Augmentation best practices for faculty:

What is an Honors Augmentation project?

* As a part of the Honors College, students must earn 9 hours of Honors credit per year. It becomes increasingly difficult for students to enroll in stand-alone Honors sections of courses in upper-division courses. Augmenting a class is a chance for students to develop and participate in a creative and rigorous “Honors experience” (rather than just “more work”) in non-Honors upper-division courses.
* Students can only receive Honors credit with an ending grade of A or B.

Expectations of the augmentation experience:

* Students and professors should work as a team to determine a project that incorporates class learning objectives and the personal interests of the students.
* The project should be a distinct and creative entity, either separate from an existing assignment or a novel extension of the assignment’s value.
* Please see “common project categories” at the end of the documents for further clarification.

Responsibilities after the Honors Augmentation Contract has been submitted:

* The Honors College expects professors to mentor students through their project with regular meetings between the student and professor as part of the augmentation.
* When submitting the final course grade, professors will be responsible for checking either the “yes” or “no” box under the question of “completed augmentation.”

Augmentation best practices for students:

When should I approach my professor?

* Students should approach their professor during the first week of classes, as fall and spring augmentation contracts are due at the end of the third week of classes.

What is my role in creating the project?

* Depending on the professor, there a few ways to participate in the project creation.
	+ Professors may have a specific augmentation project for Honors students in a particular class.
	+ Students may be asked to contribute either broad or specific ideas for the project.
	+ The professor and student may work in collaboration to develop a project.

Common project categories:

* Field-based projects, including observations and field research
* Curricular design (primarily, but not exclusively for students preparing to teach.
* Presentation projects (presentation to class, conference, or third party)
* Supplemental reading
* Writing projects
* Performance projects
* Community engagement projects
* Lab research projects

Projects can incorporate as many of these categories as seen appropriate.