Thank you!

Thank you for your interest in submitting an Honors Seminar (HSem) proposal. This form should be submitted in consultation with your department. You will receive acknowledgment of receipt via email. Questions about the submission process can be sent to Associate Director, Pamela Baker, pbake@umn.edu.

The priority submission deadline is November 1, 2018. Applications received after the priority deadline will be reviewed on a space-available basis. Proposals will be reviewed by the UHP Faculty Advisory Board and the UHP Directors; it will be submitted for final confirmation to the appropriate college/unit/department curriculum approver. Decisions for courses received by the priority date will be communicated in early January. Please let us know if your department requires a different time line and we will do our best to work with you. Arrangements for course Electronic Course Authorization System (ECAS) submission, scheduling, and book orders are coordinated by UHP staff for all Honors Seminars.

Please note: Although courses previously taught as seminars outside of honors may be re-imagined as Honors Seminars, they may not be offered in the same term and should not be exactly the same.

Again, thank you. We look forward to reading your proposal!

Biographical Information

1. First Name *

2. Last Name *

3. U of M Employee ID *

4. E-Mail Address [UMN E-mail, if available] *

5. Instructor Title *
   Mark only one oval.
   - Professor
   - Associate Professor
   - Assistant Professor
   - Adjunct Faculty
   - other
6. University Teaching Status: *
   Mark only one oval.
   - Full-time faculty member
   - Adjunct (by course, term, or contract) teaching faculty
   - Visiting faculty member
   - Researcher, non-teaching
   - Researcher, with teaching responsibilities
   - Professor Emeritus
   - Other

7. College/Program/Professional Affiliation

8. Department/Unit affiliation

9. Faculty Biography *

Co-Instructor Information
If your course will be co-taught, please provide their biographical information.

10. Co-Instructor First Name

11. Co-Instructor Last Name

12. Co-Instructor U of M Employee ID

13. Co-Instructor e-mail address [UMN E-Mail Address, if available]
14. Co-Instructor Title
   Mark only one oval.
   - Professor
   - Associate Professor
   - Assistant Professor
   - Adjunct Faculty
   - other

15. Co-Instructor University Teaching Status
   Mark only one oval.
   - Full-time faculty member
   - Adjunct (by course, term, or contract) teaching faculty
   - Visiting faculty member
   - Researcher, non-teaching
   - Researcher, with teaching responsibilities
   - Professor Emeritus
   - other

16. Co-Instructor University Teaching Status
   Mark only one oval.
   - Full-time faculty member
   - Adjunct (by course, term, or contract) teaching faculty
   - Visiting faculty member
   - Researcher, non-teaching
   - Researcher, with teaching responsibilities
   - Professor Emeritus
   - other

17. Co-instructor Biography

Pre-Approval Guidelines
It is important that your department/college has agreed to your teaching, before the course is submitted.

Financial Guidelines for Honors Seminar Instructors
If a full-time faculty member or instructor is teaching the Honors seminar as part of their regular teaching load, tuition monies (the 75% instructional tuition) will be transferred to the appropriate college/department/unit budget line (EFS #) after the end of the semester.

Honors Seminars are typically capped at 20 students with a minimum of 7 students to run the course. If a course is below the minima, UHP will contact the college/unit/department head in order to determine if the course should move forward. Ultimately, this decision rests with the college/unit/department head. We will reach out to the appropriate contact at least two weeks prior to the start of classes.

If a full-time faculty member or instructor is teaching the Honors seminar as an overload (over and above the regular teaching load), a salary payment at the rate of $2400/credit will be paid to the instructor during the semester. The arrangements for payment and the understanding regarding the instructor's teaching loads will be confirmed in writing with the college/unit/department heads before the course is scheduled. Money may not be transferred to faculty research accounts in lieu of salary. The course minima is the same with this arrangement, though UHP will make the final decision.

If a faculty emeritus/a or community expert or adjunct is teaching the Honors seminar, a salary payment at the rate of $2400/credit will be paid to the instructor during the semester. The arrangements for payment and the understanding regarding the instructor's status will be confirmed in writing before the course is scheduled.

18. Full name and email address of your department chair or director *

19. Course administrator's full name and email address of your department chair or director

Course Proposal Information
Your response to this question indicates that you have had a conversation with your department administrator regarding your application to teach for the University Honors Program and your ability to teach should your proposal be approved.

20. Do you have preliminary approval from your department administrator to offer this course? *
Mark only one oval.
- Yes
- No
- N/A

Course Proposal Information
Please update us on if and under what status the course you are proposing has been offered previously.
21. **Proposal history** *
Mark only one oval.

- This is a new course proposal.
- This course was offered previously as a freshman seminar.
- This course was taught previously in the humanistic commons.
- This course was offered previously as an honors seminar.
- This course proposal was previously accepted, but I was unable to offer it.
- The course proposal was not accepted previously, but has been revised for reconsideration.

**Term Preference**
We will assign or approve courses with this in mind. Typically 40 courses are approved over the academic year, 25 in the fall and 15 in the spring.

22. Please indicate fall 2019, spring 2020, or May 2020. If your timing is flexible, please choose either. There is limited space for the May session option. *
Mark only one oval.

- Fall 2019
- Spring 2020
- Either Fall 2019 or Spring 2020
- May 2020

23. **Additional Term Preference Notes (optional)**

Proposed Course Credit
All courses taught by College of Liberal Arts faculty and any courses being proposed for liberal education themes must be offered for 3 credits.

24. **Credit options** *
Mark only one oval.

- 2 credits
- 3 credits
- 4 credits (rare option)

**Proposed Course Level**
Honors Seminars may be offered at the 2xxx-level or 3xxx-level. 2xxx-level courses are primarily intended for first and second year students. 3xxx-level courses are intended for students with more collegiate experience. If you do not have a preference or feel that your course can be offered at either level, we will
make the determination based on content, perceived instruction level and balance of courses. (More courses are needed at the 2xxx-level as students tend to take seminars earlier in their academic careers.)

25. **Proposed Course Level** *

*Mark only one oval.*

- 2xxx-level
- 3xxx-level
- Either level - I am willing to adapt my course accordingly.

26. **Seminar Title** *


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**Proposed Seminar Description**

Honors seminars are meant to be engaging and appropriate for a broad audience. Prerequisites outside of college experience are not allowed. This is a preliminary description; if approved, we will request revisions for publication purposes.

27. **Description** *


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**Syllabus-Related Items**

The next items must be addressed here and in your syllabus. If your proposal is accepted, you will have the opportunity to revise your syllabus before it goes to any subsequent committees.

**Learning Outcomes**

All University courses are required to fulfill at least one Student Learning Outcome (SLO). As stated, "These student learning outcomes will help guide faculty across the University to develop curricula, plan individual courses, design syllabi, construct learning activities, and assess the student learning that occurs in every aspect of student experience..." Please keep your SLO in mind when drafting your course and syllabus.
28. Which Student Learning Outcome will your course address? Please select one for the proposal process. *
Mark only one oval.

- Can locate and critically evaluate information
- Have mastered a body of knowledge and a mode of inquiry
- Understand diverse philosophies and cultures within and across societies
- Can communicate effectively
- Understand the role of creativity, innovation, discovery, and expression across disciplines
- Have acquired skills for effective citizenship and life-long learning

29. How will you address the SLO you have selected? Please give specific examples. *

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

30. How will you evaluate student understanding of the SLO? *

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Liberal Education and Writing Intensive Options

The Council on Liberal Education (CLE) and Campus Writing Board (CWB) offers UHP the opportunity to submit Honors Seminars to be considered for an LE theme, CORE and/or Writing Intensive requirement. These designations greatly enhance student interest and enrollment; you are strongly encouraged to pursue these options. UHP will submit all LE and/or WI requests for approved seminars.

Liberal Education Themes

The specifics of the theme, as outlined by the CLE, must be clearly and explicitly addressed. Theme guidelines can be found at: http://onestop.umn.edu/faculty/lib_eds/instructions.html#all_theme [3-credit courses] Detailed information will be requested if your seminar is improved.
31. You may only choose one theme *  
Mark only one oval.

- Civic Life and Ethics
- The Environment
- Global Perspectives
- Technology and Society
- U.S. Diversity and Social Justice
- I do not want to have this course considered for an LE Theme.

32. Generally describe how your course will meet this theme. [More detailed information will be requested if your seminar is approved.]

33. Liberal Education Core information (3-credit courses and tenure-track faculty only) *  
Mark only one oval.

- Arts and Humanities
- Historical Perspectives
- Social Sciences
- Mathematical Thinking
- I do not want to have this course considered for an LE Core.

34. Generally describe how your course will meet this core. [More detailed information will be requested if your seminar is approved.]

Writing Intensive Requirement

Please indicate whether or not you wish to have your course submitted to satisfy the WI requirement. The WI guidelines can be found at: http://onestop.umn.edu/faculty/lib_eds/guidelines/writing_intensive.html
35. I plan to have my course submitted as a Writing Intensive seminar. *
Mark only one oval.

☐ Yes
☐ No

**Learning Abroad**

Some courses have a natural connection to an abroad component. Should your seminar be approved and you would like to learn more, please indicate your interest below.

These courses take significant lead time to coordinate as we work with the Learning Abroad Center to facilitate. You should include a brief description as to how this might work in your proposal syllabus.

36. Please choose from the responses below.
Mark only one oval.

☐ Yes. Please contact me about this option.
☐ No. I do not wish to pursue this option.

37. If yes, please give a brief statement about your vision. [Spring or May sessions are best for the Learning Abroad option.]

__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

**Community-Engaged Learning**

The Center for Community-Engaged Learning works with partners to provide opportunities for students to engage in off-campus experiential learning through community work and place-based educational programs. Whether academically-based or co-curricular, these experiences complement classroom learning, foster personal, professional and civic development, and allow students to work with others to enhance the well-being of our communities. Check out the option at this address for more information and let us know if you're interested. [http://www.servicelearning.umn.edu/info/](http://www.servicelearning.umn.edu/info/)

38. Please choose from the following:
Mark only one oval.

☐ Yes
☐ No
39. If yes, please give a brief statement about your vision for service learning.


Preliminary Syllabus or Outline

Your preliminary syllabus may be an outline with weekly topics and assignment ideas. It does not need to be fully fleshed out with dates. However, the more detailed your idea, the better. If approved, you will need to submit a more thorough syllabus. The review committee will be looking for depth of concept. You should include potential readings; publishing details are not necessary.

40. Most file types can be accommodated. Please upload your preliminary syllabus here. *
Files submitted: