



OFFICE OF THE  
HELEN P. DENIT  
HONORS PROGRAM

## RECURRING ENHANCED COURSE APPLICATION

*Please complete this application if your course meets one or more of the high-impact practices listed below. If the honors council is in agreement that your course meets one of these criteria, then the course will retain its enhanced status on a recurring basis. Provided no substantial alterations to the course content are made, the course will be designated as enhanced each semester it is taught by the same faculty member. This application is only for getting approval for "recurring status." For all proposals requesting funding, faculty are required to complete the "enhanced course application for funding."*

Title of Course \_\_\_\_\_

Course Number with Section \_\_\_\_\_

Professor/s \_\_\_\_\_

Division/Department \_\_\_\_\_

College:  CAS  CPA  MSB

Signature \_\_\_\_\_ Date \_\_\_\_\_

Please check all of the following high-impact practices that apply:

- Collaborative/team-based learning:** courses in which students a significant portion of the students' learning occurs through a team-based project; incorporates two skills: learning to work effectively in a team, and learning to offer constructive feedback in a collaborative and collegial style; typically incorporates a reflective component
- Diversity/Global learning:** either through study abroad, global field studies, or through the curriculum of the course, students in these courses explore cultures, worldviews, and perspectives that are different from their own; typically incorporates a reflective component
- Experiential learning:** "hands-on" courses in which a substantial portion of the knowledge is acquired outside of traditional classroom settings; may include service-learning, community-based learning, applied learning, or problem-based learning; typically incorporates a reflective component



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- Internship:** A specific kind of experiential learning in which students work for an organization (either paid or unpaid) in order to obtain practical experience; must be taken for course credit; typically incorporates a reflective component
  
- Undergraduate research:** An individual student's exploration of a specific research topic within a field of study under the direction of a faculty member; must be taken for course credit; typically culminates in a complete formal paper and/or presentation
  
- Writing-intensive coursework:** Courses in which a significant portion of the students' learning is accomplished through various forms of writing; typically relies upon the iterative process wherein students complete a rough draft, obtain feedback, and complete a revised draft

### Assessment:

The Honors Program conducts assessment every semester, and courses designated as enhanced must satisfy at least one of the Student Learning Outcomes. Which outcome(s) will be assessed in your proposed course? (check all that apply):

- SLO1: Connect a high-impact experience to course content in a reflective essay or presentation (HIPs).
- SLO2: Demonstrate growth in effective writing by actively participating in a writing process that includes drafting and revising (writing).
- SLO3: Create and present a project based on discipline-specific research to a general, discipline-specific or stakeholder audience to demonstrate the synthesis and application of research (presentation).
- SLO4: Analyze and evaluate the strengths and weaknesses of evidence based or discipline-specific knowledge or theory (critical thinking).

**Narrative** (maximum 500 words). Include (a) a description of the course, (b) a detailed description of how your course will satisfy the high-impact practices described on p. 1, and (c) a description of assignment(s)/artifacts embedded in the course that measure the student learning outcome checked above.