To: Undergraduate Council  
From: Committee on Courses  
Re: Criteria for adding an H suffix to a course number.

The Committee on Courses has received several proposals this term (now set over to next term) to add an “H” suffix in the course numbers. The proposals also wished to include “Honors” in the title.

A majority of the committee believed the courses did not appear to satisfy the formal criteria regarding an “H” suffix that have been useful for over a decade.

(Those criteria are listed below.)

While the existing criteria were recognized in the proposals, by interpreting the criteria commodiously, the proposals indirectly raised issues with the criteria themselves. The committee did not agree with such broad interpretations of the criteria, but did recognize that the criteria themselves were, in effect, being questioned.

Here are the issues raised with specific criteria:

1. Should the GPA criterion be a design value, or a prerequisite?
2. (no specific question)
3. The class size should be how “small”? The committee interpreted “small” to be no more than a dozen, and certainly less than a score, of students in a class.
4. (no specific question)

One additional question that was raised was the suitability of making a course “honors” if it were also requirement for a major, without an alternative course available.

We would like the Council to review these guidelines. In addition to the specific questions above, should these be revised in other ways?
CRITERIA FOR ADDING AN “H” SUFFIX TO A COURSE NUMBER

The Committee on Courses has discussed the criteria for adding an “H” suffix to a course number and recommends the following:

The “H” suffix is intended to advise students that a course provides honors content of significant difficulty and requires honors effort from students. The Committee on Courses will be looking for evidence of the following in determining whether a course should hold an “H” suffix designation:

1. Students enrolling should have a cumulative GPA of at least 3.30 in their major.

2. The content of the class, and the level of analysis, should be significantly deeper than for nonhonors classes.

3. Class size should be small enough to promote intensive student participation.

4. The faculty member(s) teaching the course should be available for close advising outside of class.

Fall 2001 Senate Curriculum Report, et seqq.