California Lutheran University Honors Program

DISCIPLINES IN DIALOGUE

Mission Statement
The University Honors Program at California Lutheran University challenges high-achieving, motivated students to think critically and reflectively about important ideas, questions, and problems. Courses invite dialogue across traditional disciplinary divides, encouraging students to develop as independent scholars who are aware of their ideas as contextual and consider the value of disparate perspectives. The program seeks to equip thoughtful, engaged individuals who can communicate and collaborate creatively to affect positive changes in their communities and the world.

Criteria for Selection of Courses to be included in the University Honors Program
Understanding that strong courses will vary in the particulars depending on topics and disciplines, Honors Program courses should strive to meet the following general criteria.

CONTENT
- The course must have an interdisciplinary focus. Content should be selected to invite dialogue between and across disciplines regarding important questions and compelling concerns.
- The course must delve into its subject in considerable depth. Survey courses are not acceptable.
- Where feasible and appropriate, the course should focus on primary sources. Course materials should be wide-ranging in perspective, type, and scope.
- The course is encouraged, though not required, to fulfill relevant Core 21 requirements.
- At discretion of departments/chairs, HNRS courses may count towards fulfilling their academic major/minor requirements but may not be cross-listed.

PEDAGOGY
- The course must foster independent scholarship. Rather than being lecture-based, courses should be designed to guide and support students to control the direction of their learning, to initiate ideas for discussion, and to learn the skills of independent research and creative work.
- The course must foster critical and reflective thinking. Activities and assignments should challenge students to think conceptually, as well as to apply their thinking to concrete concerns and examples, and to concentrate as much on their learning process as on what is learned.
- The course must foster intellectual creativity. Activities and assignments should engage students individually and with one another in ways that stretch them beyond habitual ideas and learning styles.
- The course should be designed to make visible the intersections between fields of inquiry. Students should gain strong understandings of the value of and the skills to think and work across disciplines.
- Where appropriate, the course should make visible relevant disciplinary, intellectual, and/or social controversies, encouraging students not only to see but also understand multiple perspectives on a given topic or question, and to grapple honestly with what is at stake in these differences.

RIGOR
- The course must be academically, intellectually, and personally challenging. Course content and pedagogies should push students to interrogate their own ideas and assumptions, and demand of them a high level of intellectual engagement, a serious and sustained investment of effort and time, immersion in the conventions of scholarly discourse and writing, and substantive academic products.
- Faculty should clarify how course will meet Carnegie standard for 4-unit course: 6.5+ hours of homework and/or independent course work. Student work may take many forms, including, but not limited to: research, lab, and field work; reading, analyzing, and interpreting texts; solo and group projects and creative work; formal and informal writing; participation in experiential learning activities.
Procedure for proposing new University Honors Program courses:

1. **Any time**: Interested faculty member(s) may consult Department Chair(s) to establish availability to teach a course in the Honors program. Faculty should plan, but will not be required, to teach the course at least twice, likely in alternating years. If paying an overload or hiring an adjunct will be necessary in order to meet the home department’s needs when this faculty member teaches a HNRS course, then Chairs are encouraged to discuss terms with the UHP Director and Dean of the College.

2. **Any time**: Faculty member(s) may contact the UHP Director to discuss their ideas for a course and any support needed from the UHP to support the scheduling of this course (e.g., funding for adjunct to replace them in their department for that semester; funding to bring in collaborating faculty/guest-speakers, funding for experiential learning/activities).

3. **October 15**: Course proposal due to the UHP Director for the following academic year. Proposal should include completed UHP Course Proposal cover sheet (see following page, and email UHP Director for MS Word .doc copy), draft syllabus, and descriptions of any exams/assignments/projects not clearly described in the syllabus.

4. **November 15**: The UHP Committee will respond to faculty member(s) with a Yes, No (with explanation), or Revise and Resubmit (decision contingent upon addressing recommended revisions).

5. **If yes**, then the UHP Director will confirm with faculty member(s) the semester, days, and time the course will run, and facilitate submission of the course through CourseLeaf for EPPC approval. **If revise and resubmit**, then the faculty member(s) may revise and resubmit the proposal to the Honors Committee by November 30, or let the Honors Director know intention to either revise and resubmit the following year or to not pursue this course proposal.

6. **January 31**: The UHP Director finalizes draft of HNRS course schedule for the subsequent academic year.

Regarding courses currently or previously taught:

- Honors courses which have been taught one time may be proposed to be taught one more time without UHP Committee review, as long as the faculty member is not proposing any substantive changes and submits the complete course syllabus and description of major assignments to the UHP Director by Nov. 15.

- All Honors courses approved by the UHP Committee may be offered twice within three years without resubmitting paperwork. If faculty member(s) wish to offer a course a third time, it must be reapproved through the procedure outlined above.
UNIVERSITY HONORS PROGRAM
Proposal for New HNRS Course or Renewal of Previously Approved HNRS Course

Faculty Member
Name: ____________________________ Phone: ____________________________
Email: ____________________________@callutheran.edu Office Location: ____________________________

Proposed Course: draw on “UHP Mission Statement and Course Criteria” document to inform your proposal.
Title:
Brief catalog description for new HNRS courses or description of catalog changes for renewed courses:
Prerequisites\(^2\) (list and include rationale):
Brief clarification of Interdisciplinary Focus\(^3\):
Required Attachments
1. Syllabus: attach a complete draft\(^4\)
2. Assignments/Exams: if not specified in syllabus, then attach descriptions of assignments and exams

If proposed course is designed to fulfill CORE 21 requirements, then indicate below and attach rationale, including support from relevant department(s) if proposed instructor(s) not regularly teaching for department(s).

<table>
<thead>
<tr>
<th>CORE 21 Requirements</th>
<th>Previously Approved by EPPC</th>
<th>Seeking Approval by EPPC</th>
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</thead>
<tbody>
<tr>
<td>Writing Intensive</td>
<td>[ ] Yes, approval date: _____</td>
<td>[ ] Yes [ ] No</td>
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<tr>
<td>Speaking Intensive</td>
<td>[ ] Yes, approval date: _____</td>
<td>[ ] Yes [ ] No</td>
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<tr>
<td>Foreign Language</td>
<td>[ ] Yes, approval date: _____</td>
<td>[ ] Yes [ ] No</td>
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<tr>
<td>Mathematical Reasoning</td>
<td>[ ] Yes, approval date: _____</td>
<td>[ ] Yes [ ] No</td>
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<td>History</td>
<td>[ ] Yes, approval date: _____</td>
<td>[ ] Yes [ ] No</td>
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<tr>
<td>Literature</td>
<td>[ ] Yes, approval date: _____</td>
<td>[ ] Yes [ ] No</td>
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<tr>
<td>Philosophy</td>
<td>[ ] Yes, approval date: _____</td>
<td>[ ] Yes [ ] No</td>
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<tr>
<td>Upper-Division Religion</td>
<td>[ ] Yes, approval date: _____</td>
<td>[ ] Yes [ ] No</td>
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<tr>
<td>U.S. Diversity</td>
<td>[ ] Yes, approval date: _____</td>
<td>[ ] Yes [ ] No</td>
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<tr>
<td>Social Sciences</td>
<td>[ ] Yes, approval date: _____</td>
<td>[ ] Yes [ ] No</td>
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<tr>
<td>Natural Sciences</td>
<td>[ ] Yes, approval date: _____</td>
<td>[ ] Yes [ ] No</td>
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<tr>
<td>Visual&amp;Performing Arts (Performance)</td>
<td>[ ] Yes, approval date: _____</td>
<td>[ ] Yes [ ] No</td>
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<tr>
<td>Visual&amp;Performing Arts (Non-Performance)</td>
<td>[ ] Yes, approval date: _____</td>
<td>[ ] Yes [ ] No</td>
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<tr>
<td>Global Perspectives</td>
<td>[ ] Yes, approval date: _____</td>
<td>[ ] Yes [ ] No</td>
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<tr>
<td>U.S. Diversity</td>
<td>[ ] Yes, approval date: _____</td>
<td>[ ] Yes [ ] No</td>
</tr>
</tbody>
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Course Format/Scheduling: recommended enrollment cap of 20 for upper-division electives; priority approval given to in-person courses over online or hybrid/blended courses.
A. Preferred semester in which to teach course: ___________. Preferred time slots, rank preference 1-3:
B. Carnegie Rules: HNRS courses are typically 4-units (one “50-minute hour” of in-class time per unit).
   [ ] Yes, proposed course is designed to have all enrolled students receiving instruction from faculty member during a standard time slot (3 hours and 20 minutes per week)
   [ ] No, the following explains how Carnegie hours will be met:
C. Course Load: HNRS courses may not be cross-listed\(^5\); UHP budget planning requires confirmation if a proposed course has been approved by the faculty member’s department chair to be taught in-load or if the course would be taught as an over-load to correctly plan for faculty salaries in the UHP budget.
   [ ] The course will be taught in-load
   [ ] The course will be taught as an over-load

________________________________________

1 If proposing team-taught course, then each faculty member complete this page, and submit all documents as one attachment: i.e., two proposal forms along with one syllabus, one set of assignment/exam descriptions.
2 The UHP discourages prerequisites so that all UHP students are eligible to take HNRS courses.
3 HNRS courses may be proposed to be solo-taught, team-taught or as a lead instructor with one or more contributing faculty members/guest-speakers. Please specify teaching format and ways in which interdisciplinary focus will be incorporated.
4 See Cal Lutheran “Syllabus Template.”
5 Enrollment for upper-division HNRS courses is typically capped at 20 with priority enrollment for UHP students. If spaces remain unfilled after registration closes, then remaining spaces may be filled by students (who have minimum CLU GPA 3.5) at the discretion of the faculty member.