Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: Honors College
   Department: NA

2. Course Prefix and Number: HONR 4007
   3. Effective Term: Fall 2010

4. Course Title: Honors Apogee Project
   Abbreviated Title (30 characters or less): Honors Apogee Project

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course

   Current Course Number: 
   Proposed Course Number: 
   Type of Revision: 

6. Course Credit:

<table>
<thead>
<tr>
<th>Contact/Group Hours</th>
<th>Scheduled Type (e.g.: Lab, Lecture, Practicum, Directed Study)</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Repeatability):</td>
<td></td>
<td></td>
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| 3 | Directed Study | W | 3 | 80 |

Total Credit Hours: 

7. Grading Type:
   - [ ] Regular (ABCDF)
   - [ ] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Pre/Corequisites:
   Prerequisite(s): Honors status & Junior standing
   Corequisite(s): 
   Pre/Corequisite(s): 

9. Restrictions: List specific restriction in space above.
   - [ ] College
   - [ ] Major
   - [ ] Standing
   - [ ] Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Advanced directed study, usually based in a student's undergraduate research, leading to the completion of an Honors Apogee Experience, the capstone of the Honors College.

11. May Count Either
    - [ ] Honors Apogee
    - [ ] elective
    (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)

<table>
<thead>
<tr>
<th>Program Type (e.g.: minor, major, etc.)</th>
<th>Program Title (e.g.: MS in Chemistry, Performance Option, Minor in Art)</th>
<th>Requirement or Elective? (required or optional?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
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</table>

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
   - [ ] Applicable
   - [x] Not Applicable
14. Justification:

In the new curriculum, to graduate as a Distinguished Honors Scholar, a student must finish an “Apogee Experience” that is in keeping with the requirements of the academic major but taking that project one step farther. There will be two ways to fulfill the Apogee Experience: (1) the Apogee Project and (2) the Apogee Pact. Completion of an Honors Apogee Project requires 6 credit hours. (Those hours will often be the same six hours that a department requires from a student to complete its own capstone; in those cases, the Honors Apogee will be a cross-listing with the departmental courses.) Students may also complete the Honors Apogee Experience by taking 6 credit hours in new 3000-level Honors Seminars. A student’s GPA must be at least 3.4 to qualify for beginning both the Apogee Project and Apogee Pact.

15. Resources:

There will be different sections of this course for Honors Thesis, Honors Portfolio, Honors Performance, Honors Artifact, Honors Conference Presentation, Honors Team Project, Honors Community-Based Research, and Honors Study Abroad, respectively. Faculty from all departments and colleges will serve as advisors.

16. Student Learning Outcomes:

Through completion of the Apogee Project, students will improve (1) analytical skills and critical thinking, especially constructing an effective argument and critiquing an argument effectively; (2) effective communication, written and oral; (3) informed and engaged citizenship; (4) intercultural awareness and diversity awareness; and (5) information literacy.

17. Course Content Outline:

Apogee Projects involve directed study and research by a student in his major. Faculty advisors will meet with their students regularly to advise, counsel, and challenge students, leading to satisfactory completion of an Honors capstone project.

18. Assignments / Projects:

The Apogee Project may be intra-disciplinary or interdisciplinary. It may be a traditional Honors thesis, a portfolio, a performance, an artifact (painting, musical composition, 3-D model, piece of software, etc.), a conference-style presentation, or an identifiable part of a team (senior design) project. The Apogee Project may also be an approved community-based research project (“service learning”) or a project based on a substantial study abroad experience.

19. Rubric and Grading Scale:

The course grade will be based on a 100-point scale: 100-90=A; 89-80=B; 79-70=C; 69-60=D; <60=F. The grade will be determined on the quality of the Apogee Project that is completed by the student. The grade is given by the student’s Apogee advisor.

20. Justification for Graduate Credit:

Under certain circumstances, graduate credit for an Apogee Project may be given, when the participating department or college is participating in an accelerated Bachelor’s/Master’s program. A truly outstanding Honors Thesis, for example, may qualify for credit as a
POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1228 Haley Center, 844-2096 (VTT).
SOCY 4XX7
Spring 2011

The Intelligence Community and National Security (Item 1 on RFP)
(Proposed Honors College Seminar)

Syllabus

Class: T/H 3:30-4:45
Location: TBA

Instructors

Greg S. Weaver
Robert A. Norton
7056 56 Haley Center
301F Poultry Science Bldg
(334) 844-5040
(334) 844-2604
weavegs@auburn.edu
nortora@auburn.edu

Course Pre-requisites

- Sophomore Standing for Honors College Students
- Sophomore Standing and Consent of the Instructors (Non-Honors College Students)

Course Overview and Objectives (Item 2 on RFP)

This course is designed to:

- Introduce students to the Intelligence Community (IC) and the intelligence analysis process
- Discuss the history, development, and structure of the Intelligence Community
- Discuss current issues related to national security, terrorism, and transnational crime

Required Texts (Item 3 on RFP)


Course readings will provide the student with a detailed overview of the establishment and development of the intelligence community and will elaborate key examples of how intelligence is a key issue in regard to national security interests, terrorism, and specific forms of crime. Additional articles, chapters, etc., may be assigned to complement primary readings and class discussion of specific topics.
**Tentative Course Outline (Item 4 on RFP)**

**Part I – Establishment of the Intelligence Community**

Reading Assignment: Keegan, 2002

- Week 1: Chapters 1-2
- Week 2: Chapters 3-4
- Week 3: Chapters 5-6
- Week 4: Chapters 7-8
- Week 5: Epilogue and Conclusion

**Part II – The Intelligence Process - Historical**

Reading Assignment: Paterson, 2007

- Week 6: Chapters 1-2
- Week 7: Chapters 3-4

Mid-term: Research Topics Must be Approved by this Date

- Week 8: Chapters 5-6
- Week 9: Chapters 7-8

**Part III – The Intelligence Process – Current**

Reading Assignment: Fury, 2008

- Week 10: Chapters 1-5
- Week 11: Chapters 6-9
- Week 12: Chapters 10-14
- Week 13: Chapters 15-18

**Part IV – Student Presentations**

Reading Assignments: Student-selected Sources

- Week 14: Presentations
- Week 15: Presentations
  Research Project Due

**Course Requirements (Item 5 on RFP)**

**Final Project:** The final project shall consist of a briefing paper (15-20 pages, excluding supporting documentation) and an annotated, one-page bulleted summary of the project. Appropriate research topics consist of any area related to course material. Topics must be approved by the instructors no later than mid-semester. Additional information and more specific guidelines related to this project will be distributed throughout the term.
Presentation: Minimum of 15 minutes, including PowerPoint slides, for relevant material associated with the final project. This presentation will include a summary and analysis of your chosen topic. Presentations will be scheduled on a "first come first served" basis for the last two weeks of class.

Weekly Reading Assignment Summary: A one-page summary/review of weekly reading assignments will be submitted according to the course schedule that follows. Assignments are due on the date scheduled for discussion of the respective topic(s). Reading assignments for the final two class meetings will be chosen by students scheduled to present on that date. These assignments should complement presentation material and must be approved by the instructors two weeks prior to the scheduled presentation date. Summaries must be typewritten (double-spaced, one-inch margins, 10 or 12 point font).

Attendance/Participation: Much of the information and learning is derived from class discussions and cannot be accomplished outside of the scheduled class time. Because of this, class attendance is mandatory. Active participation in class discussions and exercises is a vital part of the learning process for each student. Missed class exercises will be given only with a university-approved excuse. Students are allowed one unexcused absence.

Special Resources Needed to Teach this Course (Item 6 on RFP): None. If the course concept is approved by the Honors College, the syllabus will be submitted for review to the appropriate college and university curricula committees. This course will be taught jointly by the faculty listed above.

Course Grading (Item 7 on RFP)

The overall course grade is based on the following distribution:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Project</td>
<td>200</td>
</tr>
<tr>
<td>Presentation</td>
<td>075</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>075 (5x15)</td>
</tr>
<tr>
<td>Reading Assignments</td>
<td>150 (10x15)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>500</td>
</tr>
</tbody>
</table>

Course grades will be determined on a 10 percentage point scale.

Desired Student Learning Outcomes (Item 8 on RFP)

Upon completion of the course, the student will be required to develop and articulate an understanding of the history and development of the intelligence community and process in relation to national security, terrorism, and key examples of transnational crime.

Additional information:

Plagiarism or any form of academic dishonesty will be handled according to guidelines found in your student handbook.
Any student needing accommodations (as per the Americans with Disabilities Act) should schedule a meeting with the instructors as soon as possible. Please bring with you appropriate documentation.

Students are expected to conduct themselves in an adult and professional manner. Rude or distracting behavior will not be tolerated. Please arrive to class on time. Use of cellphones, pagers, or texting devices during class is prohibited.

Modifications to the course schedule will be made as appropriate. Changes to the schedule will be announced in class.