

# Honors-Option Course

The Honors-Option (H-O) procedure is designed to provide honors students the opportunity to obtain honors credit in otherwise non-honors courses by providing special opportunities and experiences beyond those offered to the typical student.

In situations in which there is an insufficient number of honors students to justify a pure honors course, students may elect to receive honors credit, instructor-willing, in a class by enrollment through the H-O process. Honors students will enroll in the regular section of the course, get permission from the instructor to pursue the H-O credit, submit an H-O petition to The Honors College for approval outlining the special opportunities and expectations, and upon approval, be enrolled to receive honors credit for their work in the selected class. The H-O experience should provide opportunities for the student to delve deeper into specific course content, to possibly explore related areas to the course, or possibly to learn through experiential opportunities provided. The H-O experience should be "individualized" for each student. And in instances in which several students participate in an H-O experience in the same course, each student grade will be determined individually by the instructor of record.

H-O experiences should provide special challenges to the student and will require frequent student-teacher interaction. In instances in which the H-O course is web-based, the instructor and student must agree to meet periodically in-person throughout the semester to address the honors work. Students given the opportunity to participate in H-O work are encouraged to share their experiences and work with their class when possible so as to promote the value of the honor experience as well as enhance their presentation and communication skills.

Once enrolled in the H-O course, an honors student will not be allowed to revert back to the regular class enrollment and receive academic credit for the class.

Typically the H-O provision is available for junior/senior level courses but exceptions may be made to offer the H-O for lower-level classes because of difficulties in scheduling or for students who wish to have advanced or in-depth work with the subject at hand. Students are encouraged to arrange their schedules to take pure honors classes when available. Questions concerning H-O possibilities should be addressed directly with The Honors College staff.

Faculty authorized to teach courses for H-O credit typically hold the rank of assistant professor or higher and also hold the terminal degree in their field. However, The Honors College can certify faculty who have extensive professional or educational expertise (languages, health specialties, CPA's) as H-O faculty. When in doubt, please address your concerns to The Honors College staff.

Students are not encouraged to use the H-O procedure for classes offered during the 5-week summer terms as it is virtually impossible for students to complete the coursework with an honors component in just five weeks. When the H-O is used for summer work it is not unusual for a student to begin his/her honors work several weeks before the term begins or to complete the work several weeks after the term ends when the H-O component is added.

The student should file the H-O paperwork so as to meet the time requirements set by The Honors College as promoted on The Honors College Website and H-O forms. The Honors College has the responsibility of "approving" the proposed H-O request. It can be disapproved or returned for revision for a variety of reasons: the experiences of the instructor might

not be sufficient, the honors experience needs expansion or clarification, or simply for incomplete paperwork and/or necessary signatures.

## The Honors-Option Approval Process:

Students must recognize that faculty members are NOT required to provide an H-O experience for their classes. Faculty members typically agree to do so because they enjoy working with highly motivated and challenging honors students. During the pre-registration period for an up-coming semester, the honors student should follow this sequence in developing an H-O proposal:

1. Examine the proposed class schedule for the upcoming semester early and determine which course or courses they would like to consider for an H-O experience if a pure honors section of the course is not available;
2. Download from The Honors College website (*honors.astate.edu*) a copy of the H-O form that details the items that are necessary to present a request to The Honors College;
3. The student should personally talk with the instructor to determine if they are receptive to providing an H-O experience for an honors student in that particular class;
4. If "YES", the student should learn what the class is about by examining a "typical" (even one from previous semesters) syllabus for the class, looking through the required text for the course, and by talking with the class instructor about ideas/opportunities to bring that subject matter to life;
5. The student and course instructor are encouraged to find unique ways of exploring the subject at hand and are not limited by a single activity (term paper, book report, Power point presentation) nor must the honors experience be limited by on-campus parameters ...
6. Although the instructor has the requirement of setting project parameters and expectations, both the student and instructor should provide a statement of expectations necessary for the student to be successful in meeting the honors requirement;
7. Once an understanding as to the requirements and time expectations are set, the student should file the required paperwork during the pre-registration period. Meeting the specified deadlines allows the student time to prepare for the honors experience before the upcoming term begins; the instructor time to prepare for the honors experience; and The Honors College time to address concerns regarding formal approval of the H-O experience request.
8. The necessary paperwork and appropriate signatures as detailed on the H-O form should be delivered to The Honors College offices for consideration.
9. Following the evaluation process, the student will be notified by campus email as to the process to follow to change from the regular section of the course to enrollment in the H-O section or if further detail is needed to approve the request.

Individuals authorized to sign the H-O form are available on The Honors College website or at The Honors College offices. The College Chair authorized to sign the H-O form is the college in which the H-O course is offered which may or may not be the college in which the student's advisor is located or in which they choose to major.

## Examples of H-O Experience Documentation

- Honors option assignment for Women's Health is an annotated bibliography of books, movies, websites and scholarly journals. You are required to produce a scholarly, thoughtful document in APA style. Information about annotated bibliographies and APA format are at the following sites: (websites given, etc) Guidelines: minimum of 4 books, 3 movies, 3 websites, 2 journals ... The bibliography must also include the following: specific book, movie, motion picture listed
- Honors student will investigate the *fungus Psilocybe cubensis*. The project will include growth characteristics of the fungus, entheogenic use, taxonomic description, and biological importance. The written component of the project will be completed at least one week prior to the last day of class so project can be graded and discussed with the student before the end of the term. The Honors Project will be at least 10 pages in length with appropriate citations and 15 min Power Point presentation.
- The student will search the primary literature data base, read articles, collect information and write a 10-page review article on "The identification, procurement, differentiation and use of stem cells to cure neurodegenerative disorders." In addition the student will make a PowerPoint presentation to the class to earn honors credit for this class.
- After discussing his future career interests in Neurology, student has decided to make a PowerPoint presentation discussing the neurotransmitter serotonin. This presentation will compass the biochemistry and physiological aspects of serotonin. This presentation will discuss the biosynthesis of serotonin, the various functions of serotonin, the receptors and what they control, what drugs and how they act upon ... In addition to the regular curriculum and coursework, student will be required to write an article that is worthy of being published in the Jonesboro Sun and will also write a book report on a microbiology history book.
- Three papers will be required. The papers will be based on Corporate Finance issues discussed in class or Corporate Finance topics that are of interest to the student. The student will be required to have at least 4 meetings during the semester with the instructor. The topics for the papers will be discussed at the first meeting. As the student completes each paper, we will meet to discuss the paper, the issues addressed, and the overall quality of the paper.
- After a brief discussion, student has decided that she would pursue the study and overview of the process of using botox as treatment for cerebral palsy. The study will encompass the biochemistry of the effects of this treatment on the human body. The project will include a full lit review as well as recent advances in the field. The project description will include a paper and Power- Point presentation.
- In addition to usual course requirements, report and make a presentation on an individual disease process and one drug to treat the disease, and the drug's development, indications, uses, administration, and nursing implications. Topic will be agreed upon by instructor & student, written in APA format, and not less than 10 pages in length. Presentation will be approximately 20 minutes in length and presented before fall break. Presentation should include PowerPoint.

- Student will volunteer at Hispanic Community Services, Inc., and spend 15-20 hours during semester, distributed in segments of 1 and 2 hours at a time, helping with activities assigned to him there. He will also keep a journal in Spanish, with at least 8 entries, reflecting on his experiences. Finally, he will make a 5-10 minute presentation to class (in Spanish) about his experiences.
- Student will present an analytical document describing the contributions of Cathy Berberian to contemporary music. The paper & presentation will also contain discussion of the literature written for and by Berberian, the extended vocal techniques and other performance issues involved within these works, and a limited discussion on her life. The paper will be formally presented to the class using PowerPoint.
- As an honor student in stage directing, student will be expected to be a leader in the classroom, complete the coursework on the syllabus, and direct 2 additional short pieces to be performed in the lab theatre. Each will be at least 10 minutes in length; require 10 hours of rehearsal outside of class and use at least 2 actors. Material must be approved by the instructor in advance and a complete analysis paper for each of the plays directed will be due w/in 3 days of presentation.

Further questions or concerns:

Contact Dr. Gil Fowler at [gfwler@astate.edu](mailto:gfwler@astate.edu) or 870-972-2308