



University Honors Program- Honors Seminars

Application for General Education and/or Writing Intensive Designation

Faculty interested in submitting new courses for consideration as Honors Seminars with General Education and/or Writing Intensive designations (through the HON designators), please complete this form. Do also complete the application process identified by the University Honors Program to submit the course for the Honors Fellowship Program.

Please note that courses that wish to gain entry to the General Education program should identify **two** of NIU's eight baccalaureate SLOs, which can be found at:

[HTTP://WWW.NIU.EDU/GENED/OVERVIEW/OUTCOMES/INDEX.SHTML](http://www.niu.edu/gened/overview/outcomes/index.shtml)

Please identify which of the Knowledge Domains would be most appropriate for your course based on the major themes and the identified SLOs. (More information on Knowledge Domains is available in the course of this form below.)

Indicate which course designator to assign to your course based on the following guidelines:

- a. General Education Seminar in a specified Knowledge Domain.
 - i. HON 300A Creativity and Critical Analysis
 - ii. HON 300B Nature and Technology
 - iii. HON 300C Society and Culture
- b. General Education & Writing Infused Honors Seminar
 - i. HON 400A Creativity and Critical Thinking & Writing Infused
 - ii. HON 400B Nature and Technology & Writing Infused
 - iii. HON 400C Society and Culture & Writing Infused
- c. Writing Infused Honors Seminar
 - i. HON 400D Writing Infused

(Note: courses that wish to be considered for HON 400 designation should also include appropriate documentation to verify that the course meets the requirements for the Writing Infused designation.)

Complete course designator,
number, and title:

College:

Department:

Department Chair Signature: _____

Date of College Curriculum Committee Approval: _____

(Note: College approval shall include a good faith effort to verify that the proposed course does not significantly duplicate content of courses from other departments/programs).

Date of Approval by General Education Committee: _____

(Note: application will be forwarded to the GEC after review/approval by the University Honors program and the College-level curriculum committee)



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For courses seeking General Education designation, please continue below.

- 1. Provide the course description of the course here, or attach a sample course syllabus.

[Empty box for course description]

- 2. Identify two (2) of the SLOs listed below. Also indicate the level of proficiency (beginning, developing, proficient) at which the course addresses the SLOs, and a signature assignment for each SLO that will be used to measure student proficiency. To guide you further, please see the rubrics for the SLOs that are listed below.

SLOs (check two)

Indicate Level of Proficiency with respective letter: Beginning (B), Developing (D), or Proficient (P)

<input type="checkbox"/>	Global Connections	<input type="checkbox"/>
<input type="checkbox"/>	Intercultural Competencies	<input type="checkbox"/>
<input type="checkbox"/>	Human Connections with the Natural World	<input type="checkbox"/>
<input type="checkbox"/>	Critical Thinking	<input type="checkbox"/>
<input type="checkbox"/>	Written Communication	<input type="checkbox"/>
<input type="checkbox"/>	Oral Communication	<input type="checkbox"/>
<input type="checkbox"/>	Collaboration	<input type="checkbox"/>
<input type="checkbox"/>	Quantitative/Qualitative Reasoning	<input type="checkbox"/>
<input type="checkbox"/>	Synthesis	<input type="checkbox"/>



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3. Identify and describe a signature assignment(s) given in this course that will be used to measure student proficiency in the two SLOs you have indicated above. A signature assignment is an assignment, task, activity, project or exam purposefully created or modified to collect evidence for a specific Student Learning Outcomes (SLO's).

4. Identify and describe a collaborative learning activity that will be a part of the course.



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5. Please provide an appropriate rationale regarding how the selected Knowledge Domain best fits this course. Use the Domain description and criteria below to guide your rationale:

Creativity & Critical Analysis

Courses in Creativity & Critical Analysis will challenge students to develop the skills involved in critical reflection and creative expression. Students will: (1) become acquainted with methods for analyzing primary sources and critically evaluating the ideas, events, traditions, and belief systems that have shaped human experience and expression; (2) explore fundamental modes of aesthetic and creative expression; and (3) understand and evaluate the diversity of humanity's most notable cultural achievements from artistic, historical, linguistic, literary, and philosophical perspectives.

Nature & Technology

Courses in Nature & Technology will develop a student's understanding of the role of science, technology, engineering, and mathematics and their relevance to societal issues. This domain encompasses human activities through which we observe, measure, model, and interpret the natural world and physical universe. Courses will explore the process of scientific discovery and how the resulting knowledge is applied to understand technological and societal change. Students will: (1) be able to articulate society's connections to, and responsibility towards, the natural world; and (2) learn to apply the scientific method, including assessing empirical data, investigating the predictions of existing theories, and developing experimentally testable hypotheses.

Society & Culture

Courses in Society & Culture will develop understanding of the methods of inquiry used to study humanity, from individual behavior to how people organize and govern nations, societies, and cultures. Student will: (1) learn the role, principles, and methods of social and behavioral science in understanding individual and collective behavior in society; (2) hone the reasoning skills required to understand theories of human behavior and social phenomena; and (3) develop the ability to understand and evaluate the communication of results in the social and behavioral sciences.