



THE HONORS COLLEGE

STUDENT HANDBOOK

2011-2012

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TOWSON UNIVERSITY



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THE HONORS COLLEGE AT TOWSON UNIVERSITY

The Honors College at Towson University is designed for students who have demonstrated superior academic performance in high school and who wish to pursue unique academic and social opportunities while attending the university. Students may major in any field at Towson University and be part of the Honors College. At Towson, the Honors College is a true community of scholars. Honors students are encouraged to seek intellectual excellence and leadership through opportunities that go beyond the routine college experience.

Mission

The Honors College provides challenging academic and personal development opportunities that help talented and highly motivated students construct a personalized educational experience that leads to a rich and productive future as individuals, professionals, and citizens.

Goals

- ◇ ***Creative and Critical Thinking skills:*** Students will develop convergent and divergent thinking, analytical, problem solving, and communication skills.
- ◇ ***Breadth and Depth of knowledge:*** Students will understand and connect key issues in the arts, humanities, sciences, education, business, and health and gain extensive knowledge in at least one discipline.
- ◇ ***Integrated perspective:*** Students will integrate different viewpoints; engage in ethical and moral reflection; value diversity; and gain a global outlook.
- ◇ ***Civic Involvement:*** Students will be actively engaged in campus life and with outside community partners.
- ◇ ***Lifelong learning:*** Students will view education as a lifelong process that involves continual personal and professional growth.

THE HONORS COLLEGE COMMUNITY

The Honors College at Towson University is a community of scholars dedicated to academic success, personal and professional development, and civic responsibility. All members of the Honors College, including students, faculty, and staff, are encouraged to abide by the core principles of the Honors College community.

- ◆ We respect and uphold Towson University's Code of Conduct and Student Academic Integrity Policy. When we witness an infraction of these policies, we report the incident by following proper procedures.
- ◆ We support the Tiger Pledge.
- ◆ We value diversity in all its forms, and we challenge ourselves by seeking new perspectives. It is our mission to create a comfortable atmosphere for the free exchange of ideas.
- ◆ We recognize that we are representatives of the Honors College and Towson University at all times. Accordingly, we demonstrate and promote the principles of civility, integrity, and responsibility that are central to the Honors College community.
- ◆ We are active members of our local, regional, and global community. We are committed to the ideals of environmental sustainability, social justice, community activism, and volunteerism.
- ◆ We see ourselves as leaders in our professional and personal lives. We seek and create opportunities for academic excellence, professional experience, and personal growth.





HONORS COLLEGE STAFF & FACULTY

Honors College Staff

Dean	Dr. Joseph McGinn	jmcginn@towson.edu
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Honors College Faculty

The following faculty members teach for the Honors College on a regular basis.

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WELCOME TO THE HONORS COLLEGE

About the Honors College

Towson University's Honors College offers a unique opportunity for highly qualified students. The Honors College provides students with a learning environment consisting of small class sizes, outstanding faculty, optional honors housing, and updated study spaces. Students enroll in specially designed honors courses limited to Honors College students. Students also take classes open to all Towson University students.

Beyond the classroom, the Honors College offers:

- ◆ **Honors College Housing:** Honors students have the option of living among their fellow honors students in Douglass House.
- ◆ **Honors College Connections:** This student-run organization helps to create the supportive community for which the Honors College is recognized.
- ◆ **Honors College Student Study:** Located in Stephens Hall Room 304, this study is complete with new computers and comfortable seating, providing a perfect place for honors students to work on papers, projects, study, read or relax.

The Honors College consists of approximately 700 students who come from diverse backgrounds. Most students are actively involved in university clubs, athletics and service organizations. Networking within the Honors College allows students to discover the multitude of activities in which they can participate.

Honors College Scholarships

All first-year and external transfer students admitted to the Honors College receive a renewable Honors College scholarship between \$1000 and \$3000 per year for up to four years. The scholarships are a one-time offer at the time of admission to Towson University. Current degree-seeking Towson University students are not guaranteed Honors College scholarships. Students are required to remain in good standing in the Honors College each term to continue receiving the scholarship. Once a student becomes academically ineligible to participate in the Honors College, they will no longer qualify for an Honors College scholarship.

The Honors College also has a limited number of scholarships available each year for Honors College students studying abroad. To qualify for a study abroad scholarship, students must submit their Application for Honors Credit for Study Abroad to the Honors College by **November 1** (for minimester and spring study abroad) or **April 1** (for summer and fall study abroad).

For more information regarding Towson University and National Scholarships, please see www.towson.edu/honors.



HONORS COLLEGE CRITERIA & REGULATIONS

Admission to the Honors College

New first-year students, transfer students, and current TU students must complete an Honors College application to be considered for admission to the Honors College by December 1. Admissions decisions and scholarship awards are mailed to applicants in mid-February. Most honors students apply in high school and are admitted for their freshman year, but transfer students and current Towson University students may also apply to the Honors College. High school and transfer students with fewer than 30 units are evaluated based on their high school academic record, including: SAT scores, participation in leadership, extracurricular, and community service activities, and a well-written application essay.

Transfer students with 30 units or more of graded, college level courses must have at least a 3.5 cumulative GPA and will be evaluated on the basis of their collegiate record instead of their high school grades and SATs. Applicants from other honors programs will be given special consideration for admission.

Current Towson University students may apply to the Honors College if they have been enrolled at Towson University for two terms (at least 30 units) but no more than 4 terms (60 units) and have a cumulative GPA of 3.5 or higher.

Transfer Requirements

Honors College requirements for transfer students depend on the total number of transferable credits completed (not including AP units). Students may request that a maximum of two classes (in addition to an honors English) taken at a different institution be counted as honors versions of General Education courses if those classes were designated as honors at the original institution, carried at least three credits, and were passed with a 3.0 or better.

- When students transfer with **less than 30 units**, requirements are the same as for first-time freshmen including honors English, 15 units of honors classes (including 9 units of honors seminar), and 6 units of honors Electives.
- Transfer students with **30-59 units** are exempt from honors English (only if GenEd IA: Writing for a Liberal Education has been satisfied with transfer units). These transfer students must complete 15 units of honors classes (including 9 units of honors seminars) and 6 units of honors Electives.
- Transfer students with **60 or more units** are exempt from honors English (only if GenEd IA: Writing for a Liberal Education has been satisfied with transfer units) and 6 units of honors versions of General Education courses (or honors course options). These transfer students must complete 9 units of honors seminars and 6 units in honors electives.

GOOD STANDING

Good Standing in the Honors College

To remain in “good standing” in the Honors College students must maintain a minimum cumulative GPA (CGPA) of 3.3 at the end of every fall and spring semester. Students will be placed on probation after their first full term below the required CGPA and may become academically ineligible to participate in the Honors College if CGPA remains below 3.3 after a second term. In addition to maintain a minimum CGPA, students must complete at least 6 Honors units by the end of their 1st year in the Honors College, 12 Honors units by the end of their 2nd year, and 18 Honors units by the end of their 3rd year. Students who fall below these standards will be placed on probation for one term and become academically ineligible to participate in the Honors College if they fail to reach the standards at the end of the probationary term. Students must maintain a 3.0 average for all HC courses taken to fulfill HC requirements. The Honors College does not round CGPAs.

Students who are placed on Academic Suspension by Towson University will become immediately ineligible to participate in the Honors College. Students who have been found guilty of the violation of Towson University’s Academic Integrity Policy shall become immediately ineligible to participate in the Honors College. Students may be readmitted to the Honors College and have all of their privileges restored (including their Honors College scholarship) if they successfully appeal the decision.

Honors College Scholarship Requirements

Students must remain in “good standing” with the Honors College in order to receive their Honors College scholarship. Once a student becomes academically ineligible to participate in the Honors College, they will no longer qualify for an honors scholarship.

Pass Grading Option

The pass grading option is not available for Honors courses taken to fulfill requirements for the Honors College. All courses taken to fulfill Honors College requirements must receive a letter grade.

Repeating an Honors Course

Like all other courses at Towson University, students may not repeat an honors course more than once without the prior approval of the Academic Standards Committee. Students may enroll and receive credit for multiple sections of honors courses bearing the same title and hegis code as long as the section topics differ.

If a student wishes to replace a grade in an honors course, students must repeat the exact topic of the course. Honors course topics appear on the student’s transcript.



HONORS COLLEGE CURRICULUM

Honors College curriculum requirements for students entering the Honors College in Fall 2006 or later

All Honors College students must complete a total of **24 units** of Honors College courses from the following categories. A single honors course may only fulfill one requirement at a time. (For example, ENGL 290 cannot count towards both the Honors English and the Honors seminar requirements at the same time; however, students may take ENGL 290 twice to fulfill both options, as long as the course has a different topic each time.)

◆ **Honors English (3 units)**

This requirement may be fulfilled by completing either ENGL 190: Honors Writing Seminar or ENGL 290: Honors Seminar in Literature.

◆ **Honors College courses (15 units)**

Honors College seminars (minimum 9 units)

Honors College seminars are specialized courses with topics that vary each semester. Some seminars may fulfill general education requirements and/or major requirements. All courses that satisfy the seminar requirement are indicated each semester on the Honors course schedule posted on the Honors College website. Students who fulfill their Honors English requirement may take ENGL 290 towards seminar requirements, as long as the student does not repeat ENGL 290 with the same topic (maximum 3 units).

Honors Coursework

Most students take Honors versions of courses (i.e., Honors Introduction to Psychology, Honors Acting, etc.) to fulfill this requirement, but any honors course that does not already satisfy other Honors College requirements may be used to fulfill this requirement.

◆ **Honors Electives or Honors Project (6 units)**

Each student must complete an additional 6 Honors units toward Honors College course requirements in the following Honors course options: Departmental Honors; Honors Independent Study; Honors Independent Investigations; Honors Directed Readings; Honors Internship; Honors credit for Study Abroad; Upper-level Honors College Seminars; Honors Capstone; Honors Thesis.

HONORS COURSES

The Honors College provides honors students with a wide variety of specially-designed honors courses from which to choose, including Honors College seminars, electives, and honors versions of existing General Education courses.

Honors College Seminars (HONR Courses)

200 Level (pre-approved in Core Curriculum or General Education category with topics that vary)

Lower level honors seminars allow for in-depth study of fundamental issues, ideas, topics or problems. The seminars are on a wide range of original topics that are based on the instructor's area of interest. Most courses integrate knowledge across disciplines. Emphasis for these seminars is on developing and strengthening skills important to success in honors and undergraduate education, including oral and written communication skills, reading skills, critical and creative thinking, etc. These seminars may satisfy Core Curriculum or General Education requirements and may be repeated for credit as topics change.

300/400 Level (pre-approved electives or departmental major courses with topics that vary)

Upper level honors seminars are designed to deepen knowledge about a particular intellectual issue and demonstrate the interconnectedness of academic disciplines. The approach is interdisciplinary, but the specific discipline content will be used to further greater understanding of a broader issue. Many of these seminars incorporate moral or ethical thinking and problem-solving components and independent writing projects may be assigned as part of a culminating activity. Like the lower level seminars, these courses have original topics that are based on the instructor's area of interest. These seminars may satisfy a General Education or major department requirement..

Honors Versions of Courses

These courses are special sections of already existing and highly demanded courses at Towson. They offer students the opportunity to take required courses in an enriched, enhanced manner. These courses are designed to be smaller, more discussion-based, more focused on critical thinking, and more writing intensive than non-honors sections of the same course. These courses may satisfy Core Curriculum, General Education, or major requirements.

HONORS COURSES

The following is a list of the honors courses by General Education category. General Education requirements apply to students who joined Towson University as first-year students before fall 2011 and transfer students.

Honors seminars are noted.

GenEd I.A. Writing for a Liberal Education

ENGL 190 Honors Writing Seminar

GenEd I.B. Using Information Effectively

COSC 112 Honors Information and Technology for Business

HONR 223 Honors Seminar in Using Information Effectively (Honors seminar)

IDHP 111 Honors Information Utilization in Health Professions

ISTC 202 Honors Using Information Effectively in Education

THEA 126 Honors Script Analysis

GenEd I.C. College Mathematics

MATH 233 Honors Basic Statistics

MATH 283 Honors Calculus I

MATH 284 Honors Calculus II

MATH 293 Honors Seminar in Mathematics (Honors seminar)

GenEd I.D. Advanced Composition

KNES 354 Honors Sport and Society

GenEd I.E. Creativity and Creative Development

ART 146 Honors Drawing for Non-Art Majors

COSC 225 Introduction to Lego Robotics (Honors seminar)

ENGL 332 Honors Writing Fiction

HONR 225 Honors Seminar in Creativity and Creative Development (Honors seminar)

THEA 102 Honors Acting I

GenEd II.A. Scientific Inquiry

Laboratory Courses

BIOL 112 Honors Contemporary General Biology

BIOL 203 Honors Biology I: Cellular Biology and Genetics

CHEM 115 Honors Chemistry for Allied Health Professions I

GEOL 122 Honors Physical Geology

PHYS 251 Honors General Physics I Calculus-Based

PHYS 252 Honors General Physics II Calculus-Based

Non-Laboratory Courses

ASTR 302 Honors Cosmic Origins

CHEM 112 Honors Chemistry for Non-Scientists

HONR 227 Honors Seminar in Scientific Inquiry (Honors seminar)

HONORS COURSES

Non-Laboratory Courses (continued)

HONR 327 Honors Seminar in Science, Technology and Society (Honors seminar)

IDNM 312 Honors Human Genetics

GenEd II.B.1. American Experience: Arts and Humanities

HIST 148 Honors History of the United States Since the Mid-19th Century

HIST 162 Honors Native American History (Honors seminar)

HONR 230 Honors Seminar in the American Experience: Arts & Humanities (Honors seminar)

IDFA 202 Honors American Vision: Baltimore Visual and Performing Arts

MUSC 125 Honors History of Jazz

GenEd II.B.3. American Experience: Contemporary Issues

CLST 202 Honors Introduction to Cultural Studies

COMM 132 Honors Fundamentals of Speech Communication

DFST 102 Honors Introduction to Deaf Studies

ELED 202 Honors School and American Society

HLTH 102 Honors Wellness for a Diverse Society

HLTH 217 Honors Health Care in the U.S.

HONR 233 Honors Seminar in the American Experience: Contemporary Issues (Honors seminar)

GenEd II.C.1. Western Heritage: Arts and Humanities

ARTH 207 Honors Seminar in Art History (Honors seminar)

DANC 133 Honors Introduction to Dance: European Court

DFST 117 Honors American Sign Language I

ENGL 290 Honors Seminar in Literature

HONR 235 Honors Seminar in Western Heritage: Arts and Humanities (Honors seminar)

MUSC 106 Honors Introduction to Music of the Western Heritage

PHIL 112 Honors Logic

PHIL 212 Honors Special Studies in Philosophy (Honors seminar)

GenEd II.C.2. Western Heritage: Social and Behavioral Sciences

ANTH 211 Honors Anthropology of American Culture

ECON 203 Honors Microeconomic Principles

ECON 204 Honors Macroeconomic Principles

FMST 102 Honors Introduction to Family Studies

GEOG 110 Honors Introduction to Human Geography

HONR 237 Honors Seminar in Western Heritage: Social and Behavioral Sciences (Honors seminar)

POSC 102 Honors Introduction to Political Science

POSC 212 Honors in Political Science (Honors seminar)

PSYC 102 Honors Introduction to Psychology

PSYC 204 Honors Human Development

SOCI 102 Honors Introduction to Sociology

GenEd II.C.3. Western Heritage: Cultural Plurality and Diversity

HONR 240 Honors Seminar in Cultural Plurality and Diversity (Honors seminar)

HONORS COURSES

GenEd II.C.3. Western Heritage: Cultural Plurality and Diversity (continued)

SPAN 203 Honors Spanish Intermediate I
SPAN 204 Honors Spanish Intermediate II
THEA 304 Honors Cultural Diversity in Contemporary Theatre
WMST 232 Honors Women in Perspective

Core Curriculum

The following is a list of the honors courses by Core Curriculum category. Core Curriculum requirements apply to students who joined Towson University as first-year in fall 2011.

Honors seminars are noted.

Category 1. Towson Seminar

No honors courses available.

Category 2. English Composition

ENGL 190 Honors Writing Seminar

Category 3. Mathematics

MATH 233 Honors Basic Statistics
MATH 283 Honors Calculus I
MATH 284 Honors Calculus II

Category 4. Creativity and Creative Development

COSC 225 Introduction to Lego Robotics (Honors seminar)
HONR 225 Honors Seminar in Creativity and Creative Development (Honors seminar)
THEA 102 Honors Acting I

Category 5. Arts and Humanities

ARTH 207 Honors Art History (Honors seminar)
ARTH 208 Honors Non-Western Art History (Honors seminar)
COMM 132 Honors Fundamentals of Speech Communication
ENGL 290 Honors Seminar in Literature (Counts as an honors seminar if the students has already fulfilled Category 2.)
HONR 235 Honors Seminar in Arts & Humanities (Honors seminar)
SPAN 203 Honors Spanish Intermediate I

Category 6. Social and Behavioral Sciences

ECON 203 Honors Microeconomic Principles
ECON 204 Honors Macroeconomic Principles
FMST 102 Honors Introduction to Family Studies
HONR 237 Honors Seminar in Social & Behavioral Sciences (Honors Seminar)
POSC 102 Honors Introduction to Political Science
PSYC 102 Honors Introduction to Psychology
SOCI 102 Honors Introduction to Sociology

HONORS COURSES

Category 7. Biological & Physical Sciences (lab)

BIOL 117 Honors Biology: The Science of Life
CHEM 115 Honors Chemistry for Allied Health Professions I
GEOL 122 Honors Physical Geology
PHYS 251 Honors General Physics I
PHYS 252 Honors General Physics II

Category 8. Biological & Physical Sciences (lab & non-lab)

BIOL 117 Honors Biology: The Science of Life
CHEM 115 Honors Chemistry for Allied Health Professions I
GEOL 122 Honors Physical Geology
HONR 227 Honors Seminar in Biological & Physical Sciences (Honors Seminar)
PHYS 251 Honors General Physics I
PHYS 252 Honors General Physics II

Category 9. Advanced Writing Seminar

KNES 354 Honors Sport and Society

Category 10. Metropolitan Perspectives

HONR 229 Honors Seminar in Metropolitan Perspectives (Honors Seminar)

Category 11. The US as a Nation

CLST 202 honors Introduction to Cultural Studies
HIST 148 Honors History of the United States since the Mid-19th Century
HLTH 102 Honors Lifestyles of a Healthy Nation
HLTH 217 Honors US Health Care
HONR 230 Honors Seminar in the United States as a Nation (Honors seminar)
POSC 212 Honors in Political Science: The Supreme Court (Honors seminar)

Category 12. Global Perspectives

ANTH 210 Honors Introduction to Cultural Anthropology
GEOG 110 Honors Introduction to Human Geography
GEOG 112 Honors World Regional Geography
HONR 243 Honors Seminar in Global Perspectives (Honors seminar)
POSC 108 Honors International Relations
SPAN 204 Honors Spanish Intermediate II

Category 13. Diversity & Difference

HONR 240 Honors Seminar in Diversity and Difference (Honors seminar)
WMST 232 Honors Women in Perspective

Category 14. Ethical Issues & Perspectives

HONR 245 Honors Seminar in Ethical Issues and Perspectives (Honors seminar)
PHIL 212 Honors Special Studies in Philosophy (Honors seminar)

HONORS ELECTIVES

All Honors College students must complete 6 units of honors electives. The honors electives are designed to allow students maximum flexibility in designing a project or course of study most suitable to their academic needs and goals. All honors electives include a significant piece of writing and a public presentation.

Students may fulfill their honors electives requirement by completing 6 units from the following course options:

- Honors Independent Study / Honors Independent Investigations / Honors Directed Reading / Honors Internship,
- Study Abroad for honors credit,
- Upper-Level Honors Seminars,
- Honors Thesis / Creative Project,
- Honors Capstone Project, and
- Departmental Honors Program.

For more information about Honors Electives, please see the [Honors College Electives Advising Video](#) on the Honors College web site.

Honors Independent Study / Honors Independent Investigations / Honors Directed Reading / Honors Internship

Independent Study, Independent Investigations, Directed Readings research topics, and Internships will be arranged on an individual basis. In order to obtain Honors College credit for any of these courses, students must work directly with a faculty member, submit a formal written component for the course, and complete a public presentation before their peers.

To enroll in an Honors Independent Study/ Honors Directed Reading/ Honors Internship, **students must submit a proposal syllabus for the course to the Honors College no later than the last day of the Change of Schedule period for the semester in which the student plans to enroll.** Students wishing to enroll in HONR 493 must submit their syllabus to the Honors College for approval at least two weeks before they begin their internship. Syllabus templates for the following courses are available in the appendix of the Handbook: HONR 279, HONR 379, HONR 493, HONR 495, and HONR 497.

Students may be able to earn honors credit for a departmental Independent Study, Directed Readings, or Internship course. Students who are interested in receiving honors credit for a departmental Independent Study, Directed Readings, or Internship must also submit a proposal syllabus for the course to the Honors College no later than the last day of the Change of Schedule period for the semester in which the student plans to enroll. Students may use the honors syllabus templates as a guide, and they should clearly state how the honors course differs from a traditional departmental Independent Study, Directed Reading, or Internship.

HONORS ELECTIVES

Study Abroad

Students participating in minimester or summer study abroad courses may receive 3 units toward their honors electives if they complete an approved study abroad project. Students participating in a full semester (term) study abroad may receive 6 units toward their honors electives if they complete an approved study abroad project. ***Students participating in Honors College sponsored study abroad programs do not have to complete a separate project to receive honors units.*** Questions about the Study Abroad Project should be directed to the Director of Academic Operations.

To earn honors credit for their study abroad experience students must:

1. Before departure, complete and submit an Honors College Study Abroad Approval Form (a copy is available in Appendix B of the Handbook);
2. Within one month of return, submit a reflective essay, a copy of the transcript (unofficial is fine), and 6 photos to be used for promotional purposes; and
3. Complete one of the following projects of your choice:
 - ◆ Present a fifteen-minute talk describing your experiences abroad following your return to Towson University. Your presentation should include stories about your photographs, a description of the program in which you participated, the application process, the class you took and how it differed from Towson classes, and you should discuss what it was like living in a foreign county, adjustments you made, challenges you faced, food, culture, news, and anything else of interest to you.
 - ◆ Create a video or podcast that could be posted on the Honors College or Study Abroad web site. The video or podcast must contain content appropriate for a general academic audience, and it should include a brief overview of the program in which you participated, the classes that you took, your experience living in a foreign country (adjustments you made, challenges you faced, food, culture, news, etc.), and a short explanation of how your study abroad experience contributes to your professional and academic goals. Your video or podcast must be approved by the Honors College for it to count as your required project.

Honors College students are also eligible to receive an Honors College Study Abroad Scholarship. Only Honors College students who apply to earn Honors College credit for their study abroad experience will be considered for the Honors College scholarship.

Upper-level Honors Seminars

Honors students may complete an additional 6 units of upper-level Honors College seminars toward their honors course requirements. These courses have original topics that are based on the instructor's area of interest and incorporate independent writing projects as part of a culminating activity. These seminars may satisfy a General Education as well as major department requirement. Prerequisites: Completion of 60 units toward graduation and permission of the Honors College.

HONORS ELECTIVES

Honors Thesis / Creative Project

Honors students may complete an honors thesis or creative project of their own design under the mentoring of a faculty member in their discipline and/or an Honors College faculty member. The honors thesis or creative project provides students with flexibility in designing a final honors experience that relates to their interests and career goals. Honors theses and creative projects result in a significant piece of writing submitted to the Honors College and a public presentation. Questions about the honors thesis or creative project should be directed to the Assistant Dean.

Honors Capstone Project

Honors Capstone Projects are specially designed projects within some majors that allow students to complete their Honors Electives requirements while also fulfilling major requirements. Honors Capstone Projects are currently available for Dance, Music, Music Education, Occupational Therapy, and the Clinical Track in Psychology. (Honors Capstone Project options may be added throughout the year.) For more information about Honors Capstone Projects, please contact the Assistant Dean.



Presentations of student research at the 2010 NCHC Conference.



HONORS ELECTIVES

Departmental Honors Programs

Certain majors on campus offer students the ability to complete a Departmental Honors Program. Students applying for admission to Departmental Honors programs are usually first term juniors who express an interest to the Departmental Honors Coordinator or Department Chair. Students should contact the Departmental Honors Coordinator for the specific requirements of the program. The departments with Departmental Honors Programs are listed below with the Departmental Honors Coordinator.

DEPARTMENT

COORDINATOR

College of Business and Economics

Economics

Dr. Matthew Chambers

College of Fine Arts and Communication

Art

Dr. Nancy Siegel

Electronic Media & Film

Dr. Greg Faller

Mass Communications

Dr. Beth Haller

College of Liberal Arts

English

Dr. Florence Newman

Geography & Environmental Planning

Dr. Kent Barnes

Political Science

Dr. Paul McCartney

Psychology

Dr. Jonathan Mattanah

Sociology

Dr. Whitney Garcia

Anthropology

Dr. Matt Durlington

Criminal Justice

Dr. Marion Cockey

Women Studies

Dr. Karen Dugger

College of Science and Mathematics

Biological Sciences

Dr. Gail Gasparich

Chemistry

Dr. Ryan Sours

Physics, Astronomy & Geosciences

Dr. David Schaefer

Once accepted into a Departmental Honors Program, students must complete the requirements as listed in the catalog for their major. Most departments require that students complete 9 units in advanced content courses, Directed Readings and/or Independent Investigations, and an Honors Thesis, but some departments may offer other options, such as an extensive design project. The thesis/project culminates in a final presentation before a committee and the thesis advisor and is open to the public. **A completed, signed copy of the thesis/project approval form must be submitted to the Honors College no later than the final day of the semester in which the student graduates. Two UNBOUND, signed copies of the thesis and an electronic copy of the thesis (preferably emailed to honors@towson.edu) must be delivered to the Honors College Office by the last day of the final exam period.** When the Honors College receives the thesis / project, the appropriate designation appears on the student's diploma and final transcript. Honors College students may fulfill their honors electives by completing a Departmental Honors Program. For more information, please see the [Departmental Honors Program Handbook](#).



HONORS COLLEGE GRADUATION

Applying for Graduation

All honors students graduating from the Honors College **MUST** apply for Honors College graduation as well as graduation from the university. Applications are due by November 1 for January graduation and by April 1 for May graduation. Please print out and submit the Honors College Graduation Application to the Honors College Office, Stephens Hall, 302. Please see Appendix A, the Honors College website, or the Honors College Blackboard Community for the Honors College Graduation Application.

Honors College Graduation Convocation

At the end of each spring term, the Honors College hosts a ceremony for graduating seniors to award their Honors College medallion. It is an opportunity for graduates to be honored for their accomplishments and recognized by the faculty for their hard work and diligence. Invited faculty say a few words about the graduating senior who will be presented with the Honors College medallion to be worn at the Towson University Commencement Ceremony, a certificate of completion of the Honors College curriculum, and a gift from the Honors College. A reception follows the ceremony. Graduates unable to attend the Honors College Graduation Convocation may pick up their medallion and certificate in the Honors College office before Commencement.

To graduate as a University Honors Scholar, the student must be a member of the Honors College in good standing at the time of graduation.

Honors Recognition

The appropriate designation, based on honors curriculum completed, appears on the student's diploma and final transcript. An Honors College student who completes the Honors College curriculum that does not follow the Department Honors requirements (or the department does not have a Department Honors Program) will graduate as a **University Honors Scholar**. If an Honors College student completes their Honors College curriculum by following the Department Honors Program requirements, the student will graduate as both a **University Honors Scholar** and **Department Honors Scholar**. A student who is not in the Honors College who chooses to complete the Departmental Honors Program requirements will graduate as a **Department Honors Scholar**.

- **University Honors Scholar** - University Honors Scholars complete an honors English seminar, 15 units of honors courses (9 units must be Honors College seminar), and 6 units of honors electives. They must have a CGPA of 3.3 and maintain a 3.0 average for all courses taken to fulfill Honors College requirements.
- **Department Honors Scholar** - Department Honors Scholars complete only the honors requirements in their academic major.



BEYOND THE CLASSROOM

Honors College Housing and Facilities

Members of the Honors College have special access to the following on campus facilities:

The Honors College Student Study, Stephens Hall, Room 304

The Honors College Student Study offers students a quiet place to relax and study between classes. There are also space and resources to meet team members for group projects. Computers and printing are available.

Hours: Building hours for Stephens Hall. **Access:** One Card

Douglass House

Douglass House, the honors residence hall on campus, is located in the West Village area of campus. The Douglass House accommodates about 330 students. The Douglass House has extended quiet hours to facilitate studying and other academic pursuits. The Douglass House residents have access to several common areas throughout the building.

Honors College Classrooms

The Douglass Classroom is found on the entrance floor of the Douglass House. Many Honors College courses use this destination as a meeting place. The room also holds special Honors College functions. On the third floor of Stephens Hall there are two additional classrooms located in rooms 300 and 306. Both rooms are fully equipped classrooms.

Access: All Douglass House residents must use a OneCard to access the building but no card is needed to access the Douglass Classroom. Non-Douglass residents are given access to the Classroom room during their scheduled class time. The classrooms in Stephens Hall can also be accessed during class periods.

OneCard Access Problem: If your card does not seem to work, clean the magnetic strip on the card and try again. If this fails, come to the Honors College Office (ST 302) and give us your name and student ID so we can have your card re-activated for Honors College facilities.

TECHNOLOGY RESOURCES

Honors College Blackboard Community

All students in the Honors College are enrolled in the Honors College Blackboard Community. The Honors College Blackboard Community has a variety of resources for students, including curriculum information, essential forms, news, and events.

Follow these simple steps to access the Honors College Blackboard Community.

1. Go to Blackboard. From the Towson home page, click on “Current Students” in the left column. From there, click on “Blackboard” available under “Learn Online” in the right column.
2. Log in to Blackboard.
3. Click on the Community tab at the top of the page.
4. Click on Honors College Community.

Honors College on Facebook

Keep up with ongoing Honors College events and projects by joining the Honors College Facebook group. Simply log into Facebook and search for “The Honors College.”

OTS Resources

OTS provides a number of workshops throughout the year designed to help students, faculty, and staff learn more about useful programs like Blackboard. You may view and sign up for OTS workshops at <http://www.towson.edu/adminfinance/ots/trainingdoc/>.

Student Computing Services, located in Cook Library (rm. 35), offers computer hardware, software, and work space to all students on a walk-in basis. Although configured to support independent work, the Lab is staffed by a friendly team of students capable of orienting users to lab operations and answering general questions.

For assistance with technology issues, please contact the Student Computing Services Help Desk at x-5151 or scs@towson.edu.

OPPORTUNITIES FOR STUDENT INVOLVEMENT

Honors College Connections

Every Honors College student has an opportunity to participate in Honors College Connections. The purpose of HC Connections is threefold: to advise the Honors College administration and the Honors Advisory Council on student issues; to assist in the planning and execution of select honors academic, cultural, and social events; and finally, to promote and foster community and peer support among the Honors College students. One of HC Connections' primary tasks is to coordinate the Honors College Mentoring Program, in which new Honors College students can meet advanced Honors College students and receive guidance from them.

Students can learn more about HC Connections by e-mailing HCConnections@towson.edu. HC Connections information is also posted on the Honors College Blackboard community.

Honors College Ambassadors

Each year, the Honors College hires at least one Honors College Ambassador. Honors College Ambassadors work for the Honors College approximately 10 hours per week, and they serve as the main student representative at official Honors College functions such as Orientation, Open Houses, Destination Towson, and other Honors College events. Honors College Ambassadors also coordinate Honors College Connections and act as a resource about the Honors College for other students.

The Honors College Ambassador is a position paid through scholarships. Applications for Honors College Ambassador positions are available during the spring semesters.

Honors College Committees

The Honors College regularly seeks student representation on Honors College committees, such as the Honors College Curriculum Committee and the Honors College Advisory Council. These positions are available to Honors College students in good standing who have demonstrated personal interest and service to the Honors College. Position announcements will be made by e-mail when needed.

Honors Awards

Honors College students may submit their work completed in honors courses for national honors awards. Both the National Collegiate Honors Council (NCHC) and the Maryland Collegiate Honors Council (MCHC) issue the John and Edythe Portz Awards to outstanding Honors students each year. The NCHC Portz Award is judged solely on a research project that the student has completed as part of an Honors course, while the MCHC Portz Award is based on grade point average, initiative and leadership in the Honors Program or College, and academic excellence as illustrated in a project done for honors credit. Recipients of the NCHC Portz Award receive a \$250 stipend and a special forum for presenting their paper at the next NCHC conference; recipients of the MCHC Portz Award receive a \$500 stipend. Applications for NCHC Portz Awards are usually due in June, and applications for MCHC Portz awards are usually due in December. Please contact the Assistant Dean for specific information.

HONORS CONFERENCES

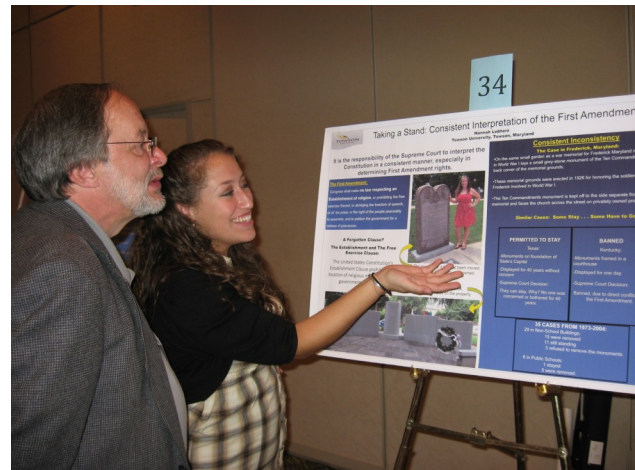
The National Collegiate Honors Council (NCHC) is an association of Honors Colleges and Honors Programs at institutions of higher education located throughout the United States. Its core mission is to serve Honors professionals and students and to advance undergraduate education. To that end, NCHC holds a national conference each fall in which honors students may present the work that they have undertaken in their honors courses. NCHC contains two smaller groups to which Towson University also belongs. The Northeast Regional Honors Council (NRHC) and the Maryland Collegiate Honors Council (MCHC) also host student conferences and provide venues for student interaction.

The Honors Councils typically seek the following types of proposals:

- ❖ Faculty-student panels in which faculty and students highlight innovative teaching in honors courses or original programming within the Honors College;
- ❖ Student posters that explain a student's project in an honors course;
- ❖ Student papers that were written for honors courses; and
- ❖ Roundtable discussions in which students informally discuss a particular success of the Honors College.

Honors conferences usually fall within the following timeframes. Please direct all questions about Honors conferences to the Assistant Dean.

	Proposals Due	Conference
NCHC	February	October
NRHC	November	March or April of following year
MCHC	December	February or March of following year



TU student presentations at the 2008 NCHC Conference.



APPENDICES

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Electronic copies of these documents are available on the Honors College web page and the Honors College Blackboard Community. Electronic copies of the syllabus templates in Word format are available through the Honors College Blackboard Community.

Appendix A

**THE HONORS COLLEGE AT TOWSON UNIVERSITY
GRADUATION APPLICATION**

Application is due to the Honors College by **April 1** for May graduation and by **November 1** for January graduation.

In order to graduate from the Honors College, Honors students must complete the necessary Honors requirements for their respective catalog year and complete the Honors College Graduation Application form below. Honors College graduates will be awarded an Honors College medallion to wear at Commencement, be given an Honors College certificate of completion, have the Honors College seal affixed to their diploma, and have the designation of University Honors Scholar on their official transcript.

Name: _____
First Last

TU ID: _____ **TU Email:** _____@students.towson.edu

Address: _____
Street Number/Name Apt. # City State Zip

Phone Number: () _____ **Expected Graduation Date (Mo/Yr) :** _____

Major(s): _____

Minor(s): _____

Certification(s): _____

Plans after Graduation: (Please fill in the information below for our records)

Graduate School: **SCHOOL/PROGRAM:** _____

Current Job: **TITLE/WHERE :** _____

Newly Accepted Job: **JOB TITLE/WHERE:** _____

Time off

Traveling: **WHERE/WHY :** _____

Other: **SPECIFY :** _____

Preferred method of contact: Phone Email US Mail

Would you be available to talk to a TU undergraduate about similar job/field interests?

Yes No

Honors College Convocation

At the end of the spring term, the Honors College hosts a graduation ceremony. All graduates from the current academic year are invited to attend. It is an opportunity for graduates to be recognized and honored by the Honors College for their hard work and diligence. This year, Honors College Convocation will take place on May 5, 2012. You will receive a formal invitation to the Convocation ceremony in March. Each student is asked to invite a Towson University faculty member to speak on their behalf and two additional guests to join in celebrating their accomplishments. Please look for the invitation in March and be sure to respond to register for the event.

All students are also asked to nominate a faculty member for the Honors College Outstanding Faculty Member of the Year Award.

Honors College Faculty Award Nomination

Name

Department

Appendix B

Honors College Study Abroad Approval Form

Name

TU ID

Street Address/P.O. Box

Term in which you plan to study abroad

City/Town State ZIP

Phone Number

Alternate Phone Number

Email Address

Intended Date of Graduation

Major(s) / Minor (s)

Proposed Study Abroad Program or Exchange

Location

Please list the courses that you plan to take while studying abroad and the number of credit hours (if known):

_____	_____
_____	_____
_____	_____

Honors College Study Abroad Scholarship:

To be considered for an Honors College Study Abroad Scholarship, students must submit their Honors Study Abroad Approval Form to the Honors College by **November 1** (for minimester and spring study abroad) or **April 1** (for summer and fall study abroad).

Preference for Honors College Study Abroad Scholarships is given to students who have demonstrated their participation and service in the Honors College. **To be considered for an Honors College Study Abroad Scholarship, please include a brief (1-2 page) essay that describes your participation and service in the Honors College and that explains your interest in your selected study abroad program.**

Honors College Study Abroad Requirements and Restrictions

Requirements:

An Honors College student choosing to complete an Honors College Study Abroad Project as an Honors course option, must:

- ◆ Complete, with grades of C or better, all courses enrolled in during the time abroad;
- ◆ Submit at least 6 (preferably digital) photographs suitable for the Honors College's study abroad web pages, including pictures of the student in the country in which s/he is studying;
- ◆ Write and submit a reflective paper (see Reflection Paper Guidelines);
- ◆ Make a short presentation describing your experiences abroad following your return to Towson University. You might include stories about your photographs, a description of the program in which you participated, a discussion of how you chose your location, or an evaluation of the academic content of the program. You should show your audience what it was like living in a foreign country and discuss how you adjusted to any challenges you faced.

Students should turn in their photos and reflective paper as soon as possible upon their return to Towson University. The Honors College will contact you upon your return to set up your presentation. Honors credit cannot be granted until all of the above requirements have been met and your grades have been posted to your Towson University transcript.

Restrictions:

Students participating in short-term study abroad courses (minimester or summer) may receive 3 units toward their Honors Electives requirements if they complete a study abroad project. Students participating in a full-term study abroad may receive 6 units toward their Honors Electives if they complete a study abroad project. Questions about the Study Abroad Project should be directed to the Honors College Assistant Dean.

Honors credit for study abroad is not awarded as *additional* credit; rather, some of the credits granted by Towson University for your study abroad will be counted as honors credit.

Students may only earn honors credit for study abroad programs if they: (1) participate in a study abroad program that has been approved by (but not necessarily sponsored by) the Towson University Study Abroad Office, and (2) earn at least 3 Towson University credits for their study abroad program.

Honors Study Abroad: Reflection Paper Guidelines

The Reflection Paper

There is no page limit to this paper, but considering the scope of the work, an introspective review of your study abroad experience, a paper of between 5-10 pages seems a good target.

Considerations

1. Plan in advance for this paper by keeping a journal, mementos, or correspondence.
2. If you do not keep a journal, spend some time brainstorming: review and take notes about specific events, striking conversations, sights, sounds, and even smells.
3. Try to sum up your experience in a sentence or two. Is there a word, phrase, or theme that encapsulates it?

Analyze Your Experience

1. Let broad, general questions be your starting point. Types of questions to ask yourself include (but are in no way limited to) the following:
 - Was this experience what I expected? Why or why not?
 - What have I learned about myself?
 - What have I learned about others?
 - How did my academic experience differ from what I expected?
 - How do different societies define concepts like “learning” or “knowledge”?
 - What would I have changed about the experience, if anything?
 - In what ways was this culture different from my own?
 - How is this culture similar to my own?
 - What, if anything, shocked me the most?
2. From these broad questions, more detailed questions may arise. For example, from exploring the cultural differences, you might then ask yourself:
 - How have cultural differences made me more aware of my own culture, of its benefits, limitations, strengths, or biases?
 - In what ways might my own culture/society benefit by learning from others?
 - How do cultural differences allow others to view me differently from the way I view myself?
3. As you review your notes and remember your experiences, ask yourself the following:
 - How does my study abroad experience relate to my past academic experience?
 - How has my study abroad experience enhanced my undergraduate education?
 - How will this experience affect my future, whether in academic, social, career, or personal choices?

Appendix C
HONR 379: Honors Independent Study
Syllabus Template

Name: _____

Semester: _____

Please adjust this syllabus as much as necessary for your particular topic. Your syllabus must include a bibliography, written project, and presentation. If you would like to earn honors credit for a departmental independent study, be sure to demonstrate clearly how your honors independent study differs from the typical departmental independent study. Also, in that case, please replace the title “HONR 379: Honors Independent Study” with the course number and “Honors” (i.e. SPPA 496-Honors).

Approval authority for honors credit rests solely with the Honors College Curriculum Committee. Students are encouraged to contact faculty about their interest in HONR 379 well in advance. **HONR 379 proposals are due to the Honors College Office by 5:00 pm on the last day of the Change of Schedule Period for the semester in which the student plans to enroll.** Proposals submitted after this deadline will not be accepted.

Instructor Information

Instructor’s name; office number; telephone number; email address; office hours

Course Content

Number of credit hours

REQUIRED Bibliography: As part of the course expectations, students will develop a comprehensive bibliography on the topic under study. This bibliography should be interdisciplinary and should include sources in a variety of formats (book, journal, etc.).

Course Description

Catalog Description:

This course provides junior and senior students with an advanced experience in research/scholarly activity in any academic discipline at the university.

Course Rationale:

Junior and senior members of the student body who are exceptionally qualified to do an independent study with a faculty member at a very high level of investigation would do so in HONR 379 and receive Honors course credit for the completed work.

The proposal must make clear why the available honors courses are not suitable for the student proposing HONR 379. This course should not act as a substitute for enrolling in Honors College Courses. Students will need to demonstrate how HONR 379 fits programmatically into their education.

Course Objectives / Goals:

Identify objectives which depict interaction and higher level of cognition and critical thinking skills such as synthesis, interpretation, and evaluation—not merely comprehension.

Learning Outcomes:

This course is designed to meet the following Honors College goals:

- 1) Operate from an interdisciplinary perspective;
- 2) Develop knowledge of primary literature;
- 3) Develop a historical perspective;
- 4) Engage in an in-depth analysis of research methodology;
- 5) Develop an understanding of diversity; and
- 6) Analyze topics as they pertain to the individual apart from, and as a part of, the community.

Assignments and Evaluations of learning outcomes:

The project proposal must describe the project coherently and in detail, especially indicating the ways in which the independent study experience will address appropriate abilities and methodologies.

Students who participate in HONR 379 must also share their academic processes, challenges, methodologies, and results in a public forum. Students may choose to present their work at a conference (such as Towson's Student Research and Scholarship Expo), in another class (provided that the professor agrees), or in a colloquium/symposium arranged by the Honors College.

Grading (provided ONLY as an example of a grading rubric).

Grade A: The student thinks critically. The work is without major weaknesses and flawlessly executed. The student performs consistently at a level of intellectual excellence compared against the criteria outlined above.

Grade B: The student is less consistent in thinking critically than is a student who performs at an A level. Work reflects more strengths than it does weaknesses. It demonstrates a good grasp of thinking critically, is on the whole precise, measured against the criteria outlined above, but lapses occasionally into common sense and unreflective thinking.

Grade C: The student inconsistently thinks critically. The work reflects as many weaknesses as it does strengths (see F and D for specific criteria).

Grade D: The student thinks critically at a minimal level. This kind of work is often poorly executed, shows only occasional critical thinking, but generally lacks discipline and clarity. The student "goes through the motions" of the assignment but does not engage it in earnest. The work mirrors F work.

Grade F: The student does not think critically and/or has failed to do all of the required work. The work of this kind of student will be based on "common sense" thinking. This includes basing conclusions on opinions and on irrelevant information. There will be no awareness of underlying assumptions, identifying key concepts, nor competing points of view. The student will not trace implications and consequences. Student's work lacks evidence of consistent reflection and of problem solving skills.

Course Policies

The course will employ a one-on-one format. Individual meetings will be scheduled with the instructor in order to check the progress of the readings and provide continued feedback and restructuring if necessary.

All students are subject to the Student Academic Integrity Policy, available at <http://www.towson.edu/provost/resources/studentacademic.asp>. Cheating and plagiarism in any form are unacceptable and one or more of the following penalties will be enforced: 1) a grade reduction; 2) failure of exam in question; 3) failure of the course; 4) more severe disciplinary action by university authorities.

Any student who has a disability and who seeks reasonable accommodation, please direct your request as soon as possible through Disability Support Services, AD 232.

The HONR 379 option may be repeated for credit with a new topic, but students may only earn up to 6 units toward Honors College course requirements.

Course Outline: day-to-day or week-to-week schedule

Student Approval _____

Date _____

Faculty Approval _____

Date _____

Honors College Approval _____

Date _____

(All signatures are required for enrollment.)

HONR 493: Honors Internship

Syllabus Template

Name: _____

Semester: _____

Please adjust this syllabus as much as necessary for your particular topic. Your syllabus must include a bibliography, written project, and presentation. If you would like to earn honors credit for a departmental internship study, be sure to demonstrate clearly how your honors independent study differs from the typical departmental independent study. (The internship must receive a letter grade in order for you to be eligible to earn honors credit.) Also, in that case, please replace the title "HONR 493: Honors Internship" with the course number and "Honors" (i.e. SPPA 487-Honors).

Approval authority for honors credit rests solely with the Honors College Curriculum Committee. Students are encouraged to contact faculty about their interest in HONR 493 well in advance. **Final HONR 493 proposals are due to the Honors College Office by 5:00 pm on the last day of the Change of Schedule Period for the semester in which you plan to enroll AND at least two weeks before you begin your internship.** Proposals submitted after the deadline will not be accepted.

In most cases, students are expected to make arrangements for their own Honors Internship. Students can contact the Career Center to learn more about various internship opportunities available to them:

Career Center, 7800 York Road, Suite 206, 410-704-2233

careercenter@towson.edu

<http://www.towson.edu/careercenter>

Instructor and Agency Information

(Students should work with a faculty member from their major department.)

Instructor's name

Instructor's office number

Instructor's telephone number

Instructor's email address

Office hours

Agency name

Supervisor's name

Agency address

Supervisor's telephone number

Supervisor's e-mail address

Course Content

Number of credit hours

REQUIRED Bibliography: As part of the course expectations, students will develop a comprehensive bibliography on the topic under study. This bibliography should be interdisciplinary and should include sources in a variety of formats (book, journal, etc.).

Course Description:

Catalog Description:

Supervised experiential learning in a variety of work settings which provide honors students the opportunity to apply their classroom learning and skills outside the academic world. Students receive 1 unit for 4 hours of work per week. May be repeated for a maximum of 6 units. Prerequisite: Junior or senior undergraduate students in good academic standing in the Honors College.

HONR 493 Syllabus Template (continued)

Course Rationale:

Junior and senior members of the student body who are exceptionally qualified to complete an internship that complements their course of study would do so in HONR 493 and receive Honors course credit for the completed work.

This course should not act as a substitute for enrolling in Honors College Courses. Students will need to demonstrate how HONR 493 fits programmatically into their education. Students will also need to explain how HONR 493 differs from typical departmental internships.

Intern Responsibilities

Intern's responsibilities and tasks should be detailed. Include specific information about the internship placement.

Course goals

Courses will be unique to each internship. Be sure to include a detailed description of the goals of the internship, and the importance of the internship to an enhanced understanding of their discipline.

Learning Objectives

Conceptual Categories include: **Engagement**—how does the internship meet a public good and how does the student know this? **Reflection**—is there a means for encouraging students to link their internship experience to previous course content and to reflect upon why the internship is important? **Reciprocity**—is there reciprocal involvement between the intern and the organization; are both participants teaching and learning? **Public dissemination**—is the internship experience presented in a public forum?

Assignments and Evaluations of learning outcomes:

For this course, each student will complete an individual written analysis of his or her internship experience. Early in the term, paper topics will be discussed and individual proposal will be developed and approved. Assessment for this project will be based on a written paper. Length of the paper and depth of the requirements will vary based upon the number of registered credits and the level.

Students who participate in HONR 493 must also share their academic processes, challenges, methodologies, and results in a public forum. Students may choose to present their work at a conference (such as Towson's Student Research and Scholarship Expo), in another class (provided that the professor agrees), or in a colloquium/symposium arranged by the Honors College.

Grading (provided ONLY as an example of a grading rubric).

Grade A: The student thinks critically. The work is without major weaknesses and flawlessly executed. The student performs consistently at a level of intellectual excellence compared against the criteria outlined above.

Grade B: The student is less consistent in thinking critically than is a student who performs at an A level. Work reflects more strengths than it does weaknesses. It demonstrates a good grasp of thinking critically, is on the whole precise, measured against the criteria outlined above, but lapses occasionally into common sense and unreflective thinking.

Grade C: The student inconsistently thinks critically. The work reflects as many weaknesses as it does strengths (see F and D for specific criteria).

Grade D: The student thinks critically at a minimal level. This kind of work is often poorly executed, shows only occasional critical thinking, but generally lacks discipline and clarity. The student "goes through the motions" of the assignment but does not engage it in earnest. The work mirrors F work.

Grade F: The student does not think critically and/or has failed to do all of the required work. The work of this kind of student will be based on "common sense" thinking. This includes basing conclusions on opinions and on irrelevant information. There will be no awareness of underlying assumptions, identifying key concepts, nor competing points of view. The student will not trace implications and consequences. Student's work lacks evidence of consistent reflection and of problem solving skills.

Course Policies

The course will employ a one-on-one format. Individual meetings will be scheduled with the instructor in order to check the progress of the internship and provide continued feedback and restructuring if necessary.

All students are subject to the Student Academic Integrity Policy, available at <http://www.towson.edu/provost/resources/studentacademic.asp>. Cheating and plagiarism in any form are unacceptable and one or more of the following penalties will be enforced: 1) a grade reduction; 2) failure of exam in question; 3) failure of the course; 4) more severe disciplinary action by university authorities.

Any student who has a disability and who seeks reasonable accommodation, please direct your request as soon as possible through Disability Support Services, AD 232.

The HONR 493 option may be repeated for credit with a new topic, but students may only earn up to 6 units toward Honors College course requirements.

Course Outline: day-to-day or week-to-week schedule

Student Approval _____ **Date** _____

Faculty Approval _____ **Date** _____

Agency Supervisor Approval _____ **Date** _____

Honors College Approval _____ **Date** _____

(All signatures are required for enrollment.)

HONR 495: Honors Directed Readings

Syllabus Template

Name: _____

Semester: _____

Please adjust this syllabus as much as necessary for your particular topic. Your syllabus must include a bibliography, written project, and presentation. Approval authority for honors credit rests solely with the Honors College Curriculum Committee. Students are encouraged to contact faculty about their interest in HONR 495 well in advance. **HONR 495 proposals are due to the Honors College Office by 5:00 pm on the last day of the Change of Schedule Period for the semester in which the student plans to enroll.** Proposals submitted after this deadline will not be accepted.

Instructor Information

Instructor's name; office number; telephone number; email address; office hours

Course Content

Number of credit hours

REQUIRED Bibliography: As part of the course expectations, students will develop a comprehensive bibliography on the topic under study. This bibliography should be interdisciplinary and should include sources in a variety of formats (book, journal, etc.).

Course Description

Catalog Description:

This course will be a survey of relevant scholarly literature under the guidance of a faculty member who will direct the student's research. Honors College course.

Prerequisite: 6 hours in the Honors College or consent of the instructor.

Course Rationale:

Junior and senior members of the student body who are exceptionally qualified to do directed readings with a faculty member at a very high level of investigation would do so in HONR 495 and receive Honors course credit for the completed work.

This course should not act as a substitute for enrolling in Honors College Courses. Students will need to demonstrate how HONR 495 fits programmatically into their education.

Course Objectives / Goals:

This course is a survey and critical evaluation of a certain topic of current research in your field of interest.

This objectives for this course are designed to provide you with the skills necessary to:
1) read and understand current literature; 2) critically analyze current readings, both in terms of methodology and theoretical perspective; 3) draw correct and non-biased conclusions from the results of a study; 4) communicate effectively about research both in written form; 5) consider new research directions and future analyses appropriate to the topic under study.

Learning Outcomes:

This course is designed to meet the following Honors College goals: 1) Operate from an interdisciplinary perspective; 2) Develop knowledge of primary literature; 3) Develop a historical perspective; 4) Engage in an in-depth analysis of research methodology; 5) Develop an understanding of diversity; and 6) Analyze topics as they pertain to the individual apart from, and as a part of, the community.

Assignments and Evaluations of learning outcomes:

For this course, each student will complete an individual written analysis on a particular (narrow) topic. Early in the term, paper topics will be discussed and an individual proposal will be developed and approved. Assessment for this project will be based on a written paper. All projects will incorporate primary literature and sources used must be approved by the instructor. Length of the paper and depth of the requirements will vary based upon the number of registered credits and the level.

Students who participate in HONR 495 must also share their academic processes, challenges, methodologies, and results in a public forum. Students may choose to present their work at a conference (such as Towson's Student Research and Scholarship Expo), in another class (provided that the professor agrees), or in a colloquium/symposium arranged by the Honors College.

Grading (provided ONLY as an example of a grading rubric).

Grade A: The student thinks critically. The work is without major weaknesses and flawlessly executed. The student performs consistently at a level of intellectual excellence compared against the criteria outlined above.

Grade B: The student is less consistent in thinking critically than is a student who performs at an A level. Work reflects more strengths than it does weaknesses. It demonstrates a good grasp of thinking critically, is on the whole precise, measured against the criteria outlined above, but lapses occasionally into common sense and unreflective thinking.

Grade C: The student inconsistently thinks critically. The work reflects as many weaknesses as it does strengths (see F and D for specific criteria).

Grade D: The student thinks critically at a minimal level. This kind of work is often poorly executed, shows only occasional critical thinking, but generally lacks discipline and clarity. The student "goes through the motions" of the assignment but does not engage it in earnest. The work mirrors F work.

Grade F: The student does not think critically and/or has failed to do all of the required work. The work of this kind of student will be based on "common sense" thinking. This includes basing conclusions on opinions and on irrelevant information. There will be no awareness of underlying assumptions, identifying key concepts, nor competing points of view. The student will not trace implications and consequences. Student's work lacks evidence of consistent reflection and of problem solving skills.

Course Policies

The course will employ a one-on-one format. Individual meetings will be scheduled with the instructor in order to check the progress of the readings and provide continued feedback and restructuring if necessary.

All students are subject to the Student Academic Integrity Policy, available at <http://www.towson.edu/provost/resources/studentacademic.asp>. Cheating and plagiarism in any form are unacceptable and one or more of the following penalties will be enforced: 1) a grade reduction; 2) failure of exam in question; 3) failure of the course; 4) more severe disciplinary action by university authorities.

Any student who has a disability and who seeks reasonable accommodation, please direct your request as soon as possible through Disability Support Services, AD 232.

The HONR 495 option may be repeated for credit with a new topic, but students may only earn up to 6 units toward Honors College course requirements.

Course Outline: day-to-day or week-to-week schedule

Student Approval _____

Date _____

Faculty Approval _____

Date _____

Honors College Approval _____

Date _____

(All signatures are required for enrollment.)

HONR 497: Honors Independent Investigations

Syllabus Template

Name: _____

Semester: _____

Please adjust this syllabus as much as necessary for your particular topic. Your syllabus must include a bibliography, written project, and presentation. Approval authority for honors credit rests solely with the Honors College Curriculum Committee. Students are encouraged to contact faculty about their interest in HONR 497 well in advance. **HONR 497 proposals are due to the Honors College Office by 5:00 pm on the last day of the Change of Schedule Period for the semester in which you plan to enroll.** Proposals submitted after this deadline will not be accepted.

Instructor Information

Instructor's name; office number; telephone number; email address; office hours

Course Content

Number of credit hours

REQUIRED Bibliography: As part of the course expectations, students will develop a comprehensive bibliography on the topic under study. This bibliography should be interdisciplinary and should include sources in a variety of formats (book, journal, etc.).

Course Description

Catalog Description:

Supervised research and investigation leading to a formal paper or project report. The use of a proposal and well-defined objectives are required. Honors College course.

Prerequisite: Consent of the instructor.

Course Rationale:

Junior and senior members of the student body who are exceptionally qualified to do independent research with a faculty member at a very high level of investigation would do so in HONR 497 and receive Honors course credit for the completed work.

This course should not act as a substitute for enrolling in Honors College Courses. Students will need to demonstrate how HONR 497 fits programmatically into their education.

Course Objectives / Goals:

This course is a survey and critical evaluation of a certain topic of current research in your field of interest.

This objectives for this course are designed to provide you with the skills necessary to:
1) read and understand current literature; 2) critically analyze current readings, both in terms of methodology and theoretical perspective; 3) draw correct and non-biased conclusions from the results of a study; 4) communicate effectively about research both in written form; 5) consider new research directions and future analyses appropriate to the topic under study.

Learning Outcomes:

This course is designed to meet the following Honors College goals: 1) Operate from an interdisciplinary perspective; 2) Develop knowledge of primary literature in your field; 3) Develop a historical perspective of the issues; 4) Engage in an in-depth analysis of research methodology; 5) Develop an understanding of diversity; and 6) Analyze topics as they pertain to the individual apart from, and as a part of, the community.

Assignments and Evaluations of learning outcomes:

For this course, each student will complete an individual written project. Early in the term, project topics will be discussed and individual project proposal will be developed and approved. Assessment for this project will be based on a written and oral component. All projects will incorporate primary literature and sources used must be approved by the instructor. Length of the written paper and depth of the requirements will vary based upon the number of registered credits and the level.

Students who participate in HONR 497 must also share their academic processes, challenges, methodologies, and results in a public forum. Students may choose to present their work at a conference (such as Towson's Student Research and Scholarship Expo), in another class (provided that the professor agrees), or in a colloquium/symposium arranged by the Honors College.

Grading (provided ONLY as an example of a grading rubric).

Grade A: The student thinks critically. The work is without major weaknesses and flawlessly executed. The student performs consistently at a level of intellectual excellence compared against the criteria outlined above.

Grade B: The student is less consistent in thinking critically than is a student who performs at an A level. Work reflects more strengths than it does weaknesses. It demonstrates a good grasp of thinking critically, is on the whole precise, measured against the criteria outlined above, but lapses occasionally into common sense and unreflective thinking.

Grade C: The student inconsistently thinks critically. The work reflects as many weaknesses as it does strengths (see F and D for specific criteria).

Grade D: The student thinks critically at a minimal level. This kind of work is often poorly executed, shows only occasional critical thinking, but generally lacks discipline and clarity. The student "goes through the motions" of the assignment but does not engage it in earnest. The work mirrors F work.

Grade F: The student does not think critically and/or has failed to do all of the required work. The work of this kind of student will be based on "common sense" thinking. This includes basing conclusions on opinions and on irrelevant information. There will be no awareness of underlying assumptions, identifying key concepts, nor competing points of view. The student will not trace implications and consequences. Student's work lacks evidence of consistent reflection and of problem solving skills.

Course Policies

The course will employ a one-on-one format. Individual meetings will be scheduled with the instructor in order to check the progress of the research and provide continued feedback and restructuring if necessary.

All students are subject to the Student Academic Integrity Policy, available at <http://www.towson.edu/provost/resources/studentacademic.asp>. Cheating and plagiarism in any form are unacceptable and one or more of the following penalties will be enforced: 1) a grade reduction; 2) failure of exam in question; 3) failure of the course; 4) more severe disciplinary action by university authorities.

Any student who has a disability and who seeks reasonable accommodation, please direct your request as soon as possible through Disability Support Services, AD 232.

The HONR 497 option may be repeated for credit with a new topic, but students may only earn up to 6 units toward Honors College course requirements.

Course Outline: day-to-day or week-to-week schedule

Student Approval _____

Date _____

Faculty Approval _____

Date _____

Honors College Approval _____

Date _____

(All signatures are required for enrollment.)

HONR 499: Honors Thesis

Syllabus Template

Name: _____

Semester: _____

Please adjust this syllabus as much as necessary for your particular topic. Your syllabus must include a bibliography, written project, and presentation. Approval authority for honors credit rests solely with the Honors College Curriculum Committee. Students are encouraged to contact faculty about their interest in HONR 499 well in advance. **HONR 499 proposals are due to the Honors College Office by 5:00 pm on the last day of the Change of Schedule period for the semester in which you plan to enroll.** Proposals submitted after this deadline will not be accepted.

Instructor Information

Instructor's name; office number; telephone number; email address; office hours

Course Content

REQUIRED Bibliography: As part of the course expectations, students will develop a comprehensive bibliography on the topic under study. This bibliography should be interdisciplinary and should include sources in a variety of formats (book, journal, etc.).

Course Description

Catalog Description:

Supervised research and writing of a thesis directed by a faculty member in a chosen area of specialization. Honors College course.

Prerequisite: Consent of the instructor.

The Honors College strongly recommends that students complete this course in conjunction with an Honors Directed Readings (HONR 495) or Honors Independent Investigations (HONR 497) course.

Course Rationale:

This course is designed to be the crowning achievement to Towson University's Honors College. Students have considerable flexibility in the form and focus of the project. Historical, critical, and theoretical research, or empirical research (field studies, correlation investigations, experimental studies) or creative efforts (such as fiction, computer software programs, or sculpture) are all equally acceptable. The most important feature of your project is that your effort should produce a first-rate contribution to your chosen academic interests and discipline. Interdisciplinary efforts are particularly encouraged.

Course Objectives / Goals:

This course is designed to provide you the opportunity to: 1) formulate your own ideas into a hypothesis or project; 2) design and conduct a study to address your topic; 3) write effectively about the project drawing on relevant theoretical sources in the field.

Learning Outcomes:

This course is designed to meet the following Honors College goals: 1) Operate from an interdisciplinary perspective; 2) Demonstrate knowledge of primary literature and key concepts in your field; 3) Develop a historical perspective of the issues; 4) Engage in an in-depth analysis of research methodology and scholarly tools within your field; 5) Develop an understanding of diversity; and 6) Analyze topics as they pertain to the individual apart from, and as a part of, the community.

Assignments and Evaluations of learning outcomes:

Although the course is an undergraduate research and independent style course, it operates and functions much like a graduate level thesis, emphasizing individual and independent effort. In effect, you will be the “primary researcher,” and you are expected to demonstrate many of the various techniques and methods of learning that you have acquired throughout your Towson University Honors College experience.

For this course, each student will complete an individual written project of his or her design. Early in the term, project topics will be discussed and an individual project proposal will be developed and approved. Assessment for this project will be based on a written and oral component.

Students who participate in HONR 499 must also share their academic processes, challenges, methodologies, and results in a public forum. Students may choose to present their work at a conference (such as Towson’s Student Research and Scholarship Expo), in another class (provided that the professor agrees), or in a colloquium/symposium arranged by the Honors College.

Grading (provided ONLY as an example of a grading rubric).

Grade A: The student thinks critically. The work is without major weaknesses and flawlessly executed. The student performs consistently at a level of intellectual excellence compared against the criteria outlined above.

Grade B: The student is less consistent in thinking critically than is a student who performs at an A level. Work reflects more strengths than it does weaknesses. It demonstrates a good grasp of thinking critically, is on the whole precise, measured against the criteria outlined above, but lapses occasionally into common sense and unreflective thinking.

Grade C: The student inconsistently thinks critically. The work reflects as many weaknesses as it does strengths (see F and D for specific criteria).

Grade D: The student thinks critically at a minimal level. This kind of work is often poorly executed, shows only occasional critical thinking, but generally lacks discipline and clarity. The student "goes through the motions" of the assignment but does not engage it in earnest. The work mirrors F work.

Grade F: The student does not think critically and/or has failed to do all of the required work. The work of this kind of student will be based on "common sense" thinking. This includes basing conclusions on opinions and on irrelevant information. There will be no awareness of underlying assumptions, identifying key concepts, nor competing points of view. The student will not trace implications and consequences. Student's work lacks evidence of consistent reflection and of problem solving skills

Course Policies

The course will employ a one-on-one format. Individual meetings will be scheduled with the instructor in order to check the progress of the research and provide continued feedback and restructuring if necessary.

All students are subject to the Student Academic Integrity Policy, available at <http://www.towson.edu/provost/resources/studentacademic.asp>. Cheating and plagiarism in any form are unacceptable and one or more of the following penalties will be enforced: 1) a grade reduction; 2) failure of exam in question; 3) failure of the course; 4) more severe disciplinary action by university authorities.

Any student who has a disability and who seeks reasonable accommodation, please direct your request as soon as possible through Disability Support Services, AD 232.

Course Outline: day-to-day or week-to-week schedule

Student Approval _____

Date _____

Faculty Approval _____

Date _____

Honors College Approval _____

Date _____

(All signatures are required for enrollment.)



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