

# Proposal to Teach a Fall 2019 Honors Course for the First Time

**Timeline (Please contact the Honors Coordinator Kathleen Stephens, [kstephens@dccc.edu](mailto:kstephens@dccc.edu) or x6938, if you have questions.)**

<b>Nov. 9, 2018: Proposal Deadline.</b> Please complete this form, obtain the signatures of your Program Coordinator and your Dean, and list the proposed class days/times.
Dec. 3, 2019: Notification of acceptance
April 2019: Completion of an Honors workshop by all faculty new to teaching Honors
By the Friday prior to return week (of the semester in which you teach): Submit a draft of the Honors syllabus and list of co-curricular funding needs (including approximate date of event/need) to the Honors Coordinator.

<b>Name of the Proposed Honors Course (i.e., Federal Government)</b>	<b>Course Number (i.e., GOVT 2305)</b>
<b>Proposed Class Meeting Days/Times</b> (MWF, MW afternoons, or TR only) (no online, no MW mornings)	<b>SEMESTER</b> Fall 2019

### Honors Faculty Expectations

- ✓ In the semester prior to teaching your first Honors course, attend an Honors training workshop to identify and discuss the Honors Student Learning Outcomes and expectations for Honors students at Richland College.
- ✓ Design and implement a quality Honors course which includes learning activities and assignments that help students achieve a *minimum of two (2) Honors Student Learning Outcomes* (and incorporates more if possible) while meeting all state and DCCCD course-specific objectives, core outcomes, and TEKS (for RCHS students).
- ✓ Participate in co-curricular and extra-curricular events and opportunities that support the Honors students.
- ✓ Partner with other Honors Faculty and the Honors Council to discuss and evaluate your honors course to ensure it meets the desired student learning outcomes.

### Honors Faculty Commitments

Check each of the following statements to indicate your understanding of the Honors Faculty responsibilities:

- 1. I understand that the Honors Program does not provide added compensation to Honors Faculty.
- 2. I understand that teaching Honors requires **coordination with and approval of the appropriate program coordinator AND division dean** in addition the Honors Council. As a first step, I will discuss Honors and any potential course scheduling issues **prior** to completion of this proposal, as denoted by the supervising dean's signature below.
- 3. I understand that use of Honors Program funds for classroom and co-curricular enrichment requires advance planning and coordination with the Honors Coordinator.
- 4. I understand that Honors Faculty are subject to a term limit of three (3) semesters (fall, fall, fall; spring, spring, spring; fall, spring, fall; spring, fall, spring) teaching an Honors course before other faculty will be given the opportunity to submit proposals to teach that particular course.
- 4. I agree to attend an Honors Faculty training workshop designed to help me create and implement a quality Honors course that meets the needs of Honors students.
- 5. I agree to participate in Honors events whenever possible during the semesters I teach Honors.
- 6. I agree to participate in formative (mid-semester) evaluation and chat with other Honors faculty members to share what works and make adjustments if needed.

FACULTY (PRINTED NAME)	FACULTY SIGNATURE	DATE
PROGRAM COORDINATOR (PRINTED NAME)	PROGRAM COORDINATOR (SIGNATURE)	DATE
DEAN (PRINTED NAME)	DEAN (SIGNATURE)	DATE

**Proposal**

Note: This proposal is just that, a proposal. We anticipate your course will not match the exact activities or assignments you propose below, but it will develop out of the ideas you write here and from your Honors training and research after the proposal is accepted. What we're looking for is a glimpse into what you envision when you think of Honors for your proposed course and how your Honors course will be different from your regular course.

**Question 1:** For the course you propose to teach as Honors, briefly describe how your regular version is structured (in terms of assignments, assessments, classroom activities, etc.).

**Question 2:** Describe how you anticipate your Honors section will differ from the non-Honors course above. An Honors course does not simply have additional assignments. See the Honors Student Learning Outcomes below for guidance.

**Question 3:** Below are the six **Richland Honors Student Learning Outcomes**. Place a check next to the outcomes you anticipate addressing directly in your Honors course structure (at least two, but more are encouraged) and then briefly describe a few examples of activities or assignments you envision using to address those outcomes.

- 1. Analyze and synthesize primary research, current events, and new or original works.
- 2. Develop written communication skills and express ideas in discipline-specific language.
- 3. Learn collaboratively and develop community.
- 4. Develop oral communication skills and express independent ideas.
- 5. Analyze the relationship between classroom concepts and the surrounding community.
- 6. Improve awareness of the social and ethical responsibilities related to the discipline.

**Question 4:** If you already know of one or more in-classroom needs or co-curricular activities you would like to incorporate, please describe them here and estimate the anticipated cost per student. *Also please note here if you hope to use a Learn Lab or other special classroom. Requests are made through your Program Coordinator – this is for our information only.*