The student and faculty mentor agree to adhere to the proposal as described, including the timeline and meeting schedule.

Student and S-Number                      Student Signature(s)                      Date
__________________________________________  ___________________________  ____/__/____
__________________________________________  ___________________________  ____/__/____
__________________________________________  ___________________________  ____/__/____

Faculty Mentor Approval_________________________ Date___/___/_____
Department Chair Approval_________________________ Date___/___/_____
Dean of School Approval_________________________ Date___/___/_____
Honors Director Approval_________________________ Date___/___/_____

Rationale for Honors Enhancements

An Honors Enhanced Course is a regularly scheduled course to which a special component has been added so students can take the class along with regular students, but earn Honors credit for their work. Honors courses are intended to provide a broader academic experience for highly capable students than they would be able to enjoy in regular classes, and the courses should also allow for greater in-depth study of topics than might be practical in regular classes. Honors classes provide research opportunities to help students develop into strong scholars while also fostering their writing, critical thinking and public speaking skills. The class, therefore, should challenge Honors students intellectually and provide an opportunity for them to work up to their potential within the context of the course and under the guidance of the instructor. The class should also be designed to make the learning experience as interesting and exciting as possible. Although the means of achieving these goals will necessarily vary from course to course and from instructor to instructor, they should be kept in mind while constructing the syllabus.

Please Note: Honors Students cannot enhance 100-level or 200-level classes. Also, independent studies cannot be enhanced (The only exception being the Honors Senior Thesis).
It is assumed that Honors components will stress individual research and discussion whenever this is appropriate to the class material. At the same time, it must be recognized that while Honors students are intelligent and usually more motivated than average students, they are not super beings and have no more hours in their days than does anyone else. Therefore, the distinguishing feature of an Honors course should be a focus on the quality of inquiry rather than additional quantity.

Similarly, while Honors students are expected to perform at a high level, they should not be penalized for taking an Honors course. Honors students are under considerable pressure to maintain a high GPA; they receive Honors credit only if they earn an A or B in a class, and retention in the program requires they meet extremely high standards. Many Honors students specifically seek out classes that are demanding and intellectually challenging, even in areas that are not part of the normal curriculum for their majors. These students should not be put at risk for doing what they are encouraged to do. Thus, in grading, an instructor needs to achieve a balance. One method that instructors have employed to accomplish this end is assessing the level of work that a student does in an Honors class and assigning the grade that the same work would earn in the regular class.

The proposal should include a scheme for evaluation that recognizes the importance of the Honors component and impresses this importance upon the student. This evaluation scheme should be designed to encourage completion of the enhancement by making the component constitute a significant portion of the final grade in the course.

Honors credit will be awarded only after the faculty member reports satisfactory completion of the Honors component to the Honors Director and only if the student receives an A or B in the course. Near the end of the semester, the Honors Director will contact the instructor to verify whether the student has satisfactorily completed the course and the Honors component.

**Detailed Instructions**

Please include the following in the proposal:

1. A completed contract.
2. An explanation of the Honors component, approximately 1-2 single-spaced pages in length, written or approved by the instructor of the course, showing what will be expected of the Honors student(s) in this class that is different from the normal expectations. This explanation need not be technically detailed, but it should be written so that nonspecialists can understand the intent and general procedures to be followed. In the proposal attached to the cover sheet please use the headings in bold print from the form. It should include:
   a. a detailed description of how the course has been enhanced in order to qualify for Honors accreditation, including objectives, procedures, and methods to be used;
   b. a rationale that explains why the described enhancement constitutes a qualitative enrichment that deserves Honors credit
   c. a specific and detailed discussion of the methods to be used in grading and evaluating the Honors student(s);
   d. a bibliography (if appropriate).
3. The most recent Academic Policies Committee syllabus for the course.
Finally

Honors students should recognize how indebted the Honors Program is to professors who undertake to supervise these enhancements. Please remember that they agree to conduct these enhancements out of the kindness of their hearts and their desire to serve their students.

We have on file in the Honors Office several years’ worth of previous Honors enhancements, which can help serve as models. Sometimes instructors choose to shift the burden of drafting the enhancement proposal to the student, which relieves the instructor of some part of the paperwork. Of course, instructors and students should feel free to contact the Honors Directors if they need guidance or advice.