

## **Request for Proposals Honors Interdisciplinary Seminars**

The Honors Program Advisory Board annually solicits proposals for 300-level Honors interdisciplinary seminars. Up to four seminars are offered each semester. Honors interdisciplinary seminars offer faculty the opportunity to teach smaller classes (capped at 25 students), explore new topics in the classroom, and experiment with innovative teaching and learning strategies.

Faculty members from all disciplines are encouraged to submit proposals for the seminars. Faculty may submit individual proposals, or two or three faculty members may submit joint proposals for team-taught courses. The seminars will be taught as part of a faculty member's regular teaching load. If three faculty members team-teach a seminar, however, they may be paid a one-credit overload (if they are scheduled to teach a regular 24-credit load during the academic year).

If you are interested in teaching a seminar, please complete the following Honors Interdisciplinary Seminar Proposal Form. As you prepare your proposal, please keep the following criteria in mind:

1. Honors interdisciplinary seminars should focus on a theme, and students should explore the theme from the perspectives of multiple disciplines. Because the seminars are open to Honors juniors and seniors of all majors, they should address topics of broad interest and should not have prerequisites beyond the completion of the General Education curriculum. The themes of previously approved Honors interdisciplinary seminars include: Viruses and History, Exploring Invention and Innovation, and Pirates.
2. Honors seminars should engage students actively in the learning process and should provide ample opportunities for students to interact with faculty and other students. Seminars should require students to participate in discussion, debates, simulations, explorations, and/or other active learning strategies. They should also involve intensive reading and writing, and include a research and presentation component.
3. Honors seminars should include experiences that encourage learning outside the classroom, e.g. field trips, service learning projects, guest speakers. Please note that the Honors Program has some funds available to support field trips and other out-of-class activities.
4. Honors seminars should address at least one of the following Honors student learning outcomes:
  - a. Apply the tools (methodologies/content/skills) of multiple disciplines to analyze and/or solve complex issues and problems.
  - b. Work collaboratively with persons from different fields of specialization (in diverse, cross-disciplinary teams) to analyze and/or solve applied, real-world issues and problems.

c. Appreciate the importance of civic responsibility and demonstrate informed and engaged civic responsibility by having participated regularly in community service and/or service learning projects.

**If you have any questions regarding the seminars, please contact Kim Klein, Honors Director, at [kmklei@ship.edu](mailto:kmklei@ship.edu). Seminar proposals are due by the first Tuesday in September.**

## Honors Interdisciplinary Seminar Proposal

Name:

Office Address:

Phone:

E-mail Address:

Semester/Year That You Would Like to Offer the Seminar:

Preferred Day/Time That You Would Like to Offer the Seminar (evening classes are encouraged):

Course Title:

Course Description (approximately 75-150 words):

Tentative Reading List and Description of Assignments:

Honors Eligibility: Please explain how this course fulfills the four criteria for Honors Interdisciplinary Seminars listed in the request for proposals on the previous pages. If you have taught a non-Honors version of this course, please indicate how the Honors course will differ from the non-Honors course.

**Please return your proposal to Kim Klein, Honors Director, at [kmklei@ship.edu](mailto:kmklei@ship.edu) or Horton Hall 104 by the first Tuesday in September.**