

Attebury Honors Program Faculty Handbook

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Overview: Attebury Honors Program

The Honors Program is supported by a dual leadership consisting of a half-time Academic Director and full-time Administrative Director who report to the university's Provost/V.P. for Academic Affairs. Please feel free to contact us with any questions, concerns, or problems related to the Honors Program. Our goal is to do everything we can to ensure that you have a good experience as Honors Faculty.

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Mission Statement:

The mission of the Attebury Honors Program is to provide intense individualized support and enriched academic experiences for the most promising and motivated students at West Texas A&M University. Unique opportunities, in and out of the classroom, blend together to create an exciting honors undergraduate experience focused on leadership, scholarship, and excellence. Honors students engage in enriched honors courses, seminars, programs, as well as campus activities designed to further develop the high achieving student's intellectual, professional, and personal potential.

Program History

The foundation for a university Honors Program was laid in early 2000. By 2001, the WTAMU Honors Program was founded with approximately 28 students, a handful of faculty, and offered the first Honors courses in the spring of that year. Dr. James Hallmark, Graduate Dean and Director of Research at that time, also served as the leader, director, and major proponent of the Honors Program. In 2005, William and Joyce Attebury began providing generous support for the program. The Honors Program was named after the Attebury family in recognition of their generous support. In June 2008, the Attebury Honors Program celebrated the opening of a dedicated Honors suite with a smart classroom, student study and lounge space, a kitchen, and offices for the Honors leadership. Today, the program supports and provides enriched academic experiences for more than 160 students each semester.

Resources

Understanding Honors Students

As a group, honors students are high achievers, but this history of achievement has also set them up to suffer from the effects of extraordinary pressures and expectations (real or perceived) from their parents, peers, and faculty. Honors students almost uniformly stress about assignments and grades. In addition to the aforementioned sources of stress, the reality is that these students generally must achieve a higher GPA than the general student body in order maintain scholarships and continue in the Honors Program. Irwin (2010) explained that our honors students come to us “ill-equipped to fail. The first “B” grade can send such students into a tailspin, leading them to question their abilities and their very identities, which are often wrapped up in their definitions of success” (p. 43).

Honors students need to be challenged and held to higher expectations. However, as Honors Faculty please be aware that these high achievers may require extra encouragement as obstacles are encountered. Research also shows that Honors students likely have not had to seek academic assistance prior to their university experience and may feel like asking for assistance is a sign of failure. As with all students, it is important to encourage them to take advantage of the countless support systems on campus such as supplemental instruction, tutoring, and counseling services.

A goal of the Attebury Honors Program is to know our students and serve as an advocate for them. If an honors student is struggling or not attending class, please contact us as the first line of “emergency alert.” We will locate the student and attempt to address whatever the issue may be. You should still alert Advising Services, but please also let us know that there is a problem.

Honors Information Sources

- National Collegiate Honors Conference website: <http://www.nchchonors.org/>
- Great Plains Honors Conference website: <http://greatplainshonors.com/default.aspx>
- Volumes of *Honors Monographs*, *Honors in Practice* journals, and *Journal of the National Collegiate Honors Council* are available in the Honors Suite
- Characteristics of a fully developed Honors Program: Appendix A

Program Email honors.program@wtamu.edu

Website www.wtamu.edu/honors

General Information

Program Admission Requirements	
What students are eligible to apply for membership in the Honors Program?	<p><u>Incoming freshman</u> – 26 or greater ACT Composite 1200 or greater SAT Score (math + critical thinking)</p> <p><u>Community college transfers</u> – Cumulative transfer GPA of 3.5 or higher on transfer coursework</p> <p><u>Current WTAMU students</u> – Cumulative GPA of 3.5 or higher on 15 hrs or more at WTAMU</p>
Where does a student apply?	Complete the online application at www.wtamu.edu/honors
When are applications accepted?	Applications are accepted throughout the year.
Benefits of Membership	
What are the benefits for students of membership in the Honors Program?	<ul style="list-style-type: none"> ❖ Priority registration ❖ Access to Honors Residence Hall (Conner Hall) ❖ Enrollment in small discussion based Honors classes ❖ Opportunity to participate in a variety of hands on learning experiences ❖ Mentoring during the Honors I first semester experience (for freshmen) ❖ Personal and financial support for engagement in research conferences, study abroad, and internships ❖ Engagement in personal and professional development programs ❖ Engagement in a community of Honors faculty and peer scholars ❖ Assistance and support for students seeking admission to advanced degree programs ❖ Graduation with designation as an <i>Attebury Honors Scholar</i>
Graduation Requirements	
What are the minimum requirements of a student to graduate as an Attebury Honors Scholar?	<ul style="list-style-type: none"> ❖ Complete 3 hrs in Honors I (or additional 3 hours as approved by director) ❖ 6 hours of core in Honors format OR Complete 6 hrs of foreign language ❖ Complete 6 hrs of Honors seminars ❖ Complete Honors capstone / thesis project, See Appendix B ❖ Present a poster or paper at a research conference ❖ Participate in community service opportunities ❖ Maintain a 3.0 or better GPA in Honors required courses and maintain a 3.5 or higher cumulative GPA ❖ Register for Honors colloquia & attend at least one colloquia event each long semester ❖ Attend the mandatory meeting each fall ❖ Adhere to Student Life Code of Ethics

Academic Expectations

Attebury Honors students are expected to maintain high academic standards. While we understand that students may have a bad semester, we also expect to see rapid improvement when their GPA drops lower than is acceptable for membership. GPAs are reviewed at the close of each semester.

Good Standing

Students must maintain a 3.25 (or 3.35 if greater than 90 hours) to 4.0 cumulative GPA with a 3.0 or better in all honors required courses.

Probationary Status

Students with less than 90 hours: At the first occurrence, a 3.0-3.25 cumulative GPA places student on probation pending review the following semester. Student is not eligible for support in some programs (i.e. study abroad, faculty led trips, internships, conferences, etc.). Full participation in colloquia, honors courses, and other activities is expected.

Students with greater than 90 hours: 3.0-3.35 cumulative GPA places student on probation pending review the following semester. Student is not eligible for support in some programs (i.e. study abroad, faculty led trips, internships, conferences, etc.). Full participation in colloquia, honors courses, and other activities is expected.

Termination of Membership

A cumulative GPA less than 3.0 at the close of any semester places the student under review and subject to termination. A decline in the term GPA for two consecutive semesters also resulting in a cumulative GPA below 3.25 places the student subject to review and termination from the Attebury Honors Program.

Honors Course FAQs

How are Honors courses different?	Generally, only Honors students may enroll in Honors courses and enrollment is limited to no more than 20 students. Although each Honors faculty member conducts their class as appropriate to the discipline, the courses are intended to offer a discussion and/or experiential learning perspective rather than the standard lecture only. While the courses are often more challenging, our desire is that the focus on development of an Honors course not be a higher level of difficulty. The courses are intended to present a different way of learning.
What is an Honors Seminar?	Honors seminars are unique courses taught by Honors faculty from a variety of disciplines. The topics differ each semester. Course enrollments are limited and often include trips, guest lecturers, and/or other experiential learning activities.
Will completing the Honors requirements lengthen the time it takes for a student to graduate?	Students are not required to retake courses for which they already have credit. However, the minimum honors graduation requirements must be met in some form. Honors seminar hours <i>must</i> be taken through the WTAMU Honors Program and are offered each long semester. For most students, the Honors required courses fulfill the core requirements, are already required for the student's major, and/or count as elective credit within the plan of study. There are some majors for whom this isn't possible but generally Honors students are able to work in all requirements within the normal length of time it takes to complete their planned program.
What do Honors students say they enjoy most about Honors classes?	<ul style="list-style-type: none"> • The small class sizes and being with other Honors students • Getting to know the faculty personally and the feeling of having developed long-term relationships with faculty. • Participating in discussions rather than just listening to lectures • Expectation that they are intellectual beings. • The quality of the faculty • The seminars are fun and they expand your horizons. • More challenging without the addition of busy work.

Opportunities for Involvement

There is no end to the possibilities for getting involved as a faculty member with the Honors Program. Your insights and ideas are welcome. However, be patient as some opportunities take longer than others to implement, work into the calendar, etc. The Honors Program has a small budget available to support wider opportunities each semester. Below is a list of ideas submitted in past years and from previous experiences that we continue to welcome but please feel free to add your own ideas and contact us:

- ❖ host movie night and discussion in the honors suite
- ❖ host a student book club and serve as discussion host
- ❖ serve as capstone director/advisor
- ❖ serve on honors council
- ❖ attend Honors events (graduate receptions, research symposium, chat-n-chew, etc.)
- ❖ adventure education experience in Palo Duro Canyon
- ❖ take students to dinner and the opera
- ❖ attend a service project at Habitat for Humanity with honors students
- ❖ lead a chili cook-off team
- ❖ planning and hosting an election return party
- ❖ game night
- ❖ weekend trip to see Broadway Musical in Dallas
- ❖ weekend art/cultural trip to Santa Fe
- ❖ resume writing workshop
- ❖ private dinner with producers of the *Tulia* production
- ❖ attend a Passover Seder dinner with students
- ❖ plan and host a tailgate party
- ❖ attended a private dinner with guests from a Russian university and our students
- ❖ attended the Supreme Court session held in Amarillo with students
- ❖ hiking trip or other outdoor experiences
- ❖ host a dinner and movie in your home for honors students
- ❖ travel to research conferences out of the region with students

Many of the activities and events are limited to a set number of our students so don't hesitate to suggest an experience that may include just a small number. It's the wide variety of opportunities shared by faculty that make the Honors Program unique. Your creativity is the limit.

Instructing honor core classes and seminars – we are continually looking for additional opportunities to grow and enrich the program offerings. If you are interested in submitting a proposal for a new course or are re-evaluating a course you already teach for us, please take a few minutes to review the informational sheets on the following pages. These were developed to assist faculty as they go through the process of planning for Honors core classes and seminars.

Honors Courses

(Subject to Change)

<u>FALL COURSES</u>		<u>SPRING COURSES</u>	
BIOL 1406 45	Biology I *	BIOL 1407 45	Biology II *
CHEM 1411-45	Chemistry I *	ECON 2302 45	Microeconomics *
CHEM 1411L-45	Chemistry I Lab *	THRE 1310-45	Introduction to Theatre
COMM 1318-45	Interpersonal Comm	PHIL 1301-45	Intro. to Philosophy
MATH 2413-45	Calculus I *	COMM 1321-45	Bus.and Prof. Speaking
POSC 2305-45	Amer. Nat'l. Gov't	SOCI 1301-45	Introduction to Sociology
		MATH 2414-45	Calculus II *
HNRS 2371	Honors I	POSC 2306-45	Amer. State/ Local Gov't
HNRS 2373 (2 ea. Semester)	Honors Seminar	HNRS 2373 (2 ea. Semester)	Honors Seminar

[* Indicates a stacked course]

HNRS 2073 Honors Colloquium, required each semester (0 credit, no cost), fall and spring

HNRS 2371 Honors I, req'd. for incoming freshmen the first fall semester (substitutes for IDS)

Prepares students to be engaged in continuous active learning; introduces students to the challenges of an honors education; helps students gain an appreciation of different perspectives and cultures; immerses student into the honors community of faculty and student scholars. Throughout the semester students undertake a research project which culminates in a poster presentation.

HNRS 2373/3373 Honors Seminar, fall, spring

Seminars are topic based. Students are eligible to enroll in a seminar at the 2000 level after their first semester in Honors. Students may enroll in a 3000 level seminar after completion of one seminar at the 2000 level in order to fulfill upper level elective requirements where appropriate and approved by the Honors director.

HNRS 4393 Honors Senior Capstone, fall, spring, and summer

Facilitates the student's completion of the Honors Program capstone experience through an independent study course based on a thesis, research, internship, or other approved learning opportunity. Examples of student capstone or thesis projects are located in the Honors Suite in bound editions.

Examples of Honors Seminars

Semester	Course Title	Student Cost	Trip Component	Faculty
Fall 2012	Oral History	\$60	Local	Hanson
Fall 2012	Special Topic: Presidential Focus	TBD	TBD	Browning
Spring 2012	Great Books	-0-	No	Shaffer
Spring 2012	Special Topic: Belize	\$850	Yes	Loya/Mallard
Fall 2011	Seminar: Engineering	\$350	Yes	Davis
Fall 2011	Special Topic: The City in History (Remnant Trust)	-0-	No	Baum
Spring 2011	Seminar: Utopias & Dystopias	-0-	No	Brasington
Spring 2011	Special Topic: Ecuador	\$850	Yes	Matlack
Fall 2010	Cancelled: Remnant Trust - Idealism and Empiricism	-0-	No	MacDonald
Fall 2010	Special Topic: Terrorism	\$75	Yes	Hueston
Spring 2010	Costa Rica & Peace University with FGCU	\$850	Yes	Mallard
Spring 2010	Great Books	-0-	No	Shaffer
Fall 2009	Mexico	\$750	Yes	Fox/Vizzini
Fall 2009	Adventure Education	-0-	Yes	Chase
Spring 2009	Water Ecology - Teamed with Florida Gulf Coast University	\$150	Yes	Matlack
Spring 2009	Media Ethics	\$500	Yes	Browning
Winter 2008	The Culture of Change: Life and Work in the 21C	Online	No	Gerlich
Fall 2008	On the Road to the White House	-0-	No	Welch
Spring 2008	Poland: Triumphs and Tragedies	1,000	Yes	Clark
Fall 2007	Special Topic: India	750	Yes	Henderson
Fall 2007	Border Economics	-0-	Yes	Macy-Terry
Sum I 2007	Special Topic: Guyana	350	Yes	Hallmark
May 2007	Crisis Management and Decision Making	-0-	Yes	Vizzini
Spring 2007	Empowerment through Apprehension Management	-0-	No	Cansler
Winter 2007	Gold, Gods, and Glory: The Global Dynamics of Power	-0-	No	Welch
Fall 2006	Canyons: Interdisciplinary Explorations of Nature and Place	-0-	Yes	Matlack, Hunt

Honors Annual Programs and Events

Chat N Chew – two to three lunches are hosted in the JBK each semester giving faculty and students an opportunity to interact in a casual setting. RSVP is required to ensure the appropriate amount of food is ordered.

Pizza w/ Prof – two of these are hosted each semester in the Honors Suite at 5:30 pm. A faculty member is invited to be the ‘guest speaker’ and share pizza with the Honors students. The format is informal and provides a time for students to get to know the guest faculty at a more personal level. Students are instructed that they can ask any question they would like and the guest faculty can refuse to answer any question asked.

Graduate Reception – hosted at the end of each long semester to recognize the Honors Graduates and highlight select capstone projects. University administration, faculty, and staff are encouraged to attend. Each faculty directing an honors capstone is asked to share briefly about their experience working with that student.

Honors Research Symposium – this event is held at the end of the fall semester to give the first-semester Honors students enrolled in the Honors I course a simulated Research Conference experience through poster presentations. Each student does a poster presentation of their research project completed in the Honors I course that semester.

Honors Summer Preview – two 3 to 4 hours summer Honors previews are held on the Wednesday evening prior to the first two university new student orientation events. Incoming honors students are required to attend one of the two sessions to meet Honors leadership, faculty, Honor I mentors for the upcoming fall, and a select group of upper level honors students. Parents and/or guardians are invited and often attend with their student. This event is often their first impression of the Honors Program. We strive to share a great deal of information concerning the honors experience through a number of brief presentations throughout the evening. Current honors faculty speak on the faculty panel at each of these events.

Spring Picnic – a picnic is hosted at the end of each spring semester by Dr. Jessica Mallard at her home. Faculty and students are encouraged to attend and share an afternoon of fun, food, and great conversation. Buddy, the Mallard’s dog, is always the highlight of the afternoon.

Night of Conversation – a fund raising event began in April 2011 which raised \$155,000 for the Honors Program to be continued as an annual fund raising dinner. Development takes the lead on planning this event.

Development of Honors Courses

Consistent with the original mandate issued in 2000 with the founding of the Honors Program, it is our mission to provide an honors education for highly motivated students. As an honors faculty member, you fulfill an integral role in the success of the program at meeting that mission. It has been the variety of ideas, teaching styles, interests, experiences, and expectations that has set honors courses apart. Examples a honors components from prior classes are listed in Appendix E. While holding onto these values, we ask that you consider some national honors education commonalities as discussed in the *Monographs in Honors Education* as you develop an Honors course.

Interactive

- honors courses are small allowing for an interactive, discussion-based format
- group based projects have been valuable in honors courses

Experiential

- how can you share the information most effectively and how can it be integrated with other knowledge and skills
- experiences outside the classroom are important where appropriate and reasonable
- look for opportunities to incorporate guest speakers with special knowledge or those who may bring a different perspective to the topic

Scholarship

- encourage a higher standard of scholarship from honors students through real life applications, group projects, and interactive class discussions
- expect excellence

Challenging

- perform at highest level possible
- help students become independent learners

Supportive

- encourage personal achievement and aspirations
- foster within each student dignity, self-esteem, and a sense of their own personal potential
- be available to discuss issues as they arise but encourage students to support each other through study groups, etc.

Honors Seminar Proposal Considerations

Overview

- seminar should have no prerequisites and be appropriate for students from all disciplines
- seminar should not exceed academic expectations of a 2000 level honors course
- seminars hours are generally applied as electives except where appropriate and with advance approval by department head to fulfill another academic requirement
- funding may be available for speakers, activities, and programs which enrich the course content with advance approval
- a detailed budget should be included with course proposal for extra materials, trips, or other enrichment needs
- seminars are generally included in the faculty semester course load

Seminar Topics

- though seminars are not limited to interdisciplinary courses, strong seminar proposals will link the faculty member's primary field with another field or clearly be a topic that can be applied across disciplines
- consider utilization of a new approach to a standard course or topic within your field
- explore an area that is not a part of your ordinary instruction within your discipline

Design Recommendations

- class meetings should be interactive and discussion oriented
- guest speakers or out of the classroom experiences as added enrichment is recommended
- domestic travel to appropriate events or sites (previous examples include presidential libraries, local businesses, museums, national parks, and federal reserve banks)
- study / travel abroad components may be included (requires 24-36 mo. advance planning)
- utilization of a variety of outside readings, primary sources, and other academic materials is valuable
- group projects, research, essays, and student presentations to share knowledge gained is appropriate
- submit a detailed course description to the Honors Office including course title, sample syllabi, proposed readings, assignments, activities outside the classroom, guest speakers, as well as a budget and travel itinerary where applicable

Enrollment and Grading

- a minimum of 10 honors students must enroll to prevent cancellation of the class
- maximum number is typically 15 unless approved by the professor
- grading should follow standard guidelines, no pass/fail grading
- a grade of 'I' can be assigned if course travel is scheduled following the end of the semester

Seminar Selection Process

- be prepared to discuss your proposal and provide additional information if requested
- two honors seminars are offered each long semester
- seminars from related disciplines are not offered simultaneously
- seminars requiring travel are not offered simultaneously
- a maximum of one seminar with a travel abroad component will be offered each year
- seminars are selected by the honors leadership
- if selected, honors leadership will seek approval through the department head for inclusion of the seminar in course load
- if a proposal is considered appropriate for Honors, it may be held for an extended period in order to fit it in an appropriate semester based on needs, discipline topic rotations, as well as availability within the faculty member's department to provide course relief to instruct an honors course
- please be patient as selection is often difficult and coordinating semester assignments for the best courses may take several semesters. You will receive periodic updates regarding the status of your proposal
- seminars are generally on the calendar up to three semesters in advance. There have been occasions that the need to substitute another course allowed a proposal to be moved up the timeline.

Honors Faculty

Each semester our Honors graduates reiterate the importance of the role filled by Honors faculty in their experience with the Attebury Honors Program. The Honors faculty does more than instruct Honors courses. You bring a wealth of knowledge and breadth of experiences that make the Honors student experience unique. Our students will not only attend your classes, but they may travel with you, share conversation in your office, quiz you about your personal life over pizza, seek your knowledge about advanced degree programs, provide you with assistance in your research, request recommendation letters, or just build a relationship while sharing lunch with you at a Chat N Chew. It would be impossible to describe here the vast number of roles filled by our faculty or the importance of motivated faculty like yourself to our students and the Honors experience.

The Honors leadership strives to consistently make your experience as Honors Faculty one that brings you back semester after to semester. We can provide support in a number of ways. The list below is not all inclusive but merely a starting point to encourage you to let us know if there is something we can do.

- ❖ Make copies for classes
- ❖ Work with you regarding logistical planning of outside activities such as scheduling transportation, making reservations, shopping for refreshments
- ❖ Scheduling facilities on campus
- ❖ Thank you notes and/or gifts for special speakers utilized in your courses
- ❖ Purchase of specialized videos or books
- ❖ Working as a partner with you when students are not performing as you would expect – Yes, Honors students sometimes need a kick-start too.
- ❖ Support for special activities or programs that you would like to incorporate into your course.
- ❖ Notify students if you have an emergency and are unable to attend a scheduled honors class.
- ❖ Share information with our entire student membership if you opportunities they should hear about (ex. research opportunities, student worker positions, scholarships, internships, etc.)
- ❖ Incorporate faculty ideas for student programs
- ❖ Share program newsletter with our faculty weekly via email *if requested*

Next steps as Honors Faculty:

- ✓ Become familiar with this handbook
- ✓ Ensure you consider the nationally recognized characteristics found in Honors classes for implementation into your honors course
- ✓ Support the Honors Program by attending events
- ✓ Propose an Honors course
- ✓ Contact the leadership if you have a research project that may be appropriate for inclusion as a senior honors capstone for a student in your discipline
- ✓ Share your experiences, express concerns, tell us about opportunities for our students...

Honors Advisory Group

An Honors Council provided support for the Honors Leadership until spring 2011 until it was dissolved as a university standing committee. In its place, a committee is assembled each year of faculty and staff selected by the Honors leadership based on their interest and involvement with the Attebury Honors program. The purpose of this group is to provide input, oversight, and for the program, its leadership and students utilizing their specific areas of interest and expertise.

APPENDIX A: Basic Characteristics of a Fully Developed Honors Program

Taken from the *Beginning in Honors a Handbook* (2005)

No one model of an honors program can be superimposed on all types of institutions. However, there are characteristics that are common to successful, fully developed honors programs. Listed below are those characteristics, although not all characteristics are necessary for an honors program to be considered a successful and/or fully developed honors program.

- ≈ A fully developed honors program should be carefully set up to accommodate the special needs and abilities of the undergraduate students it is designed to serve. This entails identifying the targeted student population by some clearly articulated set of criteria (e.g., GPA, SAT score, a written essay). A program with open needs to spell out expectations for retention in the program and for satisfactory completion of program requirements.
- ≈ The program should have a clear mandate from the institutional administration ideally in the form of a mission statement stating the objectives and responsibilities of the program and defining its place in both the administrative and academic structure of the institution. This mandate or mission statement should be such as to assure the permanence and stability of the program by guaranteeing an adequate budget and by avoiding any tendency to force the program to depend on temporary or spasmodic dedication of particular faculty members or administrators. In other words, the program should be fully institutionalized so as to build thereby a genuine tradition of excellence.
- ≈ The honors director should report to the chief academic officer of the institution.
- ≈ There should be an honors curriculum featuring special courses, seminars, colloquia, and independent study established in harmony with the mission statement and in response to the needs of the program.
- ≈ The program requirements themselves should include a substantial portion of the participants' undergraduate work, usually in the vicinity of 20% or 25% of their total course work and certainly no less than 15%. Students who successfully complete Honors Programs requirements should receive suitable institutional recognition. This can be accomplished by such measures as an appropriate notation on the student's academic transcript, separate listing of Honors Graduates in commencement programs, and the granting of an Honors degree.
- ≈ The program should be so formulated that it relates effectively both to all the college work for the degree (e.g., by satisfying general education requirements) and to the area of concentration, departmental specialization, or pre-professional or professional training.
- ≈ The program should be both visible and highly reputed throughout the institution so that it is perceived as providing standards and models of excellence for students and faculty across the campus.
- ≈ Faculty participating in the program should be fully identified with the aims of the program. They should be carefully selected on the basis of exceptional teaching skills and the ability to provide intellectual leadership to able students.
- ≈ The program should occupy suitable quarters constituting an honors center with such facilities as an honors library, lounge, reading rooms, personal computers, and other appropriate decor.
- ≈ The director or other administrative officer charged with administering the program should work in close collaboration with a committee or council of faculty members representing the colleges and/or departments served by the program.
- ≈ The program should have in place a committee of honors students to serve as liaison with the honors faculty committee or council who must keep the student group fully informed on the program and

elicit their cooperation in evaluation and development. This student group should enjoy as much autonomy as possible conducting the business of the committee in representing the needs and concerns of all honors students to the administration, and it should also be included in governance, serving on the advisory/policy committee as well as constituting the group that governs the student association.

- ≈ There should be provisions for special academic counseling of honors students by uniquely qualified faculty and/or staff personnel.
- ≈ The honors program, in distinguishing itself from the rest of the institution, serves as a kind of laboratory within which faculty can try things they have always wanted to try but for which they could find no suitable outlet. When such efforts are demonstrated to be successful, they may well become institutionalized, thereby raising the general level of education within the college or university for all students. In this connection, the honors curriculum should serve as a prototype for educational practices that can work campus-wide in the future.
- ≈ The fully developed honors program must be open to continuous and critical review and be prepared to change in order to maintain its distinctive position of offering distinguished education to the best students in the institution.
- ≈ A fully developed program will emphasize the participatory nature of the honors educational process by adopting such measures as offering opportunities for students to participate in regional and national conferences, Honors Semesters, international programs, community service, and other forms of experiential education.
- ≈ Fully developed two-year and four-year honors programs will have articulation agreements by which honors graduates from two-year colleges are accepted into four-year honors programs when they meet previously agreed-upon requirements.

Author: Samuel Schuman

Approved by the NCHC Executive Committee March 1994

APPENDIX B: Independent Capstone / Thesis Contract

Last Name, First _____ Grad Month/Yr _____ Buff # _____

Email _____ Phone _____ Major _____

Capstone/Thesis Advisor (not necessarily same as major advisor): _____

Registering for Capstone Course (Semester/Year) _____ Course No. /Section: _____

I plan to complete a (√ one): Honors Capstone Project Honors Thesis

The Capstone Project serves as the culmination of the Honors student's experience. It must be substantial, show thoughtful and meaningful engagement in one's academic discipline, and demonstrate the student's initiative.

The proposal / project outline should include:

- Project Identification: Explain your project in the form of an abstract. Clearly explain your project in as much detail as you have available. Also, be sure to include the outcome (paper, performance, research presentation, journal, article submitted for publication, presentation, etc.)
- Evaluation: How will your work be reviewed and graded? Consider what components are the most important.
- Communication: What are the expectations and plans for meeting with your project advisor? Clearly explain any support that you feel you may need from your project advisor.
- Timeline of completion

The completed contract with attached proposal should be submitted to the Honors office prior to beginning the project or registration in the capstone course.

I have developed the attached capstone proposal to be completed in the above stated semester in fulfillment of the Honors Program Capstone/Thesis requirement. I understand that I am responsible for submitting documentation of the completed project to the Honors office prior to graduation.

Student Signature

Date

I have reviewed the attached Honors capstone/thesis to be completed in fulfillment of the Honor requirements and authorized enrollment in the above listed course. I also hereby agree to serve as the faculty advisor for this student's work as described in the attached proposal.

Faculty Signature

Department

Date

The attached proposal and course registration are approved to meet the Honors Program capstone/thesis requirement. Honors credit will be received upon successful completion and documentation with the Honors office.

Honors Director

Date

APPENDIX C: Rubric

Rubric for Business Honors Projects

Written Communication

	Poor	Acceptable	Exemplary
Content	Topic is poorly developed. Supporting details are absent or vague. Trite ideas and/or unclear wording reflect lack of understanding of topic and audience.	Topic is evident with some supporting details; generally meets requirements of assignment.	Topic is well developed, effectively supported and appropriate for the assignment. Effective thinking is clearly and creatively expressed.
Organization	Writing is rambling and unfocused, with main theme and supporting details presented in a disorganized, unrelated way.	Writing demonstrates some grasp of organization, with a discernible theme and supporting details.	Writing is clearly organized around a central theme. Each paragraph is clear and relates to the others in a well-planned framework.
Language	Writing lacks sentence variety. Significant deficiencies in wording, spelling, grammar, punctuation, or presentation. Sources, if consulted, poorly cited.	Some sentence variety; adequate usage of wording, grammar, and punctuation. Some cited sources used.	Wide variety of sentence structures. Excellent word usage, spelling, grammar and punctuation. Multiple sources correctly cited. Effective integration of information.

Critical Thinking

	Poor	Acceptable	Exemplary
Identification	Fails to identify and summarize the problem accurately.	Summary of issues is mostly accurate but nuances and critical details are glossed over.	Clearly identifies and summarizes main problem or issue. Identifies secondary or implicit issues.
Evaluation	Does not distinguish among fact, opinion, and value judgments.	Discerns fact from opinion and may recognize bias in evidence. Routine exploration of the issue.	Thoroughly examines the evidence and questions its accuracy and completeness. Clear evidence of search, selection, and source evaluation skills.
Analysis	Quantitative or qualitative analysis conducted is inappropriate, inaccurate, or superficial.	Quantitative or qualitative analysis conducted is appropriate and accurate but rather superficial.	Quantitative or qualitative analysis conducted is appropriate, accurate, and thorough.
Decision	Fails to identify conclusions and implications of the issue or the key relationships between the other elements, such as other perspectives, assumptions, or data and evidence.	Conclusions begin to reflect influence of other perspectives, assumptions, and evidence that leads to consequences that extend beyond the borders of a discipline or single issue.	Identifies conclusions, implications, and consequences considering assumptions, data, and evidence. Recognizes limitations of correlations and qualifies implications of assertions accordingly.

APPENDIX D: Seminar Flyer Example

HNRS 2373/3373 SEMINAR
ENGL 4392/6392 SPECIAL TOPICS
Remnant Trust Seminar:
The City in History



Since their first appearance 5000 years ago, cities have accounted for nearly all of history's material, intellectual, cultural and spiritual advances. Fifty years ago this year Lewis Mumford published what remains the preeminent work on this phenomenon, *The City in History*. This course revisits Mumford's classic study together with other important works on the city: classics like Plato's *Republic*, Aristotle's *Politics*, St. Augustine's *City of God*, and Thomas More's *Utopia*, as well as more modern works like Jane Jacobs, *The Death and Life of Great American Cities* and Edward Glaeser's *Triumph of the City*. For Aristotle and Plato, the class will be working with original first editions of translations; and for Augustine and More, we will be working with original, first edition volumes. Th 5:30-8:10 pm.; Instructor: Baum.

APPENDIX E: Examples of Honors Core Course Components

Biology I	<p>Honors sections are expected to go above and beyond the normal requirements of the course. Each honors student is expected to take part in at least one of the following during the semester:</p> <ul style="list-style-type: none"> Field experiences (2 of possible 3) Class presentation on subject pertinent to BIOL 1406 Poster on subject pertinent to BIOL 1406
Chemistry I	<p>This lab is being run as an Honors CHEM 1411 and Majors/Minors lab. You will be doing some of the same experiments that we do during our regular CHEM 1411 labs, and some of the lab sessions will be special sessions. The attached lab schedule indicates when you will be doing regular labs and when you'll be doing special labs.</p> <p>The "special" part of this lab is a built in miniature research project that is split into three parts. You will first learn how to conduct library searches and how to connect information in scientific journals. The second part will involve preparing samples of pepper sauce extracts for analysis of Scoville units. Scoville units measure how "hot" a pepper or pepper extract is. The final part will involve analyzing the data collected during the second part and preparing a 10 minute presentation.</p>
Honors Freshman Seminar	<p>Research Paper - Each student will complete a research paper this semester on a topic of their choosing. The paper will evolve over the semester, beginning with a topic, followed by a research question/hypothesis, followed by multiple abstracts, followed by two iterations of the paper. You will "present" your paper at the Honors Mini Research Symposium.</p>
General Ideas Utilized in Core Classes by Dr. Trudy Hanson	<ul style="list-style-type: none"> • Include a service learning component (For the basic speech class, students performed a story at the Panhandle Plains Historical Museum; for the Oral history seminar, students interviewed residents of an Amarillo Senior Care facility, videotaped the interviews and sent the transcripts to each resident) • Include visits to local museums in the area (Square House Museum, Panhandle Plains Historical Museum, Deaf Smith County Historical Museum) that feature exhibits that tie into your course objectives • Include an assignment in which the students work in pairs (or teams) to present information from the assigned textbook that includes an activity requiring student engagement • Put together a public performance based on interviews gathered • Include a reflection paper about the major assignment in the course. • Bring in guest speakers with expertise in the focus of your course