria outlined above, but lapses occasionally into common sense and unreflective thinking.

Grade C: The student inconsistently thinks critically. The work reflects as many weaknesses as it does strengths (see F and D for specific criteria).

Grade D: The student thinks critically at a minimal level. This kind of work is often poorly executed, shows only occasional critical thinking, but generally lacks discipline and clarity. The student "goes through the motions" of the assignment but does not engage it in earnest. The work mirrors F work.

Grade F: The student does not think critically and/or has failed to do all of the required work. The work of this kind of student will be based on "common sense" thinking. This includes basing conclusions on opinions and on irrelevant information. There will be no awareness of underlying assumptions, identifying key concepts, nor competing points of view. The student will not trace implications and consequences. Student's work lacks evidence of consistent reflection and of problem solving skills.

Course Policies

The course will employ a one-on-one format. Individual meetings will be scheduled with the instructor in order to check the progress of the readings and provide continued feedback and restructuring if necessary.

All students are subject to the Student Academic Integrity Policy, available at <http://www.towson.edu/provost/resources/studentacademic.asp>. Cheating and plagiarism in any form are unacceptable and one or more of the following penalties will be enforced: 1) a grade reduction; 2) failure of exam in question; 3) failure of the course; 4) more severe disciplinary action by university authorities.

Any student who has a disability and who seeks reasonable accommodation, please direct your request as soon as possible through Disability Support Services, AD 232.

The HONR 379 option may be repeated for credit with a new topic, but students may only earn up to 6 units toward Honors College course requirements.

Course Outline: day-to-day or week-to-week schedule

Student Approval _____

Date _____

Faculty Approval _____

Date _____

Honors College Approval _____

Date _____

(All signatures are required for enrollment.)

HONR 493: Honors Internship

Syllabus Template

Name: _____

Semester: _____

Please adjust this syllabus as much as necessary for your particular topic. Your syllabus must include a bibliography, written project, and presentation. If you would like to earn honors credit for a departmental internship study, be sure to demonstrate clearly how your honors independent study differs from the typical departmental independent study. (The internship must receive a letter grade in order for you to be eligible to earn honors credit.) Also, in that case, please replace the title "HONR 493: Honors Internship" with the course number and "Honors" (i.e. SPPA 487-Honors).

Approval authority for honors credit rests solely with the Honors College Curriculum Committee. Students are encouraged to contact faculty about their interest in HONR 493 well in advance. **Final HONR 493 proposals are due to the Honors College Office by 5:00 pm on the last day of the Change of Schedule Period for the semester in which you plan to enroll AND at least two weeks before you begin your internship.** Proposals submitted after the deadline will not be accepted.

In most cases, students are expected to make arrangements for their own Honors Internship. The Honors College requires that any internship completed for Honors credit must be unpaid. Students can contact the Career Center to learn more about various internship opportunities available to them:

Career Center, 7800 York Road, Suite 206, 410-704-2233

careercenter@towson.edu

<http://www.towson.edu/careercenter>

Instructor and Agency Information

(Students should work with a faculty member from their major department.)

Instructor's name

Instructor's office number

Instructor's telephone number

Instructor's email address

Office hours

Agency name

Supervisor's name

Agency address

Supervisor's telephone number

Supervisor's e-mail address

Course Content

Number of credit hours

REQUIRED Bibliography: As part of the course expectations, students will develop a comprehensive bibliography on the topic under study. This bibliography should be interdisciplinary and should include sources in a variety of formats (book, journal, etc.).

Course Description:

Catalog Description:

Supervised experiential learning in a variety of work settings which provide honors students the opportunity to apply their classroom learning and skills outside the academic world.

Students receive 1 unit for 4 hours of work per week. May be repeated for a maximum of 6 units. Prerequisite: Junior or senior undergraduate students in good academic standing in the Honors College.

HONR 493 Syllabus Template (continued)

Course Rationale:

Junior and senior members of the student body who are exceptionally qualified to complete an internship that complements their course of study would do so in HONR 493 and receive Honors course credit for the completed work.

This course should not act as a substitute for enrolling in Honors College Courses. Students will need to demonstrate how HONR 493 fits programmatically into their education. Students will also need to explain how HONR 493 differs from typical departmental internships.

Intern Responsibilities

Intern's responsibilities and tasks should be detailed. Include specific information about the internship placement.

Course goals

Courses will be unique to each internship. Be sure to include a detailed description of the goals of the internship, and the importance of the internship to an enhanced understanding of their discipline.

Learning Objectives

Conceptual Categories include: **Engagement**—how does the internship meet a public good and how does the student know this? **Reflection**—is there a means for encouraging students to link their internship experience to previous course content and to reflect upon why the internship is important? **Reciprocity**—is there reciprocal involvement between the intern and the organization; are both participants teaching and learning? **Public dissemination**—is the internship experience presented in a public forum?

Assignments and Evaluations of learning outcomes:

For this course, each student will complete an individual written analysis of his or her internship experience. Early in the term, paper topics will be discussed and individual proposal will be developed and approved. Assessment for this project will be based on a written paper. Length of the paper and depth of the requirements will vary based upon the number of registered credits and the level.

Students who participate in HONR 493 must also share their academic processes, challenges, methodologies, and results in a public forum. Students may choose to present their work at a conference (such as Towson's Student Research and Scholarship Expo), in another class (provided that the professor agrees), or in a colloquium/symposium arranged by the Honors College.

Grading (provided ONLY as an example of a grading rubric).

Grade A: The student thinks critically. The work is without major weaknesses and flawlessly executed. The student performs consistently at a level of intellectual excellence compared against the criteria outlined above.

Grade B: The student is less consistent in thinking critically than is a student who performs at an A level. Work reflects more strengths than it does weaknesses. It demonstrates a good grasp of thinking critically, is on the whole precise, measured against the criteria outlined above, but lapses occasionally into common sense and unreflective thinking.

Grade C: The student inconsistently thinks critically. The work reflects as many weaknesses as it does strengths (see F and D for specific criteria).

Grade D: The student thinks critically at a minimal level. This kind of work is often poorly executed, shows only occasional critical thinking, but generally lacks discipline and clarity. The student "goes through the motions" of the assignment but does not engage it in earnest. The work mirrors F work.

Grade F: The student does not think critically and/or has failed to do all of the required work. The work of this kind of student will be based on "common sense" thinking. This includes basing conclusions on opinions and on irrelevant information. There will be no awareness of underlying assumptions, identifying key concepts, nor competing points of view. The student will not trace implications and consequences. Student's work lacks evidence of consistent reflection and of problem solving skills.

Course Policies

The course will employ a one-on-one format. Individual meetings will be scheduled with the instructor in order to check the progress of the internship and provide continued feedback and restructuring if necessary.

All students are subject to the Student Academic Integrity Policy, available at <http://www.towson.edu/provost/resources/studentacademic.asp>. Cheating and plagiarism in any form are unacceptable and one or more of the following penalties will be enforced: 1) a grade reduction; 2) failure of exam in question; 3) failure of the course; 4) more severe disciplinary action by university authorities.

Any student who has a disability and who seeks reasonable accommodation, please direct your request as soon as possible through Disability Support Services, AD 232.

The HONR 493 option may be repeated for credit with a new topic, but students may only earn up to 6 units toward Honors College course requirements.

Course Outline: day-to-day or week-to-week schedule

Student Approval _____ **Date** _____

Faculty Approval _____ **Date** _____

Agency Supervisor Approval _____ **Date** _____

Honors College Approval _____ **Date** _____

(All signatures are required for enrollment.)

HONR 495: Honors Directed Readings

Syllabus Template

Name: _____

Semester: _____

Please adjust this syllabus as much as necessary for your particular topic. Your syllabus must include a bibliography, written project, and presentation. Approval authority for honors credit rests solely with the Honors College Curriculum Committee. Students are encouraged to contact faculty about their interest in HONR 495 well in advance. **HONR 495 proposals are due to the Honors College Office by 5:00 pm on the last day of the Change of Schedule Period for the semester in which the student plans to enroll.** Proposals submitted after this deadline will not be accepted.

Instructor Information

Instructor's name; office number; telephone number; email address; office hours

Course Content

Number of credit hours

REQUIRED Bibliography: As part of the course expectations, students will develop a comprehensive bibliography on the topic under study. This bibliography should be interdisciplinary and should include sources in a variety of formats (book, journal, etc.).

Course Description

Catalog Description:

This course will be a survey of relevant scholarly literature under the guidance of a faculty member who will direct the student's research. Honors College course.

Prerequisite: 6 hours in the Honors College or consent of the instructor.

Course Rationale:

Junior and senior members of the student body who are exceptionally qualified to do directed readings with a faculty member at a very high level of investigation would do so in HONR 495 and receive Honors course credit for the completed work.

This course should not act as a substitute for enrolling in Honors College Courses. Students will need to demonstrate how HONR 495 fits programmatically into their education.

Course Objectives / Goals:

This course is a survey and critical evaluation of a certain topic of current research in your field of interest.

This objectives for this course are designed to provide you with the skills necessary to:

1) read and understand current literature; 2) critically analyze current readings, both in terms of methodology and theoretical perspective; 3) draw correct and non-biased conclusions from the results of a study; 4) communicate effectively about research both in written form; 5) consider new research directions and future analyses appropriate to the topic under study.

Learning Outcomes:

This course is designed to meet the following Honors College goals: 1) Operate from an interdisciplinary perspective; 2) Develop knowledge of primary literature; 3) Develop a historical perspective; 4) Engage in an in-depth analysis of research methodology; 5) Develop an understanding of diversity; and 6) Analyze topics as they pertain to the individual apart from, and as a part of, the community.

Assignments and Evaluations of learning outcomes:

For this course, each student will complete an individual written analysis on a particular (narrow) topic. Early in the term, paper topics will be discussed and an individual proposal will be developed and approved. Assessment for this project will be based on a written paper. All projects will incorporate primary literature and sources used must be approved by the instructor. Length of the paper and depth of the requirements will vary based upon the number of registered credits and the level.

Students who participate in HONR 495 must also share their academic processes, challenges, methodologies, and results in a public forum. Students may choose to present their work at a conference (such as Towson's Student Research and Scholarship Expo), in another class (provided that the professor agrees), or in a colloquium/symposium arranged by the Honors College.

Grading (provided ONLY as an example of a grading rubric).

Grade A: The student thinks critically. The work is without major weaknesses and flawlessly executed. The student performs consistently at a level of intellectual excellence compared against the criteria outlined above.

Grade B: The student is less consistent in thinking critically than is a student who performs at an A level. Work reflects more strengths than it does weaknesses. It demonstrates a good grasp of thinking critically, is on the whole precise, measured against the criteria outlined above, but lapses occasionally into common sense and unreflective thinking.

Grade C: The student inconsistently thinks critically. The work reflects as many weaknesses as it does strengths (see F and D for specific criteria).

Grade D: The student thinks critically at a minimal level. This kind of work is often poorly executed, shows only occasional critical thinking, but generally lacks discipline and clarity. The student "goes through the motions" of the assignment but does not engage it in earnest. The work mirrors F work.

Grade F: The student does not think critically and/or has failed to do all of the required work. The work of this kind of student will be based on "common sense" thinking. This includes basing conclusions on opinions and on irrelevant information. There will be no awareness of underlying assumptions, identifying key concepts, nor competing points of view. The student will not trace implications and consequences. Student's work lacks evidence of consistent reflection and of problem solving skills.

Course Policies

The course will employ a one-on-one format. Individual meetings will be scheduled with the instructor in order to check the progress of the readings and provide continued feedback and restructuring if necessary.

All students are subject to the Student Academic Integrity Policy, available at <http://www.towson.edu/provost/resources/studentacademic.asp>. Cheating and plagiarism in any form are unacceptable and one or more of the following penalties will be enforced: 1) a grade reduction; 2) failure of exam in question; 3) failure of the course; 4) more severe disciplinary action by university authorities.

Any student who has a disability and who seeks reasonable accommodation, please direct your request as soon as possible through Disability Support Services, AD 232.

The HONR 495 option may be repeated for credit with a new topic, but students may only earn up to 6 units toward Honors College course requirements.

Course Outline: day-to-day or week-to-week schedule

Student Approval _____

Date _____

Faculty Approval _____

Date _____

Honors College Approval _____

Date _____

(All signatures are required for enrollment.)

HONR 497: Honors Independent Investigations

Syllabus Template

Name: _____

Semester: _____

Please adjust this syllabus as much as necessary for your particular topic. Your syllabus must include a bibliography, written project, and presentation. Approval authority for honors credit rests solely with the Honors College Curriculum Committee. Students are encouraged to contact faculty about their interest in HONR 497 well in advance. **HONR 497 proposals are due to the Honors College Office by 5:00 pm on the last day of the Change of Schedule Period for the semester in which you plan to enroll.** Proposals submitted after this deadline will not be accepted.

Instructor Information

Instructor's name; office number; telephone number; email address; office hours

Course Content

Number of credit hours

REQUIRED Bibliography: As part of the course expectations, students will develop a comprehensive bibliography on the topic under study. This bibliography should be interdisciplinary and should include sources in a variety of formats (book, journal, etc.).

Course Description

Catalog Description:

Supervised research and investigation leading to a formal paper or project report. The use of a proposal and well-defined objectives are required. Honors College course.

Prerequisite: Consent of the instructor.

Course Rationale:

Junior and senior members of the student body who are exceptionally qualified to do independent research with a faculty member at a very high level of investigation would do so in HONR 497 and receive Honors course credit for the completed work.

This course should not act as a substitute for enrolling in Honors College Courses. Students will need to demonstrate how HONR 497 fits programmatically into their education.

Course Objectives / Goals:

This course is a survey and critical evaluation of a certain topic of current research in your field of interest.

This objectives for this course are designed to provide you with the skills necessary to:
1) read and understand current literature; 2) critically analyze current readings, both in terms of methodology and theoretical perspective; 3) draw correct and non-biased conclusions from the results of a study; 4) communicate effectively about research both in written form; 5) consider new research directions and future analyses appropriate to the topic under study.

Learning Outcomes:

This course is designed to meet the following Honors College goals: 1) Operate from an interdisciplinary perspective; 2) Develop knowledge of primary literature in your field; 3) Develop a historical perspective of the issues; 4) Engage in an in-depth analysis of research methodology; 5) Develop an understanding of diversity; and 6) Analyze topics as they pertain to the individual apart from, and as a part of, the community.

Assignments and Evaluations of learning outcomes:

For this course, each student will complete an individual written project. Early in the term, project topics will be discussed and individual project proposal will be developed and approved. Assessment for this project will be based on a written and oral component. All projects will incorporate primary literature and sources used must be approved by the instructor. Length of the written paper and depth of the requirements will vary based upon the number of registered credits and the level.

Students who participate in HONR 497 must also share their academic processes, challenges, methodologies, and results in a public forum. Students may choose to present their work at a conference (such as Towson's Student Research and Scholarship Expo), in another class (provided that the professor agrees), or in a colloquium/symposium arranged by the Honors College.

Grading (provided ONLY as an example of a grading rubric).

Grade A: The student thinks critically. The work is without major weaknesses and flawlessly executed. The student performs consistently at a level of intellectual excellence compared against the criteria outlined above.

Grade B: The student is less consistent in thinking critically than is a student who performs at an A level. Work reflects more strengths than it does weaknesses. It demonstrates a good grasp of thinking critically, is on the whole precise, measured against the criteria outlined above, but lapses occasionally into common sense and unreflective thinking.

Grade C: The student inconsistently thinks critically. The work reflects as many weaknesses as it does strengths (see F and D for specific criteria).

Grade D: The student thinks critically at a minimal level. This kind of work is often poorly executed, shows only occasional critical thinking, but generally lacks discipline and clarity. The student "goes through the motions" of the assignment but does not engage it in earnest. The work mirrors F work.

Grade F: The student does not think critically and/or has failed to do all of the required work. The work of this kind of student will be based on "common sense" thinking. This includes basing conclusions on opinions and on irrelevant information. There will be no awareness of underlying assumptions, identifying key concepts, nor competing points of view. The student will not trace implications and consequences. Student's work lacks evidence of consistent reflection and of problem solving skills.

Course Policies

The course will employ a one-on-one format. Individual meetings will be scheduled with the instructor in order to check the progress of the research and provide continued feedback and restructuring if necessary.

All students are subject to the Student Academic Integrity Policy, available at <http://www.towson.edu/provost/resources/studentacademic.asp>. Cheating and plagiarism in any form are unacceptable and one or more of the following penalties will be enforced: 1) a grade reduction; 2) failure of exam in question; 3) failure of the course; 4) more severe disciplinary action by university authorities.

Any student who has a disability and who seeks reasonable accommodation, please direct your request as soon as possible through Disability Support Services, AD 232.

The HONR 497 option may be repeated for credit with a new topic, but students may only earn up to 6 units toward Honors College course requirements.

Course Outline: day-to-day or week-to-week schedule

Student Approval _____

Date _____

Faculty Approval _____

Date _____

Honors College Approval _____

Date _____

(All signatures are required for enrollment.)

HONR 499: Honors Thesis

Syllabus Template

Name: _____

Semester: _____

Please adjust this syllabus as much as necessary for your particular topic. Your syllabus must include a bibliography, written project, and presentation. Approval authority for honors credit rests solely with the Honors College Curriculum Committee. Students are encouraged to contact faculty about their interest in HONR 499 well in advance. **HONR 499 proposals are due to the Honors College Office by 5:00 pm on the last day of the Change of Schedule period for the semester in which you plan to enroll.** Proposals submitted after this deadline will not be accepted.

Instructor Information

Instructor's name; office number; telephone number; email address; office hours

Course Content

REQUIRED Bibliography: As part of the course expectations, students will develop a comprehensive bibliography on the topic under study. This bibliography should be interdisciplinary and should include sources in a variety of formats (book, journal, etc.).

Course Description

Catalog Description:

Supervised research and writing of a thesis directed by a faculty member in a chosen area of specialization. Honors College course.

Prerequisite: Consent of the instructor.

The Honors College strongly recommends that students complete this course in conjunction with an Honors Directed Readings (HONR 495) or Honors Independent Investigations (HONR 497) course.

Course Rationale:

This course is designed to be the crowning achievement to Towson University's Honors College. Students have considerable flexibility in the form and focus of the project. Historical, critical, and theoretical research, or empirical research (field studies, correlation investigations, experimental studies) or creative efforts (such as fiction, computer software programs, or sculpture) are all equally acceptable. The most important feature of your project is that your effort should produce a first-rate contribution to your chosen academic interests and discipline. Interdisciplinary efforts are particularly encouraged.

Course Objectives / Goals:

This course is designed to provide you the opportunity to: 1) formulate your own ideas into a hypothesis or project; 2) design and conduct a study to address your topic; 3) write effectively about the project drawing on relevant theoretical sources in the field.

Learning Outcomes:

This course is designed to meet the following Honors College goals: 1) Operate from an interdisciplinary perspective; 2) Demonstrate knowledge of primary literature and key concepts in your field; 3) Develop a historical perspective of the issues; 4) Engage in an in-depth analysis of research methodology and scholarly tools within your field; 5) Develop an understanding of diversity; and 6) Analyze topics as they pertain to the individual apart from, and as a part of, the community.

Assignments and Evaluations of learning outcomes:

Although the course is an undergraduate research and independent style course, it operates and functions much like a graduate level thesis, emphasizing individual and independent effort. In effect, you will be the “primary researcher,” and you are expected to demonstrate many of the various techniques and methods of learning that you have acquired throughout your Towson University Honors College experience.

For this course, each student will complete an individual written project of his or her design. Early in the term, project topics will be discussed and an individual project proposal will be developed and approved. Assessment for this project will be based on a written and oral component.

Students who participate in HONR 499 must also share their academic processes, challenges, methodologies, and results in a public forum. Students may choose to present their work at a conference (such as Towson’s Student Research and Scholarship Expo), in another class (provided that the professor agrees), or in a colloquium/symposium arranged by the Honors College.

Grading (provided ONLY as an example of a grading rubric).

Grade A: The student thinks critically. The work is without major weaknesses and flawlessly executed. The student performs consistently at a level of intellectual excellence compared against the criteria outlined above.

Grade B: The student is less consistent in thinking critically than is a student who performs at an A level. Work reflects more strengths than it does weaknesses. It demonstrates a good grasp of thinking critically, is on the whole precise, measured against the criteria outlined above, but lapses occasionally into common sense and unreflective thinking.

Grade C: The student inconsistently thinks critically. The work reflects as many weaknesses as it does strengths (see F and D for specific criteria).

Grade D: The student thinks critically at a minimal level. This kind of work is often poorly executed, shows only occasional critical thinking, but generally lacks discipline and clarity. The student "goes through the motions" of the assignment but does not engage it in earnest. The work mirrors F work.

Grade F: The student does not think critically and/or has failed to do all of the required work. The work of this kind of student will be based on "common sense" thinking. This includes basing conclusions on opinions and on irrelevant information. There will be no awareness of underlying assumptions, identifying key concepts, nor competing points of view. The student will not trace implications and consequences. Student's work lacks evidence of consistent reflection and of problem solving skills

Course Policies

The course will employ a one-on-one format. Individual meetings will be scheduled with the instructor in order to check the progress of the research and provide continued feedback and restructuring if necessary.

All students are subject to the Student Academic Integrity Policy, available at <http://www.towson.edu/provost/resources/studentacademic.asp>. Cheating and plagiarism in any form are unacceptable and one or more of the following penalties will be enforced: 1) a grade reduction; 2) failure of exam in question; 3) failure of the course; 4) more severe disciplinary action by university authorities.

Any student who has a disability and who seeks reasonable accommodation, please direct your request as soon as possible through Disability Support Services, AD 232.

Course Outline: day-to-day or week-to-week schedule

Student Approval _____

Date _____

Faculty Approval _____

Date _____

Honors College Approval _____

Date _____

(All signatures are required for enrollment.)



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