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Application – UMES Honors Faculty Fellows Program

Deadlines: 05 September (*Fall*); 15 January (*Spring*)

I. Applicant Information

I seek to participate in the Faculty Fellows Program during the Fall Spring of 20____(*year*).

Name	Last Name	First Name	Initial
Department/Unit			
Email	@umes.edu	Phone	

II. Course Information. I propose to (re)design the following course (*select one*):

- HONR 101 Honors Freshman Seminar: Selves & Others
- HONR 201 Honors Sophomore Seminar: Leadership: From Theory into Practice
- HONR 301 Honors Junior Seminar: Global Issues, Local Solutions
- OTHER (“H”-designated, disciplinary course):

Prefix	Course #	Course Title	Credits
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Term in which I anticipate the course will be offered			Year
Target Enrollment	# Honors	# non-Honors	# Total
I currently teach or have taught an HONR or “H” course	Yes	No	
I currently teach or have taught an honors version of the proposed course	Yes	No	

III. Signatures:

By signing below, the applicant agrees to participate fully in the Honors Faculty Fellows Program as outlined on page 3 and acknowledges that s/he will receive a stipend in the amount of \$2800 upon successful completion of the Program. The applicant and chairperson/supervisor attest that the course (re)designed will be offered at least once by the unit within one year of the applicant’s completion of the Faculty Fellows Program.

Applicant’s Printed Name	Signature	Date
Chair/Supervisor’s Printed Name	Signature	Date

IV. Rationale. Please describe why the identified course is an apt candidate for (re)design and the anticipated impact the course will have in expanding and/or enhancing honors educational offerings. (*Suggested length: 150-200 words*).

Enter rationale here. Text box continues on next page.

Rationale, continued.

Remit completed applications to the Richard A. Henson Honors Program:
Suite 2051 Hazel Hall; honorsprogram@umes.edu

V. Honors Council Review and Recommendation

Application is: Approved Deferred Declined

Date: _____

Description – UMES Honors Faculty Fellows Program

Objective:

To engage five (5) UMES faculty and instructional staff * (*semesterly*) in the development or redesign of honors curricular offerings, including those in the HONR seminar strand and “H”-designated, disciplinary offerings.

* *Full-time staff may be subject to contractual restrictions that limit their participation and instruction to hours other than those of the standard business day (M-F, 8:00 – 5:00).*

Funding Sources:

The Richard A. Henson Foundation’s “Honors College Enhancement” gift of October 2016

Honors Title III Activity, “Advancing STEM Honors Education: Developing Tomorrow’s Leaders Today”

Implementation Timeline:

Fall 2017, ongoing.

Compensation:

\$ 2,800.

Remuneration is made following the term completion date.

Participant Responsibilities

Faculty & Staff participating in the Institute agree to:

- Complete a Contingent I Contract with Human Resources;
- Secure approval of chairperson/supervisor, who must affirm that the course (re)designed will be offered within two semesters of completion of the Program;
- Develop a course syllabus and design related course materials;
- Present a “teaser” session to recruit honors students; *and*
- Attend and contribute to at least five of the following seven focus forums (*each has a short, accompanying reading and written assignment*).

Forum Topics

- Experiential Learning for Honors Students
- Honors Community Building
- Honors Undergraduate Research
- Honors & Civic Engagement
- Critical Thinking in Honors
- Honors and Effective Communication
- Global Perspectives: Broadening Horizons through Honors

HONR Seminar Strand Course Descriptions

HONR 101: Honors Freshman Seminar: Selves and Others. Credit 3

An interdisciplinary seminar centered on themes of identity: race/ethnicity, gender, class, faith, and sexuality, this course explores definitions of “Self” and “Other” as constructs in psychological, social, political, and other realms through an examination of literature, film, arts, and mass media. A service-learning component embedded into the course introduces students to- and engages them with - local, regional, state, and federal resources and partners for purposes of professional development and philanthropic service. Students’ oral and written communication skills will be strengthened, critical thinking and inquiry advanced, and awareness of their diverse roles as individuals who contribute to collective efforts and enterprises.

HONR 201: Honors Sophomore Seminar: Leadership: From Theory into Practice. Credit 3

This seminar is designed to introduce students to diverse styles, strategies, ethical concepts and philosophies of leadership; to advance students’ understanding of and appreciation for the complexities of organizational leadership; to increase students’ awareness of personal strengths and identify areas for future professional improvement; and to provide students venues for training as leaders on campus, in the community, and beyond. Content may vary by semester. Prerequisites: HONR 101: Honors Freshman Seminar (or approved substitution for transfer students and students admitted to the Honors Program with more than 28 earned credit hours). Sophomore standing.

HONR 301: Honors Junior Seminar: Global Problems, Local Solutions. Credit 3

This discussion-based and research-intensive, interdisciplinary course provides an overview of significant problems plaguing today’s planet and the advances being made toward resolution of these issues. Students will demonstrate knowledge of global politics, phenomena and processes in their cultural contexts. Students will have on- and/or off-campus co-curricular experiences that contribute to the understanding of how and to what extent solutions to world issues are approached by the US, especially at our most local levels. Topics may vary by semester. Prerequisites: HONR 101: Honors Freshman Seminar (or approved substitution for transfer students and students admitted to the Honors Program with more than 28 earned credit hours). Junior standing.