Honors by Special Arrangement

Different Instructional Models

With HbSA, an Honors student, in consultation with the professor, takes a regular course and modifies the requirements and expectations for a distinct Honors experience.

The ideal HbSA course follows the model described by the National Collegiate Honors Council. In this model, the HbSA course should replace or modify existing course assignments with those that involve written activities, reading, oral presentations or projects that help a student acquire a deeper understanding of or involvement with the material. An HbSA course will often involve covering topics in greater depth, with more advanced analysis, more creativity, or more synthesis, often with the use of primary research and sources. It may involve making connections between disciplines. It might also involve advanced presentation of the work by the student.

The changes in the content should include at least 20% of the course. While this may result in some increase in the quantity of work, that should not be the primary focus of the changes in the syllabus. Rather, the changes should aim at increasing the character and level of the work by the Honors student. We encourage faculty and students to be creative and flexible in thinking about the possibilities for an HbSA course!

HbSA courses have historically been done in many ways at Coastal. Below is a non-exhaustive list of models that have been used. If a faculty member has questions or wants help in developing an HbSA course, they are encouraged to contact the Director of Honors.

Model 1:

The faculty member gives the student 20% more problems to do on each assignment during the semester. These problems are more advanced than the course’s regularly assigned problems. We do not encourage this model, in that it only minimally advances the goals of an honors education.

Model 2:

The student is given a semester-long research paper on a topic that is related to regular course material but is more advanced and in-depth and may involve making connections between disciplines. The student is expected to do independent research and use original sources.

Model 3:
For each unit in the course, the student is assigned an original research paper related to that unit and is asked to read and write a reflective piece on it. The student may also be asked to present something about that original paper to the rest of the class.

**Model 4:**

For each unit in the course, the student is given data to evaluate with a model taught in class and asked to write an analysis or reflection about it.

**Model 5:**

The student is given a unit in which he/she performs the role of guest lecturer. The student must research and plan the lesson, including the presentation and handouts.

**Model 6:**

A student is given special fieldwork assignments to do outside of class. The student records data/observations and writes an analysis or reflective paper on the experiences.

**Model 7:**

The student is required to go to a series of local cultural/historical performances/sites/exhibits and write a report describing each.