

**Academic Senate**  
Agenda for the Meeting of  
January 13, 2015, 10:00 a.m.  
**University Center 202A**

1. Call to Order and Roll Call
2. Approval of Minutes
  - A. December 2, 2014 minutes
3. Open Forum
4. Reports
  - A. Senate President – Khagendra Thapa
  - B. Senate Vice President – Charles Bacon
  - C. Senate Secretary – Amy Dinardo
5. Committee Reports
  - A. University Curriculum Committee – Kemi Fadayomi
  - B. Student Government – Andrew Kalinowski
  - C. General Education – Clifton Franklund
6. New Business
  - A. Doctorate Completion Proposal
  - B. Honor Curriculum Task Force Report
7. Conversation with the Senate
  - A. IT Planning Focus Groups – John Urbanick
8. Announcements
  - A. FSU President - David Eisler
  - B. Interim Provost – Paul Blake
  - C. Senate President – Khagendra Thapa
9. Open Forum
10. Adjournment

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**Minutes**  
**Ferris State University**  
**Academic Senate Meeting**  
**MCO 210**  
**December 2nd, 2014**

Members in Attendance: ALSPACH, CHARLES BACON, MARY BACON, BAJOR, BALANDA, BARAN, BERGHOEF, BRANDLY, BRECKEN, DAKKURI, DAUBERT, DINARDO, DRAKE, FAGERMAN, FOX, GROVES, HANNA, HARLAN, ING, ISLER, JENEROU, KLATT, MARION, MOORE, PIERCEY, POTTER, RICHMOND, RUMPF, SIAPUSH, THAPA, TOWER, WAGENHEIM, WANCOUR, YOWITZ

Members absent with cause: BAKER, GRIFFIN

Members absent: FADAYOMI, TODD

Ex Officio and Guests: Adeyanju, Blake, Durst, Eisler, Krutz, Nicol, Potter, Reifert, Schult, Teahen, Weller, Schmidt, Dawson, Haneline, Franklund, Williams, Saladin, Urbanick

1.	President Khagendra Thapa opened the meeting at 10:06 a.m.
2.	<b>Approval of Minutes.</b> Senator Moore moved to approve the November 2014 minutes. Piercey seconded. Motion passed.
3.	<b>Open Forum</b> Senator Alspach announced the Beyond Diversity Program, Wednesday December 3rd at 6:30pm in IRC 120. Students in COMM 365 Intercultural Communication and international students in ESLP 013 Speaking/Listening L3 from the West Michigan English Language Institute (WMiELI) share their semester project as partners learning about each other's culture.
4.	<b>Officer Reports</b> <ul style="list-style-type: none"> <li>A. <b>President Khagendra Thapa</b> thanked those that came to the APRC meeting.</li> <li>B. <b>Vice-President Bacon</b> reported that the international education committee is looking at academic issues with regard to study abroad and accountability. The distinguished teacher committee will not have an awardee due to the lack of nominations. Senator Fagerman pointed out that there could be improvement on how online teachers they are nominated. Senator Hanna encouraged the Senate to review the notes of the Distinguished Teacher task force that convened a few years ago.</li> <li>C. <b>Secretary Dinardo</b> the faculty voted to approve the current revisions to the Senate Charter and they will go to the FSU Board of Directors in a few weeks. Stay tuned next semester for an Open Forum session in which everyone will be invited to give input on an additional Senate Charter revision.</li> </ul>
5.	<b>Committee Reports</b> <ul style="list-style-type: none"> <li>A. <b>Student Government Representative Cory Saladin</b> announced pancakes with the President on December 8<sup>th</sup> at 10pm. A canned food drive was being hosted in the IRC. There was not much support but the organization is planning on learning from mistakes and doing it next semester. The organization will also be meeting with RSO's to increase student participation and Dog Days.</li> <li>B. <b>Clifton Franklund. General Education Coordinator</b> stated that there was not much to report at this time. He is still meeting with stakeholders including groups in Business, Humanities, and Communication. He is in the process of writing a preliminary draft of the revised Gen Ed plan.</li> </ul>

6.	<p><b>Academic Amnesty for Undergraduate Students</b> Peter Balanda and Susan Wancour from the Academic Standards and Policies committee thanked everyone for their advice at the last meeting. Representatives in Financial Aid enumerated numerous issues that the Academic Amnesty Policy would create. Therefore, they removed it as a voting issue at this time in light of the new information. Once more details are hashed out, it will be brought back to the Senate. Senator Hanna pointed out that the minimum 12 hours is contrary to 15 credit hour minimum for an associates degree and the 30 minimum for a bachelors degree at FSU. Wancour responded that the count was for the credits previously earned towards the degree, not the grades. Senator Berghoef asked what their committee's role would be going forward. The committee will ask someone who knows more about the policies and discrepancies brought up, then report back.</p> <p><b>Roberta Tehan Associate Provost 2014 NSSE (National Survey of Student Engagement) Highlights.</b> NSSE has been an instrument to monitor student's perceptions of their interactions with FSU since 2005. Reports are available online at the Academic Affairs site up to 2013. Bob Buckingham is working on sifting data by program. Freshman are not responding at the same level as seniors (254 vs 764). NSSE only surveys degree-seeking students at the bachelorette level. Unfortunately, many Freshman are in two year programs. However, there was a good response rate overall, (1/3 Seniors). Dr. Tehan reviewed respondent characteristics. There were more females and an over-representation of Health Professions students. Bob Buckingham is in the process of recategorizing by actual program names. Encouraging news: FSU is average across the board. Higher in presentations given by students and instructors giving substantial detailed feedback. 92% of Freshman and 85% of Seniors rated the entire experience as excellent or good. Dr. Teahan encouraged Senators to look at data in the context of their individual programs. She then reviewed areas students said were strengths and weaknesses. Discussions with Diverse Others was well below the standard. There is a concern that FSU is not diverse. One problem, again, is that 2 year programs were not surveyed. Dr. Teahan stated that, in alignment with FSU's vision, we ought to strive to improve these metrics in order to be viewed as the preferred premier University. FSU should strive for the top 10%. She pointed out areas of improvement if we were to be ranked in the top 10% vs top 50%. Overall, there was not a great amount of variation between colleges within the University. She reviewed leading and lagging indicators between programs. Of note, students reported that 14 hours per week when they should have been studying at least 24 hours outside of the classroom given the rule-of-thumb that for every hour of credit, two hours should be spent studying outside of class. She reiterated that there are many ways to interpret the data and that each person will have their their own perspectives of the data. President Eisler is concerned about sample size and asks Senators to spend time encouraging students to participate.</p>
7.	<p><b>Announcements</b></p> <p>A. <b>President Eisler</b> thanked Senators, the Executive Committee and Paula Hadley. He announced a shuttle service on campus. Senator Charles Bacon asked if handicapped individuals will be accommodated with the shuttle. President Eisler confirmed. There are 70 applicants for the Provost search. Interviews on campus start the week of Jan 19<sup>th</sup>. Monday night pancakes with the President will be held at the Rock. There will be a Holiday Reception Tuesday from 3-5pm in the IRC connector. He then encouraged Senators to come to Commencement. The University Center will open after Jan 1<sup>st</sup>. On Jan 16<sup>th</sup>, there will be an event for students after the hockey game with free food and fun. On Feb 20<sup>th</sup>, there will be a formal commissioning of building and dedication with Board of Trustees. Have a good break.</p> <p>B. <b>Interim Provost Paul Blake</b> announced that Peter Doms, strategic planning consultant, will be meeting with the Deans Council and University Leadership. The previous Strategic Planning sessions were highly beneficial. He wishes everyone a great close to the semester and respects the incredible amount of work the faculty do. Senator Charles Bacon relayed his concerns about the debt issue being used as a "weapon" against coordinators, threatening to close programs.</p>

8.	<p><b>Open Forum</b></p> <p>A. President Thapa stated that part of Senate’s responsibility as an organization is faculty recognition. It was unfortunate that there was no Distinguished Teacher nominees and he hopes that Senators will respond, in kind, next year. The next meeting will be held at the University Center. President Eisler has assured us that the Senate will not be charged for the room.</p> <p>B. Senator Charles Bacon reminded everyone about the FFA annual luncheon on Jan 9<sup>th</sup> in the new University Center.</p> <p>C. Senator Drake asked with the APR is following its recommendations to see if administration is following them. The answer was that, beginning three years ago, the Provost produces a response to the recommendations one year after they have been submitted. President Thapa stated that administration has agreed to comply with recommendations.</p> <p>D. Senator Bajor stated that, although he was pleased with the practical aspects of the last APRC meeting, he is concerned about a few important statements made in the last APRC report leading to inconsistencies and discrepancies with the follow-through. One discrepancy revolves around learning outcomes. Senator Wagenheim said that he does not think there are inconsistencies. He said that he has never threatened to shut down a program due to learning outcomes. President Thapa decided that this will be on the agenda for the January meeting.</p>
9.	Meeting adjourned 11:35 a.m.

Respectfully submitted,  
Amy Dinardo  
Secretary

## **Proposal for Doctorate Completion Option**

### Rationale

Over the years, many individuals have completed all of the coursework toward a doctoral degree but for a variety of reasons never complete the degree. The Ferris State University Doctorate in Community College Leadership (DCCL) was launched in 2010 to provide a practice-oriented degree that is better suited to the interests and needs of community college leaders.

### Available Option

Individuals who previously pursued a doctorate and who are presently serving in a high-level leadership position in a community college may apply to the Ferris Doctoral Completion Program that will enable the individual to earn the Ed.D. in Community College Leadership, commonly referred to as the Doctorate in Community College Leadership (DCCL).

### Proposed Policy

Ferris State University's Doctorate in Community College Leadership offers qualified candidates the opportunity to enroll in a doctorate-completion program that builds upon their prior graduate-level coursework and that enables them to complete a dissertation and their degree, an Ed.D., according to the specified guidelines.

### Criteria for Consideration

1. Completion of a minimum of 50 credits of doctoral-eligible course work at another regionally accredited college or university in the general areas of higher education, education, or educational leadership
2. Qualifying coursework must have been completed within ten years of the date of application
3. The individual must currently be serving as a senior-level administrator within a community or technical college or equivalent institution reporting to either the presidential or vice-presidential or equivalent level
4. As a part of the admissions process, the individual must provide a one-page concept paper concerning the research or project they would desire to complete
5. The individual will complete the existing DCCL admissions process, in addition to supplying evidence for items 1-4 above.

## Expectations

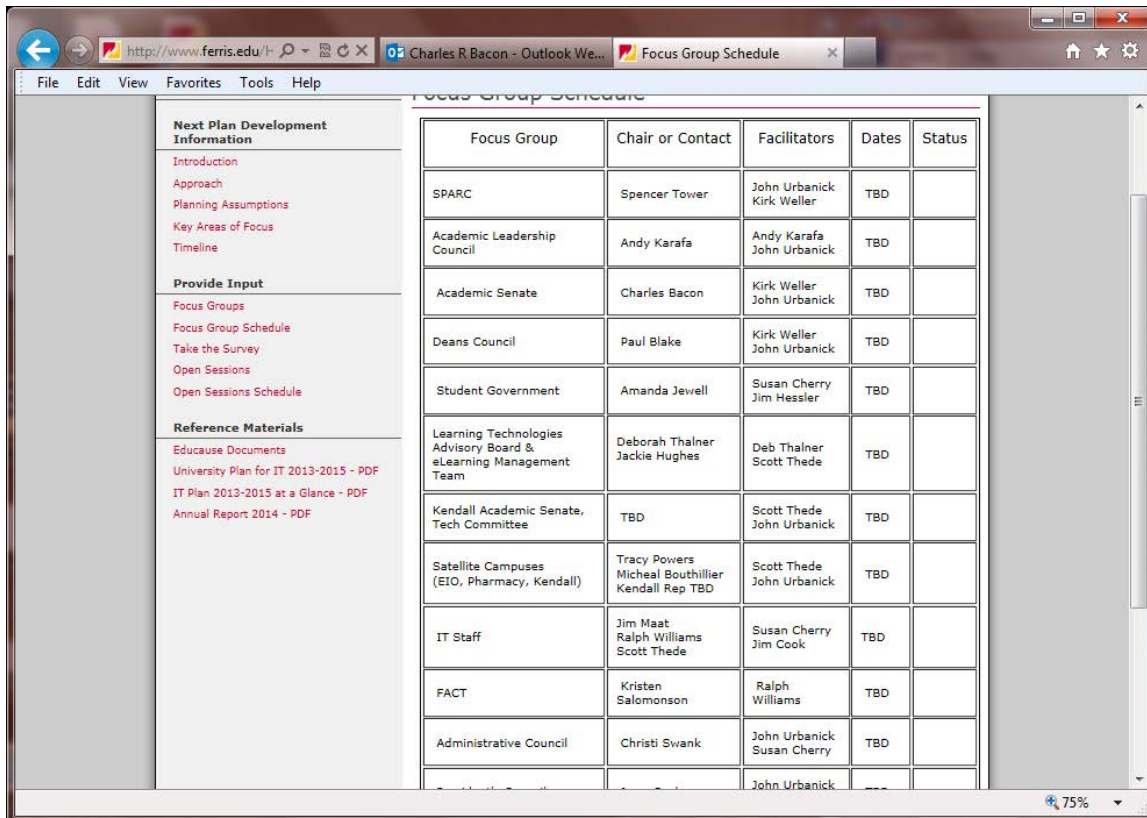
1. Each candidate accepted for the Doctoral Completion program will complete a minimum of 12 hours of course work (four courses) as specified by the director from the DCCL Curriculum and earn an average grade of A- or above. Specific courses will be determined following analysis of the courses already completed. One of the four may be a special topics course designed for Completion students.
2. Completion program members will enroll for all 15 dissertation credits on a schedule consistent with their individual plan
3. Each candidate must select as his/her chair a member of the current or recent faculty of the DCCL program
4. Accepted candidates must defend their dissertations within five years of entry into the Doctorate Completion program.
5. Completion candidates will work directly with a program academic advisor who is a member of the regular Ferris staff.

Summary: A student must complete a minimum of 27 credits from Ferris State University; 12 credits in the form of 4 DCCL courses and 15 credits for dissertation work.

Hi Everyone:

You may have seen in a recent University Wide Notes a note regarding the IT Planning for 2015-2018. John Urbanick also mentioned this to the Senate in November. I had a meeting with John to discuss the Senate's role in this upcoming IT planning. As one of the focus groups the Senate can have a voice by identifying 6-10 faculty that would take part in a faculty focus group. The time commitment would be January to March and probably only 2 meetings. As a member of this focus group you would take a look at the prior plan, see where we are now, and read some articles on the future of IT. In the end, the focus group would hopefully have some recommendations for IT.

To kick the process off, I'd like to add John to January's agenda for 5 minutes to pitch the focus group initiative. In the meantime if anyone has suggestions as to individuals that would be ideal for the short commitment, I hope you will share those people with the group. I don't see that it necessarily has to be all senators. Perhaps some younger faculty would bring some new insights to the group, as well.



Focus Group	Chair or Contact	Facilitators	Dates	Status
SPARC	Spencer Tower	John Urbanick Kirk Weller	TBD	
Academic Leadership Council	Andy Karafa	Andy Karafa John Urbanick	TBD	
Academic Senate	Charles Bacon	Kirk Weller John Urbanick	TBD	
Deans Council	Paul Blake	Kirk Weller John Urbanick	TBD	
Student Government	Amanda Jewell	Susan Cherry Jim Hessler	TBD	
Learning Technologies Advisory Board & eLearning Management Team	Deborah Thalner Jackie Hughes	Deb Thalner Scott Thede	TBD	
Kendall Academic Senate, Tech Committee	TBD	Scott Thede John Urbanick	TBD	
Satellite Campuses (EIO, Pharmacy, Kendall)	Tracy Powers Micheal Bouthillier Kendall Rep TBD	Scott Thede John Urbanick	TBD	
IT Staff	Jim Maat Ralph Williams Scott Thede	Susan Cherry Jim Cook	TBD	
FACT	Kristen Salomonson	Ralph Williams	TBD	
Administrative Council	Christi Swank	John Urbanick Susan Cherry	TBD	
		John Urbanick		



## Honors Curriculum Revision Task Force Report

Peter Bradley, Scott Cohen, Lisa Ing, TJ Lakin, Katherine LaPietra, Susan Morris, Christopher Redker, Rebecca Sammel, Bob Spiers, Andrew Watson (Honors Student Council representative), Steve Karnes<sup>1</sup>

The Honors Curriculum Revision Task force was convened in Fall 2013 to consider the state of the current Honors curriculum and explore options to update it. The task force was created as a result of the confluence of three different yet interrelated problems facing the honors program.

First, the program underwent an Academic Program Review in 2009. Six of the 15 questions that followed the submission of the report addressed the curriculum and five of those addressed the course criteria and the process by which faculty and courses were selected. Among its five recommendations, the committee suggested that the program be improved in the following ways:

- “The program needs to develop a mechanism so that Honors students can create individualized learning contracts with personalized learning goals.
- The program needs to develop student learning outcomes for Honors students.
- Selection of Honors courses fulfilling Cultural Enrichment and Social Awareness requirements and their instructors must move to the departments offering the courses, as these units have the subject matter experts and the exclusive responsibility for course content and assessment of course learning outcomes.”<sup>2</sup>

The last recommendation suggests that the Director cannot be involved in the selection of general education courses, or in the constructions of learning outcomes for those courses—but nothing specifies here what role the Director *should* play in the development of honors courses. The Director of the Honors Program must have some role to play in the Honors curriculum. Clarity is needed regarding the collaboration between department chairs and the directors if we are to move forward.

Second, the Honors Program has been growing at an astounding rate for a number of years: in 2009, the program enrolled 593 students total; in fall 2013, we enrolled 745. We expect to enroll between 750 and 850 students at our maximum size, which we project to reach in 2017-2018. This growth has put enormous pressure on the demands for courses to support the program, which, in turn, has put pressure on the heads of the departments that offer these courses. Confusion regarding the selection of faculty and courses and the criteria for ‘Honors’ designation threatened to derail the successful growth.

In spring 2012, at the request of department heads, a document titled “Ferris State University Honors Program - Curricular Rubric and Outcomes 3/21/12” was created. It was distributed to

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<sup>1</sup> Was only able to serve Fall 2013

<sup>2</sup> These three bullet points are quoted from Memorandum dated 11/17/2009 from Academic Program Review Council to Academic Senate.

chairs, but was not submitted to approval to the Arts and Sciences Curriculum Committee or the University Curriculum Committee. Some of the department heads, notably in the Humanities, adopted the document and distributed it to faculty. Others did not. At the end of Spring 2012, the founding coordinator of the Honors Program, Maude Bigford, retired.

With the appointment of Dr. Peter Bradley as the Director of the Honors Program in January 2013, an opportunity arose to clarify the curricular needs and expectations of Honors, an opportunity which was enhanced by the introduction of the chair model of department governance in 2014.

Third, the national organization for honors programs and colleges, the National Collegiate Honors Council, has long made a set of 'Basic Characteristics of a Fully Developed Honors Program' available to its membership and the general public. In the last few years, it has been pressed into a discussion on the value of becoming an accrediting body because of the pressure of for-profit entities who claim to evaluate and accredit honors programs. While there is still movement around this topic with the NCHC, and the final compromise may be for 'certification' rather than 'accreditation', it is clear that the NCHC will adopt a formal process of external review through a campus visit and designation of programs as meeting the basic characteristics. We expect that process to be adopted in 2017-2018, and we would like to be ready for certification or accreditation when that occurs.

As a part of this process, the NCHC adopted the following definition of an Honors education in Spring 2014:

Honors education is characterized by in-class and extracurricular activities that are measurably broader, deeper, or more complex than comparable learning experiences typically found at institutions of higher education. Honors experiences include a distinctive learner-directed environment and philosophy, provide opportunities that are appropriately tailored to fit the institution's culture and mission, and frequently occur within a close community of students and faculty.

The task force determined to answer four interrelated questions and make recommendations to the Honors Program Director. These were:

- How many honors courses should a student take?
- What types of honors experiences should we offer for credit?
- What distinguishes honors experiences from non-Honors experiences?
- How are honors courses developed and honors faculty selected?

In answering these questions and making recommendations for the future of the Honors program, we believe we will make great strides in solving the three interrelated problems cited above, and meet the recommendations from the APR in 2009.

In each case, we compared our current practice to peer institutions, national leaders in honors education and our ideal programs, and have made recommendations.

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## Summary of findings

**Relative amount of course work:** The current number of honors experiences required (10 credits) is close to sufficient for an Associates' degree program, but is not sufficient for a Bachelor's program when compared to our guiding principles, peers or national standards. The program must raise the number of honors experiences so that an Honors student is engaging with Honors in some curricular way each semester—20% of credits required for a given degree should be completed in Honors. This entails 12 credits for a 60 credit Associate degree, and a minimum of 24 credits for a Bachelor Degree.

**Types of Honors experiences available:** The current variety of Honors experiences is limited when compared to our guiding principles, our peers, or the national standards. The Honors program should offer more types of honors experiences, distinguishing between regular courses offered as Honors, specifically designed Honors seminars, Honors independent studies and Honors contracts.<sup>3</sup> To be considered a fully developed Honors program at a 4-year institution, it must begin offering Honors experiences throughout the entire career of the Honors student.

**Distinguishing characteristics of Honors experiences:** While the spirit of the 2012 "Curricular Rubric and Outcomes" is in line with our guiding principles, and the practice at peer institutions and the NCHC, the implementation in terms solely of 'outcomes' causes logistic problems with other directives. A new course criteria document should be created to clarify these problems.

**Course and faculty development:** The lack of a formalized designation of faculty as 'Honors Program Faculty' creates confusion, reduces the possibility of faculty governance and ownership of the Honors curriculum and is inconsistent with current practices at our peer institutions and the national standards set by the NCHC. Thus, using Central Michigan University's policy as a model, the Honors Program ought to designate some faculty as 'Honors Program Faculty' through a faculty committee. These faculty would then form the basis of faculty governance for the Honors Program curriculum in the future.

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Thus, we propose to (see attachments for proposals):

1. Create an Honors Curriculum Committee, charged with reviewing course proposals for consistency with the 'Honors experience guidelines' and nominations for Honors Program Faculty member designation
2. Increase the kinds of Honors experiences available by distinguishing between existing courses offered as Honors ('Honors-enriched sections') and courses specifically designed for

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<sup>3</sup> An 'Honors Contract' is an agreement between a student and faculty member which would allow students to earn honors credits in a non-honors course by completing some extra work. They are proposed and discussed in this document.

and restricted to Honors students ('Honors special topics seminars'), adding Honors independent study, and offering Honors contracts for honors work in non-honors classes.

3. Increase the number of Honors experience credits to 20% of the credits required for the standard Bachelor's degree.
4. Adopt the 'Honors experience guidelines' attached.
5. Designate faculty who have a demonstrated commitment to Honors education as 'Honors Program Faculty' for three-year terms, subject to review and recommendations for reappointment by the Honors Curriculum Committee.
6. Increase the Honors Program budget to compensate Honors faculty for the supervision of Honors contracts and the development of Honors special topic seminars.

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## The context of this report against the history of honors at Ferris

The Honors program was founded in 1997 with the charge of creating a program “that had an international focus, was residential in nature, and would encourage attendance at cultural events by providing tickets to the students free of charge” (Student handbook).

The initial curriculum, which was approved by a memorandum from Linda Travis, Interim Dean dated June 20, 1997, called for 12 credits of Honors course work in a four-course sequence:

- COMH 121 Fundamentals of Public Speaking, first semester freshman year taught by Donna Smith
- ENGH250 Writing the Research Paper, second semester freshman year taught by Chris Vonderhaar
- SOCY390 The Immigrant American Experience, offered this semester to sophomores and juniors to fulfill the social awareness/ race /gender/ ethnicity credit taught by David Pilgrim
- HISH 371 East Asia in the Twentieth Century, offered winter 1998 semester, fulfills cultural enrichment credit for sophomores and juniors taught by Gary Huey

All classes were “to have an international theme” and “encourage intellectual discourse / divergent thinking via a seminar approach.”

Over time, the SOCY and HISH course requirement was opened to any *approved* SOCY or HUMH class and the ENGH250 course dropped from the requirements. We cannot find precise dates these changes were made into policy, but the ‘checksheets’ from 2000 reflect this new understanding.

In ‘Phase two’ of the program, starting in about 2002, the course requirement was changed to two additional 200-level or above general education courses designated as Honors, which were to be taken during the student’s 2nd year.

In 2007, HNRS100, a 1-credit course that fulfills the FSUS100 requirement, was added. Thus, we arrive at the current situation, where students are currently required to take 10 credits of honors coursework:

- HNRS100 Introduction to Honors
- COMH121 Fundamentals of Public Speaking Honors
- two additional 200-level or above general education courses designated as Honors, taken during the student’s 2nd year

## Relative amount of honors coursework

In this section, we consider the total amount of course work, in terms of credit-hours, that students complete through the Honors program.

### Current situation at Ferris:

Students in the honors program are required to complete 10 credits of honors course work with a grade 'C' or better. Studying abroad is accepted as a single 3-credit honors course.

Because of the variation in the number of credits required at graduation between the majors, we will assume a BS in Biology as the 'standard' degree in comparison between universities.

A 4-year BS in Biology at Ferris currently requires 121 credits. Thus, students complete the honors program with 8% of course work in Honors.

### Guiding Principles

The mission statement, and the original charter from 1997, are silent on the topic of how many honors experiences a student ought to have before graduation.

The task force believes Honors students ought to be engaged in an honors-related experience each semester they are enrolled. In practice, this means at least one class per semester, with the possible exception of the first, when students would be taking HNRS100 and the last, when they would be completing their Honors senior symposium in conjunction with their departmental capstone. This must be done with out adding to the overall credits required for graduation and within the constraint that many of our students have prescribed course selection in their major or program.

The current Ferris Honors curriculum meets this criteria only for the first two years— and given the history presented above, and the 2-year PrePharm program that formed the core of the Honors program, appears to only have been conceived of as a two-year program from the beginning.

### Peer institutions

Given the variation in the number of credits needed for graduation here at Ferris and at our peer institutions, in order to make a meaningful comparison, we have arbitrarily chosen a BS in Biology as the baseline Bachelor's degree. In the table below, 'Credits for graduation' means credits required for a BS in Biology.

		credits for graduation	Minimum credits in Honors for graduation
<b>Ferris State University</b>	10	121	8%
<b>Austin Peay State University</b>	30	120	25%
<b>Clarion University of Pennsylvania</b>	21	120	18%
<b>Indiana University Purdue University Indianapolis</b>	18	124	15%
<b>Troy University</b>	varies	120	

	credits for graduation		Minimum credits in Honors for graduation
<b>University Central Missouri</b>	48	120	40%
<b>University Wisconsin Whitewater</b>	21	120	18%
<b>Weber State University</b>	24	120	20%
<b>Youngstown State University</b>	24	124	19%
<b>Cameron University</b>	24	124	19%
<b>Saginaw Valley State University</b>	15	124	12%
<b>University Southern Indiana</b>	21	120	18%
<b>University Wisconsin, Oshkosh</b>	24	120	20%
<b>University Wisconsin, Platteville</b>	24	120	20%
<b>University Wisconsin, River falls</b>	18	120	15%
<b>Western Michigan University</b>	18	122	15%
<b>Central Michigan University</b>	22	124	18%
<b>Grand Valley State University</b>	30	120	25%

The current Ferris Honors curriculum has the lowest number of required honors credits of any peer institution.

### National standards and expectations

NCHC Survey: percentage of undergraduate credits that are earned in honors courses: 22.2 for all NCHC members, 21.7 for all Honors programs and 21.5 for 4-year institutions.

The “Basic Characteristics of Fully Developed Honors Program” states “The program requirements constitute a substantial portion of the participants’ undergraduate work, typically 20% to 25% of the total course work and certainly no less than 15%.”

The current number of required honors courses at Ferris is significantly below the national average for similar institutions, and well below the minimum specified by our national organization.

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**Recommendation:** The current number of honors experiences required (10 credits) is close to sufficient for an Associates' degree program, but is not sufficient for a Bachelor's program when compared to our guiding principles, peers or national standards. The program must raise the number of honors experiences so that an Honors student is engaging with Honors in some curricular way each semester—20% of credits required for a given degree should be completed in Honors designated learning experiences. This entails 12 credits for a 60 credit Associate degree, and a minimum of 24 credits for a Bachelor Degree.

## Types of Honors experiences available

As we seek to extend the number of courses required to complete the Honors program in order to meet the recommendation of the previous section, we must consider the variety of kinds of honors experiences available to our students.

### Current situation at Ferris:

The Honors program currently offers one kind of Honors experience: general education courses restricted to Honors students. These courses are designated with the departmental prefix with an additional 'H' attached.<sup>4</sup>

### Guiding Principles

Our mission statement claims that we “provide intellectual challenges, resources and support” to our students.

More importantly, we believe that the current curriculum is too prescriptive and inflexible for the needs of our current student body, where only 1/3 of Honors students are in Pre-Pharm, and even those are no longer in a 2-year program. A number of students—notably in Education and specific programs in Engineering Technology—have no room in their schedules for Honors courses. A number of others are allowed only a single elective course during their undergraduate careers. And we currently have no curricular ability to handle experiential education.

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<sup>4</sup> Interestingly, there is a proposal from May 25, 1990 to create an Honors program within the College of Arts and Sciences that could offer four basic course types:

- Honors sections of regular courses
- Enriched options within regular courses
- Special Honors courses
- Honors projects

In making their recommendations, the committee relied on one of the classic works in the Honors community, Sam Schuman's *Beginning in Honors*, and hence, is consistent with the NCHC “Basic Characteristics of a Fully Developed Honors Program.”



Honors, as an ideal, ought to enhance a students’ interests. In the words of Frank Adyette, who started Honors programs in the US during the 1940s, “It is essentially a system for selecting the best and most ambitious students, prescribing for these students a more severe program than would be possible for the average, and allowing them freedom and opportunity to work out that program for themselves” (1944, p. 12). An excerpt of this classic text of this essay is included as an appendix.

The committee finds that the current Honors curriculum at Ferris could better instantiate the guiding principle of intellectual freedom and opportunity through a more diverse set of curricular offerings.

**Peer institutions**

While it is sometimes difficult to compare curricula across the institutional differences, our peers in honors fall into two basic categories: those with a specifically-designed honors ‘core’ designed to replace the University’s general education program (such as a year-long ‘great books’ program), and those without.

In this chart ‘contracts’ refers to the process by which a student may reach an agreement with a professor to take a non-Honors course for Honors credit. Our peer institutions that do not have a distinct Honors “core” includes:

<b>Bemidji State</b>	Honors core of 'approved courses' which are list of approved courses reviewed by honors council
<b>Clarion University of Pennsylvania</b>	All general ed replacement, but include Jr. and Sr. course work.
<b>Indiana University Purdue University Indianapolis</b>	Courses and contracts
<b>SUNY Canton - College of Technology</b>	Courses and contracts
<b>University Wisconsin Whitewater</b>	Courses and contracts
<b>Weber State University</b>	gen ed core courses, colloquia and senior thesis / project (54 students)
<b>Youngstown State University</b>	Courses and contracts
<b>Saginaw Valley State University</b>	Annual seminars
<b>University Southern Indiana</b>	Courses and contracts
<b>Utah Valley University</b>	Courses and contracts
<b>University Wisconsin, Stout</b>	Courses and contracts
<b>University Wisconsin, Oshkosh</b>	Courses and contracts
<b>University Wisconsin, Platteville</b>	Honors-designated general education courses

<b>University Wisconsin, River falls</b>	Courses and contracts
<b>Central Michigan University</b>	Honors-designated general education courses
<b>Grand Valley State University</b>	Sequences built from seminars and regular courses designated for those sequences.

Thus, six of the 16 surveyed (Bemidji State University, Clarion University, Weber State University, Saginaw Valley State University, University of Wisconsin, Platteville, and Central Michigan University) offer only one *kind* of Honors experience. And three of those (Clarion University, Weber State University and Saginaw Valley State University) depend on an institutional general education program that is significantly different from ours, so that adopting these models at Ferris would require additional coursework for graduation.

The other ten peer institutions offer their students a variety of honors experiences: from the simple distinction between restricted specialized honors ‘seminars’ or ‘colloquia’ at Grand Valley State University and Weber State University to the availability of Honors contracts at the other eight institutions.

The only peer institution that has offers a single type of curricular experience to Honors students is Bemidji State University, and then their classes are not restricted to Honors students.

We are alone in constructing a curriculum where courses are scheduled Honors curricular experiences in only the first two years.

### **National standards and expectations**

The “Basic Characteristics of a Fully Developed Honors Program” states:

The honors curriculum, established in harmony with the mission statement, meets the needs of the students in the program and features special courses, seminars, colloquia, experiential learning opportunities, undergraduate research opportunities, or other independent-study options.

It also specifies that “The curriculum of the program is designed so that honors requirements can, when appropriate, also satisfy general education requirements, major or disciplinary requirements, and preprofessional or professional training requirements.”

The NCHC conducted a national survey in spring of 2013 of institutional characteristics of its membership. The results of this survey is attached to this document as an appendix.

The survey had 890 respondents, 140 of which were Honors colleges, 750 were Honors Programs and 573 of those were at 4-year institutions. Thus, our program is part of the dominant population of these respondents.

Institutions were asked whether or not they offered different kinds of honors experiences to their students, and the results are tabulated below.

	All	All programs	4-year	FERRIS
<b>Contracts</b>	60.00%	59.60%	58.30%	NO
<b>Separate courses</b>	87.40%	86.60%	89.40%	YES
<b>Interdisciplinary</b>	73.80%	72.70%	77.20%	NO
<b>General education courses</b>	92.60%	92.50%	92.10%	YES
<b>Thesis</b>	50.20%	50.10%	59.10%	NO
<b>Capstone</b>	44.00%	42.60%	46.00%	YES
<b>Study Abroad</b>	43.70%	39.40%	44.40%	YES
<b>Experiential education</b>	41.10%	39.10%	39.10%	NO

More than half of our peers offer Honors contracts as a potential honors experience, and more than 3/4s offer interdisciplinary courses.

While our system of offering separate courses in general education is common across the field, it is very uncommon to offer *only* those types of experiences.

**!**

**Recommendation:** The current variety of Honors experiences is limited when compared to our guiding principles, our peers, or the national standards. The Honors program should offer more types of honors experiences, distinguishing between regular courses offered as Honors, specifically designed Honors seminars, Honors independent studies and Honors contracts.<sup>5</sup> To be a considered a fully developed Honors program at a 4-year institution, it must begin offering Honors experiences throughout the entire career of the Honors student.<sup>6</sup>

### Distinguishing characteristics of honors experiences

As the Honors Program has a distinct purpose and a distinct set of objectives, Honors courses ought to reflect that purpose and those objectives.

### Current situation at Ferris

The course criteria from the founding of the program in 1997, along with those included in the APR report of 2009 and the 2012 the 'Curricular Rubric and Outcomes' document mentioned above are included in the Appendix.

<sup>5</sup> We also believe this proposal will satisfy the 2009 APR recommendation to “develop a mechanism so that Honors students can create individualized learning contacts with personalized goals.”

<sup>6</sup> Students who remain in Honors while enrolled in the Michigan College of Optometry or the College of Pharmacy will be able to count one graduate course per semester as an Honors experience.

The status of this process is unclear.

### Guiding Principles

The task force determined that while existing Honors students are excellent at memorization and textbook learning, and exhibit an admirably narrow focus and drive for expertise and certification; they lack a spirit of intellectual adventurousness, including a relative deficiency in intellectual autonomy in comparison to their expertise in their fields. That deficiency may take many forms, but was noted in respect to critical thinking, creativity, independence of research, breadth of knowledge and intellectual well-roundedness, and allowing themselves to get ‘outside their comfort zones.’

We have no quantitative data to support these concerns, as we are not an assessment committee. The core value of Honors—going back to Frank Adyелotte—is intellectual autonomy. While our current course criteria document includes autonomous learning as a key outcome, it is at odds with the APR’s clear directive that the course outcomes are the sole domain of the department offering the course.

Thus, the ideal value of intellectual autonomy is not characterized well in our course criteria documentation and requires revision.

As Honors is an enhancement to the students’ collegiate experience, it is far better to talk in terms of dispositions cultivated by Honors courses and enriching activities typically included in Honors experiences.

### Peer Institutions

It is difficult to find course criteria from peer institutions. Iowa State, which is similar to us in a number of ways, is kind enough to make their document available for review, but it is not a formal statement of course criteria like that expected by the APR in 2009 and the ‘Rubric and Outcomes’ document of 2012. We have found a few documents, and have reviewed University of Missouri, Wichita State, and Louisiana State University. It should be noted that ALL of these course criteria pertain to Honors Seminars, not Honors sections.

<b>Iowa State</b>	<a href="http://www.honors.iastate.edu/faculty/includes/seminarProposalGuidelinesF13.doc">http://www.honors.iastate.edu/faculty/includes/seminarProposalGuidelinesF13.doc</a>
<b>University of Missouri</b>	<a href="http://honors.missouri.edu/faculty/course_criteria.php">http://honors.missouri.edu/faculty/course_criteria.php</a>
<b>Wichita State</b>	<a href="http://webs.wichita.edu/?u=honors&amp;p=HNRS_Course_Criteria/">http://webs.wichita.edu/?u=honors&amp;p=HNRS_Course_Criteria/</a>
<b>LSU</b>	<a href="https://www.honors.lsu.edu/faculty/teach-honors-courses/guidelines">https://www.honors.lsu.edu/faculty/teach-honors-courses/guidelines</a>

Only LSU includes the language of ‘outcomes’ and even those are not required of all students. It is far more common to see criteria that would allow experimentation and innovation, with the ultimate goal of cultivating intellectual autonomy.

### National Standards and Expectations

As mentioned in the 'problem' section, the NCHC has adopted a definition of Honors Education that specifies that Honors learning experiences ought to be "measurably broader, deeper, or more complex than comparable learning experiences typically found at institutions of higher education." It goes on to specify a "distinctive learner-directed environment and philosophy."

In addition, the NCHC provides a document on course design, which is included in the appendix.

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**Recommendation:** While the spirit of the 2012 document is in line with our guiding principles, and the practice at peer institutions and the NCHC, the implementation in terms solely of 'outcomes' causes logistic problems with other directives. As 'outcomes' are usually specific to a particular course or major, a new Honors course criteria document should be created in which the honors experience is described in terms of dispositions and 'competencies' rather than 'outcomes' to remove any confusion.

## Course and Faculty development

The course criteria included in the APR report of 2009 as well as the 'Curricular Rubric and Outcomes' documents are included in the Appendix.

### Current situation at Ferris

There is currently no 'Honors program faculty' designation available to faculty who have taught in the program, and there is no way for faculty who do not teach general education courses to become involved if they are interested. Faculty are assigned by department heads or chairs in consultation with the Honors Director, but there is no formal commitment or agreement for any given faculty between the departments and the Honors program.

The historical record available does not show if this was ever considered as a possibility, or by what process faculty were selected. But it is clear that it was a subject of concern to the APR committee in 2009.

### Guiding Principles

Course selection and development should be a collaborative process between the Director, Department Chair and Faculty member teaching the course, as it has been.

To increase transparency and a sense of 'ownership' of the program, the Honors program should be governed primarily by the faculty who teach Honors courses and supervise Honors projects. Course design and development ought to be overseen by a committee of faculty, not a single Director; but at the same time, the Director ought to be responsible for the overarching values, outcomes and direction of the curriculum.

### Peer Institutions

While the method of designation may vary, all our peer institutions have some set of designated 'Honors Faculty.' While it is clear that faculty designation depends on the intricacies

of a particular institution, the lack of such a designation is out of step with standard practices among our peers.

We considered different faculty support models considered from Marshall University, Ball State, University of Central Arkansas, Westminster College, GVSU and CMU. Marshall has a competitive 2-year 'faculty fellow' model, Ball State, GVSU and Westminster College appoint faculty half in Honors and half in their home department, and the University of Central Arkansas has full tenure-track lines in Honors. None of these models seem viable at Ferris. Thus, only CMU serves as a potential model for Honors Program Faculty. Their policy is included in the appendix.

### National Standards and Expectations

The NCHC is relatively silent on the topic of course selection, except that the "Basic Characteristics of a Fully Developed Honors Program" states:

"The criteria for selection of honors faculty include exceptional teaching skills, the ability to provide intellectual leadership and mentoring for able students, and support for the mission of honors education"

It also specifies the need for a standing committee or council of faculty to help make decisions regarding this process:

"The program has a standing committee or council of faculty members that works with the director or other administrative officer and is involved in honors curriculum, governance, policy, development, and evaluation deliberations. The composition of that group represents the colleges and/or departments served by the program and also elicits support for the program from across the campus."

The NCHC's 2013 survey of member institutional characteristics asked questions about faculty support as well:

	All	All programs	4-year	FERRIS
<b>Faculty report to Honors</b>	20.00%	17.00%	18.00%	NO
<b>Faculty do not report to honors, but are assigned to teach on a regular, recurring basis</b>	72.60%	71.90%	70.60%	NO
<b>Faculty can receive tenure in Honors</b>	3.20%	1.90%	2.30%	NO

Our current system<sup>7</sup> is opaque and inconsistent with practices at our peer institutions or national standards.

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<sup>7</sup> The situation at Ferris described previously does not allow the Honors program to be involved in the assignment of faculty on a "regular, recurring basis." Faculty who teach in the program regularly do so at the pleasure of their department chair or head.

**Recommendation:** The lack of a formalized designation of faculty as 'Honors Program Faculty' creates confusion, reduces the possibility of faculty governance and ownership of the curriculum and is inconsistent with current practices at our peer institutions and the national standards set by the NCHC. Thus, using Central Michigan University's policy as a model, the Honors Program ought to designate some faculty as 'Honors Program Faculty' through the review and recommendations of a faculty committee. These faculty would then form the basis of faculty governance for the Honors Program curriculum in the future.

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## Summary of Recommendations

The existing Honors curriculum is insufficient with respect to both the number and variety of possible ways of earning Honors credit when compared to national standards, peer institutions and our own aspirations. Further, the method of identifying courses and faculty as Honors experiences requires revision to enhance both transparency and faculty governance of the Honors Program.

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We thereby recommend that the Honors program:

1. Create an Honors Curriculum Committee, duties as specified in the attached document.
2. Increase the variety of ways to earn Honors experience credit by:
  - 2.1. Distinguishing between:
    - 2.1.1. 'Honors Seminars', experimental, special topics and/or interdisciplinary courses that will be prefixed with 'HNRS' and offered initially only to Honors students. These courses will have their own unique objectives and assessments, and hence, require special curricular process of the Honors Curriculum Committee and construct a process of other 'special topics' courses.
    - 2.1.2. Special Topics in Honors (HNRSX90) to the curriculum.
    - 2.1.3. Honors Independent Study (HNRSX97) to the curriculum.
    - 2.1.4. 'Honors-enriched sections', sections of regular courses that have already been approved by the curricular process.
      - 2.1.4.1. Honors sections are designated by attribute and title and shall not be restricted to Honors students.
      - 2.1.4.2. Honors sections do not have objectives and assessments beyond that for the equivalent non-honors course, but differ with respect to the approach to the material, as specified in the course criteria document.
      - 2.1.4.3. Honors sections are approved by action of the Honors Curriculum Committee according to the guidelines included herein.
      - 2.1.4.4. Once approved by the Honors Curriculum Committee, Honors sections and faculty are assigned by the Department Chair in collaboration with the Honors Director.
    - 2.1.5. Introduce the practice of an 'Honors Contract', whereby an individual student or group of students may contract with an individual professor to complete an additional project in a regular course. (See attached document)
      - 2.1.5.1. Formalize a method for Honors Projects, which will link together a series of contracts over a number semesters, thus providing a path for the development of competencies in research or professional development.



- 2.1.5.2. Honors Contracts are reviewed by the Honors Student Council and approved by the Director.
- 2.1.5.3. Honors Projects are approved by the Honors Curriculum Committee, and are considered 'standing opportunities' and are listed on the Honors Program website and in the student handbook.
- 2.1.5.4. Honors students enrolled in graduate programs may count one of their graduate courses per semester as an Honors experience without any additional projects.
- 2.1.6. Formally recognize study abroad as a method of earning Honors credit.
- 2.1.7. Introduce Honors Independent Study (HNRS297 & HNRS397) and Honors Symposium Project (HNRS497) to the curriculum.
- 3. Increase the number of credits required to graduate from the Honors Program to 20% of credits required for that degree. For transfer students, we will accept honors course work done at other institutions. Distribute Honors experiences over the entirety of the students' college career and include a variety of kinds of Honors experience credit according to the chart included below.
  - 3.1. Revise the admissions policy for transfer students in accordance with this new policy.
- 4. Adopt the 'Honors Experience Guidelines' attached as the criteria for designating Honors seminars or sections. The Honors Curriculum Committee will be tasked with soliciting and approving proposed seminars and sections.
- 5. To establish faculty governance of the curriculum of the Honors Program, the Honors Curriculum Committee will designate select faculty as 'Honors Program Faculty' for three year terms according to the policy included herein.
- 6. Increase the budget line for Honors faculty by \$30,375 to provide small remuneration for the supervision of Honors contracts, overload pay for Honors independent studies and Honors seminars, and faculty development, including conference fees and travel to MEHA and NCHC.
  - 6.1. Total of \$25,300 for Honors Contracts and Honors seminars
    - 6.1.1. \$50 / contract, 100 students per semester = \$10,000 annually.
    - 6.1.2. four sections of Honors Seminars annually at \$3,825 per section (faculty overload rate) = \$15,300
  - 6.2. Total of \$5,075 for Faculty development
    - 6.2.1.1. NCHC Registration for faculty (1 annually): \$375
    - 6.2.1.2. MEHA Registration for faculty (5 annually): \$140
    - 6.2.1.3. Travel for conferences: \$4,000

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## Attached Proposals

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**!****Honors Curriculum Committee**

The Honors Curriculum Committee screens proposals for additions and revisions to the curricular components of the honors experience to ensure that they conform to the honors experience guidelines. It also evaluates applications from faculty to be designated 'Honors Program Faculty' and determines continuation and discontinuation of that designation. The committee shall consist of five Honors Program Faculty and one representative of Honors Student Council. The faculty should represent the five undergraduate colleges. The Director of the Honors Program serves *ex officio*.

**!**

**!****Honors Curriculum**

After considering the peer institutions discussed above, we reviewed varieties of Honors experiences available at Virginia Tech and Iowa State as our primary models. We therefore propose that the Honors curriculum be extended to 24 credits, or 20% of credit-hours earned at Ferris. In order to reach 24 credits, we expect students to complete multiple Honors contracts in their 3rd and 4th years.

The table below specifies 22 credits as the basic model. When the senior capstone is offered in all majors, consistent with the general education program adopted in Spring 2014, the Honors senior symposium will be explicitly tied to the capstone, making at least 3 credits of 'Independent Research' count as an Honors experience. The total will then be 25 credits, greater than 20% of the 121 credits required for most Bachelor degrees.

**!**

## Honors curriculum

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The Honors curriculum at Ferris State University has four parts:

- Honors Introductory Experience
- Honors Coursework
- Individualized Learning
- Senior Symposium

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All students starting at Ferris as a first year in Honors (i.e. 'FTIAC') must earn credit in each of the four parts of the honors curriculum for a total of 20% of the credits taken at Ferris. Students who join the Honors program after starting college will be excused from the 'Honors Introductory Experience' requirement.

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<b>Honors Curriculum for Associate's degree</b>		
		<b>Credits</b>
<b>Honors Introductory Experience</b>		<b>4</b>
<i>All FTIACS must take both</i>		
First year seminar	HNRS 100	1
Communication component	Honors sections of COMM121, 221 or ENGL 250*	3
<b>Honors Coursework</b>		<b>minimum of 6</b>
<i>Students choose at least 2 courses.</i>		
General education	Honors-Enriched sections of C, S, Z courses*	3
Introductory courses	Non-General Education sections of 'core' courses in the major (i.e. 'Intro to ____')*	3
Honors special topics seminars	HNRS X90**	3
<b>Total (FTIACS)</b>		<b>10</b>
<b>Total (Non-FTIACS)</b>	<b>20% of credit-hours earned at Ferris</b>	

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<b>Honors Curriculum for Bachelor's degree</b>		<b>Credits</b>
<b>Honors Introductory Experience</b> <i>All FTIACS must take both</i>		<b>4</b>
First year seminar	HNRS 100	1
Communication component	Honors sections of COMM121, 221 or ENGL 250*	3
<b>Honors Coursework</b> <i>Students choose at least 2 courses.</i>		<b>minimum of 6</b>
General education	Honors-Enriched sections of C, S, Z courses*	3
Introductory courses	Non-General Education sections of 'core' courses in the major (i.e. 'Intro to ____')*	3
Honors special topics seminars	HNRS X90**	3
<b>Individualized Learning</b> <i>Student choose from a variety of options:</i>		<b>6-12, minimum of 6 at 300-level or above</b>
Honors Independent Study	HNRS X97**	3
Honors Contracts		1-6
<ul style="list-style-type: none"> <li>• Internships</li> <li>• Clinicals</li> <li>• Student Teaching</li> <li>• Travel Courses</li> <li>• Experiential Learning</li> <li>• Academic Service-Learning</li> <li>• Non-Honors courses taken for Honors credit</li> <li>• For students enrolled in graduate study, one course per semester will count as an Honors experience.</li> <li>• Pre-approved Honors Projects are standing opportunities that the Honors Program and Faculty agree to offer annually. (such as participation on the CET's tech teams)</li> </ul>		
<p>Honors Contracts must relate to one of the Honors Program's core values. No more than 6 credits may be earned in any one core value category. Students and faculty agree which category the contract exemplifies, at the time of submission.</p>		

<ul style="list-style-type: none"> <li>• Community Engagement (Service) [e.g. An additional Service-Learning project related to the content area of the course]</li> <li>• Leadership [e.g. a special project connected to an RSO or being the leader on a class-based project]</li> <li>• Global and Local Citizenship [including study abroad]</li> <li>• Critical Thinking, Analytic Reading and Research</li> <li>• Creative Arts</li> </ul>		
<b>Independent Research</b> <i>All students must participate in the Senior Symposium in final semester</i>		<b>0***</b>
	Linked to Senior Capstone	
<b>Total (FTIACS)</b>		<b>22</b>
<b>Total (Non-FTIACS)</b>	<b>20% of credit-hours earned at Ferris</b>	

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\* Pending Honors CC approval

\*\* Pending UCC approval of new course

\*\*\* The addition of the senior capstone to general education will increase this category to 3 credits.

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## Types of Honors Experiences Available

There are five types of curricular Honors experiences available to Honors students at Ferris State University: Honors Seminars, Honors Independent Studies, Honors-Enriched Sections, Honors Contracts and the Honors Senior Symposium.<sup>8</sup>

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1. **Honors Seminars** are courses specifically designed for Honors students. They should serve as a pedagogical laboratory for faculty interested in exploring new topics, interdisciplinary studies or new approaches to teaching and learning. Honors Seminars emphasize autonomous learning and interdisciplinarity, pursuant to the Honors Experience Guidelines. The small class size (23) allows for the faculty member to engage more deliberately with the independent work the students pursue. Honors seminars are designated with the prefix 'HNRS'.
  1. Honors Seminars are initially designated as 'Honors Special Topics' and are designated as HNRS X90.
  2. Honors Seminars are taught by Honors Program Faculty
  3. Honors Seminars are approved by the Honors Curriculum Committee to be taught twice in a two-year period. They should meet General Education criteria, probably 'C' and 'S'.
  4. Faculty may propose an Honors Seminar to the Honors Curriculum Committee through a process yet to be determined by that group once it is formed.
  5. After being taught twice, they can be approved by the UCC as either a standing HNRS class, at which point they will be given an HNRS number, or turned into a departmental course at the discretion of the faculty member or members who proposed the course in consultation with the Honors Director.
2. **Honors Independent Study** are independent study classes done for Honors credit. They are offered as HNRS X97.
3. **Honors-Enriched Sections** are courses in the regular curriculum that offer students enriched opportunities for more in-depth or hands-on autonomous learning, consistent with the Honors Experience Guidelines, but cover the same content and reach the same learning outcomes as their Honors-enriched counterparts. Honors-Enriched Sections maintain their disciplinary prefix, and are designated by a searchable attribute in Banner, as well as the section title (as is the practice for FSUS sections). They are not restricted to Honors students, but all students who enroll are expected to complete the enriching aspects of the course.

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<sup>8</sup> This distinction follows familiar practices at other institutions, and is noted in Sam Schuman's NCHC monograph *Beginning in Honors*, p. 33-35.

1. Honors-enriched sections are proposed by the Department Chair and the Honors Director jointly, and are approved by the Honors Curriculum committee.
2. Faculty interested in teaching an Honors-enriched section of an existing course should contact their departmental chair.
3. A list of Honors-enriched sections will be made available every semester by the Honors office prior to registration, and Honors-enriched sections will be made a searchable field in MyFSU.
4. The **Honors Contract** allows for an Honors student in good standing to enrich an undergraduate non-Honors classes for Honors credit, provided that he or she complete an additional project that demonstrates autonomous learning on the subject matter of the course, pursuant to the Honors Experience Guidelines. Contracts are agreed upon by the student (or group of students) and the faculty member teaching that course. Every faculty member has the right to refuse an Honors contract for his or her course.
  1. The Honors Program approves the contracts after consultation with the Honors Student Council and Honors Curriculum Committee and keeps a record of all contracts and completed projects.
  2. At the end of the time specified in the Honors contract, the faculty member will notify the Honors Program office of a satisfactory or unsatisfactory completion.
  3. If the contract was completed satisfactorily, as determined by the faculty member, a notation is made on the student's academic transcript that the course was taken for Honors credit.
  4. Interested professors should provide supplemental reading lists or add 'Honors students interested in taking this class for Honors credit, please talk to me..' clauses on their syllabi.
  5. One course completed at the graduate level per semester can count as an Honors contract without additional project.
  6. A 'Honors Project' is an Honors Contract that is initiated by the faculty member. These often connect a series of structured learning experiences together: for example, a professor may wish to have a student work in his or her lab over a number of semesters leading to full collaboration on a research project; or a professor who is also the supervisor of a tech team (such as the Human-powered vehicle team or Rube Goldberg team) may wish to connect coursework over a number of semesters to activity on those teams.
    1. Faculty leaders of Honors Projects are Honors Program Faculty.
    2. These Honors Projects are considered 'standing' opportunities, once approved by the Honors curriculum committee, they are listed as opportunities on the Honors website and can be included in marketing material.

5. **Honors Senior Symposium Project** - Honors students are expected to complete their Senior Capstone experience in connection with the Honors Senior Symposium.

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## Honors Contract<sup>9</sup>

### Ferris State University Honors Program

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The Honors Contract is designed to allow an Honors student in good standing to enrich an undergraduate non-Honors classes for Honors credit, provided that he or she complete an additional project that demonstrates autonomous learning on the subject matter of the course. Contracts ought to require competence or mastery of a specific subject areas or technique, rather than specific amount of time spent on a project.

The nature and scope of the additional Honors coursework must be agreed upon by both the student(s) and the faculty member teaching the course prior to the end of the 3rd week of the semester in Fall and Spring and the 1st week during the Summer. This agreement must be approved by the Honors Program, after the recommendation of the HSC. It is important that both the student and the faculty member be able to articulate how the agreed upon coursework allows the student to learn autonomously, ask penetrating questions and communicate effectively according to disciplinary and professional standards.

The additional coursework completed counts only for Honors credit, and must not affect the grade in the course. The student must earn a 'B' or better in the course to get the Honors credit.

The student completes all the regular coursework for the class and is graded by the instructor as any other student would be graded. What the 'Honors Contract' designation means is simply that the student has set up a faculty approved extra project to independently pursue under faculty supervision. At the end of the course, the faculty member comments on the student's project, and simply approves it as successful or not according to the criteria established at the start of the project. The faculty member then notifies the Honors program office of that fact. A form will be provided to the faculty member for reporting once the project is approved by the Honors program office.

Examples of additional coursework include:

- An independent research paper on a topic related to the course, or an application of the topic of the course to a new area.
- Additional research topic that extends or applies the content of the course to a new problem, along with an oral presentation.
- Creative projects, such as an additional music composition or art piece.
- An additional service-learning project designed and carried out by the student.

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<sup>9</sup> In constructing proposed contract attached, we reviewed sample contracts from Virginia Tech, Penn State, Michigan Tech, Tennessee Tech, Ohio State, Lake Superior State University, Drexel University, Wayne State, Michigan State, University of Georgia, University of Michigan - Flint, and Indiana University-Purdue University - Fort Wayne.

The Faculty member should give the student an informal midterm evaluation and inform the Honors Program if the student does not appear to be on track to successful completion.

The Honors Contract project cannot be extended beyond the regular session dates of the class. The student must complete the project by the end of the class.

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### Information for the student:

**Individual or Group:** Honors contracts can be completed by an individual or a group of Honors students: it depends on the project chosen, and the willingness of the faculty member to supervise.

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**Autonomy:** To be an Honors contract project, your project needs to be *your* project. It ought to be a project done to satisfy your interests and enthusiasm for a topic. You must work with your professor to structure the project to meet the standards of competence for your discipline, but you are ultimately responsible for creating and developing the concept of this project.

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**Take a risk:** We hear again and again from employers and graduate and professional school admissions counselors that they prefer students who are willing to experiment, and have demonstrated that in their choices. Having a particular project fail is not a 'failure' - as all good scientists and engineers know - it is just another experiment from which you can learn. Honors Contracts are your 'safe' time to experiment. If you do not complete the project or your project is deemed unsatisfactory by your professor, your grade in the course is safe, you just won't earn Honors credit. So try something new. Explore a topic you have never had the opportunity to explore before.

!

**Think Critically:** Reflect carefully before you decide what to do for your project, and reflect carefully throughout your project. Maintain an open mind but inform yourself as much as possible. Use credible sources (and learn to judge the credibility of those sources). Learn to ask good questions, draw conclusions, formulate plausible hypotheses and plan experiments. Finally, integrate all that you have learned before executing your plan or writing your paper.

!

**Credit:** For this course to count as Honors, you must earn at least a 'B' or better in the course. Once you have completed this form and attached all requisite supporting materials, submit the packet to the Honors Program Office.

!

At the end of the semester, please submit a copy of the final product of the project (whatever that may be) to the Honors Program Office for archiving.

!

**Information for the faculty member:****!**

**Independence:** The Honors Contract project ought to be the student's; therefore, it ought to reflect his or her (or their) genuine interests. It is the student's responsibility to create and develop the concept of the project, but your responsibility to advise, help the student refine, and ultimately prepare the project for presentation according to your disciplinary standards.

**!**

**Grading:** The project is considered as 'additional' coursework to earn the Honors designation. Therefore, the merit of the project and/or the timeliness of its completion must not affect the student's grade in the course in any fashion. At the end of the semester, we will ask you whether the project succeeded or failed. If you have any qualitative feedback you produced for the benefit of the student, we would like to keep that on file; but it is not necessary for credit.

**!**

**Get creative:** Honors courses, and Honors Contracts, are intended to be a pedagogical laboratory. Work with the student(s) to try something you have always wanted to try, and if it works, use the experience to develop your regular courses.

**!**

**What to learn, not how to learn:** It is a long tradition in Honors to emphasize the product, rather than try to prescribe a particular learning process. In this project, the student should be free from work designed to instill one particular style of learning and allowed to explore their preferred method of learning, or try a new one. While you must engage with your student(s), allow him or her to take risks, try new things, and explore a topic of interest on his or her own.

**!**

**Projects:** Honors Contracts that work well tend to be project-based or directed at solving a particular problem. These can be individual or group-based projects, but the Honors student ought to demonstrate 'ownership' of the project and a commitment to its completion.

**!**

If you have any questions, please contact Dr. Peter Bradley, Director of the Honors Program at [peterbradley@ferris.edu](mailto:peterbradley@ferris.edu) or x2803.

**!**

## Faculty - Student Agreement

### Honors Contract in a Non-Honors Course

*Due by the end of the 3rd week of classes (Fall / Spring)*

*Due by the end of the 1st week of classes in Summer.*

Students may seek the permission of a faculty member to undertake additional work in an undergraduate course or above in order to receive Honors credit for that class. The purpose of this agreement is to allow the student and the faculty member to clarify exactly what will be expected of that student in the completion of this additional coursework.

Honors Contracts allow students to learn autonomously about a topic of interest that is related to the main topic of the course. It is also an excellent way to establish relationships between faculty and students, which may develop into research, project or thesis supervision in the future. Therefore, Honors Contracts should be exercised in classes that relate to the student's authentic interests.

It is the responsibility of the student to create and develop the concept of the project that will be pursued for Honors credit. The faculty member serves as an advisor, consultant and evaluator of the project. This proposal will be evaluated by the Honors Program Office in consultation with the Academic Affairs Committee of the Honors Student Association.

**!**

Individual Project                       Group Project

Name of project: \_\_\_\_\_

Student's Name: \_\_\_\_\_ Student Email: \_\_\_\_\_

Faculty member's Name: \_\_\_\_\_

Faculty member's department: \_\_\_\_\_

Course Prefix: \_\_\_\_\_ Number: \_\_\_\_\_

Course Name: \_\_\_\_\_

Semester / Year: \_\_\_\_\_

- Attach a typed proposal (250 words) explaining the additional project you are proposing for Honors Contract and why this project meets the criteria for Honors listed above.
- Sign this form and obtain the professor's approval
- Submit to Honors program office by the day specified in the header.

I agree to the terms of the Honors Contract Proposal as outlined in the materials above:

Student signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty signature \_\_\_\_\_ Date \_\_\_\_\_

Honors Program approved \_\_\_\_\_ Date \_\_\_\_\_

## Honors Experience Guidelines

After considering the peer institutions discussed above, we reviewed varieties of honors experiences available at Virginia Tech and Iowa State as our primary models. We therefore propose the following Honors Experience Guidelines, to be used by the Honors Curriculum Committee in the designation of Honors sections and Honors seminars.

The NCHC's Assessment and Evaluation Committee produces a handbook titled *A Practical Handbook for Honors Program and Honors College Evaluation and Assessment*. As they say "In order to develop SLOs [Student Learning Outcomes] for an honors program, we need to remember that we are identifying overarching concepts that span several courses not individual course objectives" (p. 74). The following document follows in that tradition, separating the overarching objectives of the program from the objectives of any particular course.

!



*Consequently when one faces the problem of providing a more severe course of instruction for our abler students, one sees immediately that it is not sufficient merely to provide more of the same kind of work. The work must be different; it must not only be harder but must also offer more freedom and responsibility, more scope for the development of intellectual independence and initiative. - Frank Aydelotte, Breaking the Academic Lockstep 1944*

!

## **Honors Experience Guidelines**

The Honors Program at Ferris State seeks to provide its students with enhanced intellectual challenges and opportunities so that they can develop intellectual autonomy. An Honors experience is not just a standard collegiate experience with more of the same kind of work, or the same work completed in a shorter sense. Honors experiences are not be 'harder' than non-honors courses in this sense.

Honors experiences offer the student more freedom and responsibility in both the construction and execution of their learning. Students are expected to take responsibility for their own learning through independent and project-based learning rooted in real world issues. Students are expected to seek out the necessary resources for these projects, including where appropriate, faculty supervision outside the classroom.

Consistent with the National Collegiate Honors Council statement on Honors course design, the program offers courses delivered by the participating colleges, where students are encouraged to develop intellectual autonomy by

- exercising their own initiative in identifying what and how they learn,
- demonstrating leadership for the public good considered at both the local and global level,
- interacting with the faculty members beyond the limitations of formal in-class instruction,
- writing and thinking clearly,
- analyzing and synthesizing works of cultural significance,
- thinking and reading critically,
- appreciating creative expression,
- developing empathy,

through enriching activities such as, but not limited to:

- academic service learning,
- engaging with cultural events that expand the students' cultural or ethical horizons by exposing them to ideas, traditions or values with which they are unfamiliar,
- competing in intercollegiate academic competitions, such as the engineering competitions or debate team,

- researching independently appropriate to the discipline,
- analyzing cultural artifacts independently or as a group,
- engaging with primary sources appropriate to the discipline,
- participating in experimental or innovative pedagogies,
- expressing oneself creatively,
- immersing in an unfamiliar community through travel or other community-based education (i.e. study abroad / place as text).

In addition to content-specific, knowledge-based learning outcomes required for the disciplinary standards, the following competencies may be appropriate for an Honors course.

Upon completion of an Honors experience, an Honors student should be able to:

- engage with challenging primary sources appropriate to the academic discipline and level,
- articulate areas or topics for further work in the topic area or discipline,
- show improvement in analytic writing and discussion, critical thinking and reading,
- demonstrate improvement in intergenerational and global cultural competency and appreciation of creative expression,
- take more responsibility for his or her own learning.

Each Honors experience points towards the objectives of the Honors Program as a whole.

Upon completion of the Honors Program, an Honors graduate should be able to:

- Produce a work appropriate to the discipline independently or in collaboration with peers that demonstrates intellectual autonomy, and whose significance, quality and depth of study testifies to independent, critical or creative thinking.
- Exercise initiative to identify, pose and solve problems using multiple modes of inquiry and research, as appropriate to the professional and disciplinary standards.
- Write analytically, think critically and participate responsibly in the public and academic discourse.
- Engage culturally with both a global and intergenerational community.
- Reflect on his or her practice of authentic leadership, and understand how he or she can best contribute to organizational goals.

!

## Honors Program Faculty

### Benefits to Honors Program Faculty:

The primary benefit of being a member of the Honors Program Faculty is the opportunity to work with and mentor highly able and motivated students. In support of the activities of Honors Program Faculty, several resources and incentives are provided to the faculty and their departments:

- Opportunities to supervise independent work of Honors students, including Honors Contracts, Honors Projects and Honors Senior Symposium Projects
- Opportunities to involve Honors students in academic research through Honors projects,
- Opportunities to develop and offer new Honors courses not currently offered at Ferris, including interdisciplinary special topics courses,
- Opportunities to engage socially with other Honors Program Faculty and their students, as well as other Honors faculty
- Opportunities to engage with Honors Faculty both regionally and nationally through the Honors associations of which Ferris is a member,
- Special invitations to Honors sponsored events,
- Special invitations to Honors professional training opportunities.

Upon request, the Honors Program will submit letters of support on behalf of Honors Program faculty and recommendation to document Honors teaching and involvement in Honors related professional development activities for reappointment, tenure, and promotion purposes.

!

### Rationale for Honors Program Faculty Member designation:

Consistent with practices at peer institutions and standards and expectations set by the National Collegiate Honors Council, the designation of an 'Honors Program Faculty Member' recognizes the additional service given to the university by faculty who teach Honors seminars, sections or supervise Honors contracts. Faculty so designated will be recognized at one of the biannual Honors awards dinner, and listed on the Honors Program web page.

This designation provides guidance to the University community: it helps department chairs when assigning Honors sections; assists students in identifying faculty willing and able to supervise Honors contracts; and provides a group of faculty able to participate in the shared governance of the Honors program including the Honors Curriculum Committee, Honors Council and the mandated Program Review Panels during periodic Academic Program Review.

!

### Becoming an Honors Program Faculty Member

To become an Honors Program Faculty Member, a member of the Ferris faculty must become involved with the Honors Program by teaching an Honors section or supervising an Honors contract. Following a successful experience, the Department Chair and Director of Honors may nominate that individual for Honors Program Faculty status in the subsequent academic year.

!

### **Responsibilities of an Honors Program Faculty Member:**

All active Honors Program Faculty are expected to maintain annual involvement with Honors Program activities including any one of the following:

- Teaching an Honors course: either an Honors seminar or an Honors-enriched section of a regular course,
- Supervising an Honors Senior Symposium Project or other undergraduate research with an Honors Student,
- Supervising an Honors Contract or Honors Project,
- Attending an Honors professional development activity,
- Participating in an extracurricular activity with Honors students.

!

Procedure for designation as Honors Program Faculty members:

1. Membership in the Honors Program Faculty shall be conferred using the following criteria:

1.1. Criteria for recommendation for appointment to Honors Program Faculty Member Status.

1.1.1. The Director of Honors collaborating with Department Chairs, shall annually recommend faculty for appointment to Honors Program Faculty status.

1.1.2. To be recommended for Honors Program Faculty Membership, the candidate must be a member of the Ferris faculty with a Doctorate or terminal degree in the field, consistent with the Graduate Faculty requirements included in the Policy for Developing Graduate Programs.

1.1.3. Have recommendation of Department Chair, and understanding of and commitment to criteria for Honors courses as specified in Honors Program Faculty handbook.

1.1.4. Have a demonstrated ability, experience, and/or written plan for the use of innovative teaching methodologies beyond traditional lecture formats.

1.2. Appointment

1.2.1. Faculty who have been recommended as Honors Program Faculty must complete an application prior to appointment.

- 1.2.1.1. Recommendations may come from department chairs, The Honors Program Director, or Honors Student Council; but joint recommendations from department chairs and the Director of Honors shall be made annually.
- 1.2.1.2. Faculty members who are recommended will be contacted by the Honors Program and encouraged to apply.
- 1.2.2. Procedures for Application
  - 1.2.2.1. Individual faculty shall apply for Honors Program Faculty through a form to made available by the Honors Program.
  - 1.2.2.2. Applications will require specific details of proposed involvement with the Honors program, including any proposed Honors courses or Honors Project opportunities.
- 1.2.3. The Honors Curriculum Committee reviews all applications and makes recommendations to the Director for appointment, who shall notify applicants and Department Chairs of the outcome.
- 1.3. Privileges and Responsibilities
  - 1.3.1. Once joining the Honors Program Faculty, the faculty member
    - 1.3.1.1. **may** do the following:
      - 1.3.1.1.1. teach an Honors-designated 'special topic' seminar at the 200-level or above
      - 1.3.1.1.2. supervise a Honors Project
      - 1.3.1.1.3. be identified formally as a member of the Honors Program Faculty for the length of his or her term
      - 1.3.1.1.4. participate in local and national Honors conferences, including the National Collegiate Honors Council annual conference and the Mid-East Honors Association annual conference
    - 1.3.1.2. **must** demonstrate the following:
      - 1.3.1.2.1. Annual involvement with the Honors Program activities including any one or more of the following:
      - 1.3.1.2.2. teaching any Honors designated seminar, including HNRS 100
      - 1.3.1.2.3. Teaching an Honors-Enriched Section
      - 1.3.1.2.4. Advising an Honors Senior Symposium Project
      - 1.3.1.2.5. Supervising an Honors Contract

1.3.1.2.6. Participating in an extracurricular activity with Honors students

1.3.1.2.7. Provide evidence of continued dedication to and understanding of the elements of an Honors Experience, as specified in the "Honors Experience Guidelines"

1.3.1.2.8. Provide evidence of effective teaching in Honors courses as assessed by the HNRS course evaluations

1.3.2. Terms for Honors Program Faculty Members shall be three years.

1.3.2.1. Terms can be renewed according to the procedures specified in below.

#### 1.4. Renewal

1.4.1. For continuance as a member of the Honors Program Faculty, a current member must provide documentation of the performance of duties specified under the 'Privileges and Responsibilities' above.

1.4.2. Each Honors Program Faculty Member will apply for renewal at the end of his or her term.

1.4.3. Failure to reapply will result in loss of membership in the Honors Program Faculty, and the privileges and responsibilities granted thereby.

#### 1.5. Discontinuance

1.5.1. Recommendations for continuance or discontinuance made by the Honors Curriculum Committee. Failure to meet any of the retention requirements of this policy shall be grounds for removal of membership in the Honors Program Faculty and the benefits derived from such status.

1.5.2. Individual or departmental appeals of non-recommendation or discontinuance may be made to the Honors Council.

2. Teaching may occur in-load or as overload. All other participation is voluntary.

!

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## **Appendix 1: NCHC “Basic Characteristics of a Fully Developed Honors Program”**

Although no single or definitive honors program model can or should be superimposed on all types of institutions, the National Collegiate Honors Council has identified a number of best practices that are common to successful and fully developed honors programs.

1. The honors program offers carefully designed educational experiences that meet the needs and abilities of the undergraduate students it serves. A clearly articulated set of admission criteria (e.g., GPA, SAT score, a written essay, satisfactory progress, etc.) identifies the targeted student population served by the honors program. The program clearly specifies the requirements needed for retention and satisfactory completion.
2. The program has a clear mandate from the institution’s administration in the form of a mission statement or charter document that includes the objectives and responsibilities of honors and defines the place of honors in the administrative and academic structure of the institution. The statement ensures the permanence and stability of honors by guaranteeing that adequate infrastructure resources, including an appropriate budget as well as appropriate faculty, staff, and administrative support when necessary, are allocated to honors so that the program avoids dependence on the good will and energy of particular faculty members or administrators for survival. In other words, the program is fully institutionalized (like comparable units on campus) so that it can build a lasting tradition of excellence.
3. The honors director reports to the chief academic officer of the institution.
4. The honors curriculum, established in harmony with the mission statement, meets the needs of the students in the program and features special courses, seminars, colloquia, experiential learning opportunities, undergraduate research opportunities, or other independent-study options.
5. The program requirements constitute a substantial portion of the participants’ undergraduate work, typically 20% to 25% of the total course work and certainly no less than 15%.
6. The curriculum of the program is designed so that honors requirements can, when appropriate, also satisfy general education requirements, major or disciplinary requirements, and preprofessional or professional training requirements.
7. The program provides a locus of visible and highly reputed standards and models of excellence for students and faculty across the campus.
8. The criteria for selection of honors faculty include exceptional teaching skills, the ability to provide intellectual leadership and mentoring for able students, and support for the mission of honors education.
9. The program is located in suitable, preferably prominent, quarters on campus that provide both access for the students and a focal point for honors activity. Those accommodations include space for honors administrative, faculty, and support staff functions as appropriate.



They may include space for an honors lounge, library, reading rooms, and computer facilities. If the honors program has a significant residential component, the honors housing and residential life functions are designed to meet the academic and social needs of honors students.

10. The program has a standing committee or council of faculty members that works with the director or other administrative officer and is involved in honors curriculum, governance, policy, development, and evaluation deliberations. The composition of that group represents the colleges and/or departments served by the program and also elicits support for the program from across the campus.
11. Honors students are assured a voice in the governance and direction of the honors program. This can be achieved through a student committee that conducts its business with as much autonomy as possible but works in collaboration with the administration and faculty to maintain excellence in the program. Honors students are included in governance, serving on the advisory/policy committee as well as constituting the group that governs the student association.
12. Honors students receive honors-related academic advising from qualified faculty and/or staff.
13. The program serves as a laboratory within which faculty feel welcome to experiment with new subjects, approaches, and pedagogies. When proven successful, such efforts in curriculum and pedagogical development can serve as prototypes for initiatives that can become institutionalized across the campus.
14. The program engages in continuous assessment and evaluation and is open to the need for change in order to maintain its distinctive position of offering exceptional and enhanced educational opportunities to honors students.
15. The program emphasizes active learning and participatory education by offering opportunities for students to participate in regional and national conferences, Honors Semesters, international programs, community service, internships, undergraduate research, and other types of experiential education.
16. When appropriate, two-year and four-year programs have articulation agreements by which honors graduates from two-year programs who meet previously agreed-upon requirements are accepted into four-year honors programs.
17. The program provides priority enrollment for active honors students in recognition of scheduling difficulties caused by the need to satisfy both honors and major program(s) requirements.

Approved by the NCHC Executive Committee on March 4, 1994; amended by the NCHC Board of Directors on November 23, 2007; further amended by the NCHC Board of Directors on February 19, 2010

!

## Appendix 2: Honors Course Criteria

### 1997

Process for courses to be considered for Honors program:

1. Course Load / Work Load
2. Group Dynamics
3. International Theme
4. Is this course doing more or less?
5. Different Approach
6. How is it distinguished from "regular" courses?

!

Faculty guidelines:

1. Knowledge of International Issues
2. Evaluations must be provided
3. Philosophy of Education: Explain
4. Committee interviews prospective people
5. Innovative approaches to teaching must be demonstrated
6. Honors Council go into potential Honors faculty classrooms and evaluate them
7. Faculty members write an essay explaining how what they "do" will benefit Honors cadre.

!

**2009 document:****Honors Course Criteria!**

Honors courses will be capped at 23 since they are writing intensive; when service learning is required the cap will be 20.

In honors courses the **four practices that are required:**

- Assign frequent writings, with prompt and regular feedback on that writing; provide opportunities for student revision, thus abiding by the tenets of WIC !
- Create a class climate that supports and encourages dialogue between and among students and professor!
- Allow two or more opportunities for students to provide evaluative feedback to the instructor about the course!
- Professor evaluates course using the criteria that is both recommended and required!

In honors courses the **eight practices that are recommended are:**

- Teach students how to analyze, evaluate and synthesize!
- Teach students to honor and value diversity in all its myriad forms!
- Foster individualized learning!
- Provide a rationale for the course; show the relevancy of the content !
- Include a challenging selection of readings!
- Require students to develop some of the course content and process!
- Experiment with Academic Service Learning and provide detailed documentation of the results.!
- Incorporate an on-line component which requires critical thinking, student interaction and cooperation.!

**2012: document:***Ferris State University Honors Program- Curricular Rubric & Outcomes 3/21/12***The Honors Program**

The purpose of the Honors Program at Ferris State University is to provide intellectual challenges, resources and support to highly able and motivated students, while encouraging service and leadership for the public good.

Established in 1997, the Honors Program is a community of talented students with fresh ideas and broad interests who demonstrate strong leadership abilities and great dedication to their studies and communities. Some 700 students from a wide range of disciplines grow to their full potential through specialized academic courses and new learning opportunities. Facilitated through the guidance of the accomplished faculty from participating colleges and the program's faculty and staff, the bonds the students form with each other, and the sense of community that is the essence of Honors at FSU, help to make it a very successful program.

**Pillars of Excellence**

In order to complete its mission, the Honors Program curriculum, offered by participating colleges, deploys pillars of excellence in all courses, requiring students to excel in classwork that goes beyond the University's standard curriculum in: **products, quality, and depth of study**. The intensive nature of the program's coursework in these areas creates expectations for faculty/student interaction and work that exceeds the norm. Faculty members from participating colleges are expected to spend extra supervisory and evaluative time to achieve success with the three student-centered pillars. The following outlines the pillars of excellence:

**Products:** *In Honors classes at Ferris State University students are expected to create works of greater significance than in the standard classes.*

**Quality:** *In Honors classes at Ferris State University students are expected to develop work that exceeds the quality of work expected in standard courses.*

**Depth of Study:** *In Honors classes at Ferris State University students are expected to exceed the depth of study of their peers in standard classes.*

**Faculty Engagement:** *When teaching Honors classes at Ferris State University the faculty are expected to engage with students and their work at a deeper level than in standard courses.*

It is recognized that in order to support the three student-centered pillars of excellence that the fourth pillar is necessary to complete the Honors experience. It is expected that faculty members who teach Honors classes spend more time than in standard courses responding to and evaluating student products. They supervise and guide student activities and work to achieve greater quality. They prepare material and oversee student learning to reach greater depth and scope of study. In addition, the Honors Program asks the faculty to solicit frequent feedback from their students to ensure a high quality of experience and performance. Thus faculty engagement in Honors courses meets or exceeds the criteria of other university classes with limited enrollments such as WIC sections and many capstone courses.

The Honors Program's four pillars of excellence serve as an anchoring rubric for how its courses are structured and deployed. It is understood that individual classes will adopt these general concepts as appropriate to their respective disciplines. As such, an H-designated course may emphasize one of the three student-centered pillars of excellence as is appropriate to the subject matter, with corresponding adaptations from the fourth, faculty-centered pillar.

**Honors Program Outcomes**

! .  
The following list gives examples of outcomes for H-designated courses. It is understood that participating colleges will design outcomes appropriate to the specific discipline and course being offered. In practical application this means that a specific course may emphasize student products, quality or depth of study, so choose what is appropriate from this list that fits with your specific discipline and pedagogy.

- □ By the end of the semester students will demonstrate the ability to learn autonomously through their intensive primary research-supported papers and projects
- □ By the end of the semester students will demonstrate the ability to learn autonomously through their secondary research-supported papers and projects
- □ By the end of the semester students will demonstrate creative thinking through developing course content in multimedia presentations, videos and performances
- □ By the end of the semester students enrolled in service-learning classes will demonstrate increased awareness and understanding of the community under scrutiny as evidenced in their reflection papers!

### ! . **Protocol on Honors Courses!**

Each fall and spring semester a few freshmen and many sophomores and juniors in the Honors Program fulfill one of their cultural enrichment or social awareness requirements through H-designated courses. If you wish to create an H-designated course please read below.

- Course proposals will be sent to (1)the Honors Program Coordinator, (2)the Honors Course Criteria Committee, (3)the College Curriculum Committee, and (4) the UCC
- Proposals must be at the 200 level or above for new Honors course offerings (except for COMH 121 and HNRS 100)
- Proposals need to include a syllabus and a statement of how the course meets the H-course criteria
- ! Courses may be experimental in origin or those which are regularly offered

! .  
Due to the demands of the UCC curricular process and the timeline for approval of experimental courses, the Honors Course Criteria Committee cannot accept unapproved experimental offerings. Honors courses are scheduled well in advance. This is done to aid students and faculty in planning, as the Honors Coordinator attempts to balance the courses offered among academic disciplines. The deadline for course proposals for fall semester is the last week of October of the preceding year. Course proposals for spring semester are due the last week of February of the preceding year.

### **NCHC Course design!**

Every Honors instructor is different and every Honors course is different. Still, there do seem to be some characteristics that are common to many, if not most, Honors courses. Below are some guidelines that you may find helpful. In the words of one Honors faculty member, the finest instructors are those who are “willing to share the responsibility for teaching and learning with their students. The key to a successful Honors program is not the intelligence of the student or the subject matter of the course, but the attitude and approach of the instructor.”!

#### **Objectives!**

Most Honors courses will have the following five objectives, or some variation !

1. To help students develop effective written communication skills (including the ability to make effective use of the information and ideas they learn);!
2. To help students develop effective oral communication skills (while recognizing that not all students are comfortable talking a lot in class);!
3. To help students develop their ability to analyze and synthesize a broad range of material;!
4. To help students understand how scholars think about problems, formulate hypotheses, research those problems, and draw conclusions about them; and to help students understand how creative artists approach the creative process and produce an original work;!
5. To help students become more independent and critical thinkers, demonstrating the ability to use knowledge and logic when discussing an issue or an idea, while considering the consequences of their ideas, for themselves, for others, and for society.!

Let us consider each of these briefly .!

#### **Developing written communication skills!**

Discussion and writing are the hallmarks of Honors classes. Students become better writers (Objective 1) by using writing, both in class and out, as a means to express their ideas.

Therefore, Honors courses should emphasize papers and essays, not multiple-choice exams, and emphasize ideas and active learning over information and lectures.!

How Honors faculty choose to help students develop written communication skills will depend on the discipline and on the instructor’s individual views about teaching and learning. Instructors can help students develop written skills through traditional writing assignments or through other methods such as journals, creative writing, reports, critiques, reviews, in-class writing, or the use of writing as a preliminary to discussion of issues. (In fact, the latter works extremely well to stimulate discussion. Students who have written something ahead of time are more willing to share their ideas and are less likely to talk off the top of their heads in class.)!

#### **Developing oral communication skills!**

Students become better speakers (Objective 2) by participating in class discussion and, where appropriate, by leading class discussion. Therefore, Honors program courses should be discussion-oriented rather than lectures. Students benefit most from discussion when they are given the topic several days in advance and are asked to prepare their responses in writing ahead of time. The instructor might wish to provide some background to inform the discussion, which can then be used as a springboard to other ideas.!

#### **Developing the ability to analyze, to synthesize, and to understand scholarly work!**

Students develop the ability to think about a broad range of ideas (Objective 3) and come to understand how scholars and artists work (Objective 4) by reading and responding to primary source material, by exploring issues and problems in depth rather than quickly and superficially, and by being carefully exposed to and guided through the methods of many disciplines.

Therefore, Honors courses should try to explore with students the questions and methods common to all intellectual endeavors and those that differentiate the disciplines, to give students real-world, hands-on problems to explore, and to help them understand the place of intellectual pursuit in the greater society.!

The use of primary sources allows students to develop their own interpretations instead of relying on someone else's. Cross-disciplinary readings are especially valuable, in that they give students the opportunity to synthesize ideas. But primary sources are not necessarily limited to published texts or original documents. They can, for example, be the students' own experiences, the results of surveys or questionnaires, works of art or music, films, videos, and the like. What is important is that students have an opportunity to be engaged by primary material.!

Exploring issues and problems in depth may mean that the course covers less material than conventional courses. In many courses, the amount of material covered is less important than the way the material is handled. Students need to learn to see the broad implications of each issue, as well as learning to analyze and synthesize the material. In this way, students will be able to apply what they have learned to other situations.!

### **Helping students become independent and critical thinkers!**

Students become independent thinkers and critical thinkers (Objective 5) by working independently, yet under the guidance of responsive teachers. Therefore, an Honors course should give students a great deal of opportunity to think, write, and produce on their own (and in collaboration with their classmates) – as with papers and projects – and should give their work on-going feedback and encouragement. Honors courses should help students learn how to utilize their ideas in a broader social context – by helping them understand the origins, consequences, and principles underlying their ideas.!

Honors courses should also create a classroom environment that is open to many perspectives and points of view, where students are encouraged to take intellectual risks and feel safe doing so, where they learn to respect each other (although not necessarily each others' ideas), and where they are taught to consider both the immediate and long term consequences of their own ideas.!

When students become active learners through direct involvement with an issue, they develop attitudes and habits which may make them more active in the intellectual and cultural life of the community. It also makes them more aware of the political and social realities of that community.!

But for students to become truly active participants in their learning, they must become intellectual risk-takers. Therefore, Honors instructors themselves should be willing to take risks -to teach in a different manner, to be open to challenges from students, to be willing to let the classroom discussion roam freely yet fruitfully.!

While Honors courses need to help students develop intellectually, instructors also need to hold them responsible for meeting the course requirements. Honors students may be brighter than the average student – more intellectually skeptical and (usually) highly motivated – but they are not necessarily better organized, better informed, or better prepared for their classes. Just like other students, they need to learn good work habits. Still, it would be unfair to hold them to a higher standard in this regard; most are, after all, 18 to 21 years old. Also, when designing an Honors course, it is important to remember that Honors courses are not meant to have more work for the sake of more work or harder work for the sake of harder work. The amount of work and its difficulty should serve a legitimate pedagogical purpose !

!

## Appendix 3: Breaking the Academic Lockstep, Chapter 2.

### The Academic Lock Step

by Frank Aydelotte

excerpted from *Breaking the Academic Lock Step: The development of honors work in American colleges and universities*, 1944, Ch. 2

American students are as individuals extraordinarily free. They have their own self-government associations, they manage their own college activities, they take almost complete responsibility for their personal conduct. But the methods of mass education, which are all but universal even in small colleges, effectively deny the the opportunity of taking the same kind of responsibility for their intellectual development. The system of instruction which forms the subject of this book might be described as an extension of the undergraduate freedom from the personal to the intellectual sphere. It is essentially a system for selecting the best and most ambitious students, prescribing for these students a more severe program than would be possible for the average, and allowing them the freedom and opportunity to work out that program for themselves.

The instruction of the average American students has been standardized beyond the point where uniformity has value. This is perhaps the natural result of the immense increase in numbers of college students during the last half-century. We have in our colleges and universities as many students as we had in the high schools two generations ago. The standardization of the instruction of these masses has been carried to a point where it resembles the Federal Reserve system. If a student has a certain number of hours of academic credit in a certain recognized college, he can cash in this credit at any other recognized college just as he might cash a check through a Federal Reserve bank. Intellectual values cannot be correctly represented in this system.

The system assumes that all college students are substantially alike, that all subjects are equal in educational value, that all instruction in institutions of a certain grade is approximately equal in effectiveness, and that when a student has accumulated a certain specified number of credit hours he has a liberal education. All these assumptions are of course false. All courses of instruction are not equally effective; all subjects are not equal in educational value; our students are extraordinarily different in their interests and intellectual capacity; and it is only by qualitative, not quantitative, standards that liberal knowledge can be recognized and measured.

Our ordinary academic system is planned to meet the needs of that hypothetical individual—the average student. It does not pay him the compliment of assuming that his ability is very great or that he has an consuming interest in his studies. Its purpose is to make sure that he does a certain amount of carefully specified routine work. He can get a degree without undergoing any profound intellectual transformation; he can even get a degree without doing much work but he cannot escape conformity to a prescribed academic routine. He must faithfully attend classes, hand in themes and exercises, undergo frequent tests and quizzes, following instructions, and obey regulations, which are the same for all. He is treated not as an individual, but as a member of a group. It is felt to be essential that every undergraduate should attend from twelve to fifteen classes each week and that he should spend from one to two hours in study or in doing exercises in preparation for each class. All this is based on the assumption that it takes one student two hours to read a certain number of pages of his textbook or to write a theme or solve a set of problems, it will take everyother the same amount of time.

In Chapter V I discuss the question of whether the system is a bad one for the average college student. It may be argued that it has demonstrated its value as preparation for business and for many occupations, and that it takes care of the average man adequately if not ideally. Certainly the harm it does is mainly to the best and the most ambitious. We have in every college and university a smaller or larger group who are capable of going faster than average, who do not need the routine exercises which are necessary for those of mediocre ability, who do not need the prodding which is necessary for those who possess no real intellectual interest. The academic system as ordinarily administered is for these better and more



ambitious students a kind of lock step: it holds them back, wastes their time, and blunts their interest by subjecting them to a slow-moving routine which they do not need. It causes, furthermore, the atrophy of the qualities of independence and initiative in more gifted individuals by furnishing too little opportunity for their exercise.

Our college activities are organized on a different theory. Whereas in studies the virtue most in demand is docility, in extra-curricular clubs, teams and societies the undergraduate has a chance to plan for himself, to exercise his own initiative, to succeed or fail on his own responsibility. It is not surprising that many students feel that they get the best parts of their education outside the classroom and that employers often look more keenly at the young graduate's record in activities than they do at his grade. Docility has its uses but independence and initiative are virtues of a higher order. The man who will do what he is told at the time he is told to do it has a certain value in the world, but the man who will do it without being told is worth much more. Consequently when one faces the problem of providing a more severe course of instruction for our abler students, one sees immediately that it is not sufficient merely to provide more of the same kind of work. The work must be different; it must not only be harder but must also offer more freedom and responsibility, more scope for the development of intellectual independence and initiative.

The English universities have long ago faced and solved this problem. They make a frank distinction between those students who are interested in the intellectual life and those who are not. They give the mediocre student a degree on easier terms than we do, but they require of those who are intellectually ambitious a more severe standard than we have ever, until recently, dared to require; and they give to those students more freedom in working out their education than we have ever dared to give. They do not tell the honors man what he must do in order to get an education; they tell him what he must know. Their requirements are expressed in terms of the examinations he must pass. There is a sound basis for all of this. Our academic requirements are too much concerned with process, assuming that if the student goes through the motions, he will get an education.

We must break the lock step of the course and hour system if we are to give our students of varying levels of ability a training which will develop adequately the powers of each. The free elective system and the profusion of courses offered give each individual an embarrassing range of courses as to what he shall study. But the amount and difficulty of the work required in each course are rigidly standardized to the capacity of the average. It is not feasible to fail more than a small proportion of the members of each class, and this fact effectively limits the difficulty of the work required to what all or nearly all can do. The assignments or reading must not exceed in character or amount the capacity and interest of the student of average ability. The lectures and class discussion must not be over his head. The result is that the student of unusual ability suffers in many ways: he may become an idler, or he may devote his spare time to a wide variety of extra-curricular activities on which he tends to set an nearly fictitious value. In too many cases, comparing himself with his duller colleagues, he tends to rate too highly his own ability and achievements.

The importance of the problem is widely realized. Practically all of the best American college and universities are taking steps to meet it. The measures they adopt are varied and are by no means equally successful. Reforms are hindered by academic conservatism and timidity, by vested interest of student organizations and departments, and by a vast system of extra-curricular activities which have rushed into the intellectual vacuum created by our conventional academic system.

The most serious of these hindrances is the confusion of the thought inherent in our theories of democracy. To many people democracy means equality, and equality means uniformity. Our people wear the same clothes, eat the same food, drive the same cars, see the same movies, listen to the same radio programs. Why should they not have the same education? The fact that we do not all do the same kind of work, read the same books, look at the same paintings, or listen to the same music is a moment forgotten. It is also forgotten that each one of the purposes of democracy is to provide each individual

with the opportunity that is best for him and that our society needs services of increasing variety and complexity. The end of democracy should be not to make men uniform, but rather to give them freedom to be individuals.

! The confusion in the aims of democracy between uniformity and individualism comes home with special force to education, and it may well be that our colleges and universities, in solving the problem of the best treatment for students of different levels of ability, will contribute something to the solution of one of the central problems of the democratic way of life. We must guard against the temptation to think that a man's worth as an individual or his value to society can be measured by his aptitude for mathematics or languages. We must recognize that there are diversities of gifts, but whether it be plumbing or Plato that is in question, a society that is not to be condemned to mediocrity must demand the best of each.

!

## Appendix 3: CMU's Honors Program Faculty Designation

### HONORS FACULTY MEMBER POLICY

#### **Benefits to Honors Faculty Members:**

The primary benefit of Honors Faculty status is the opportunity to work with and mentor bright undergraduate students that are committed to intellectual growth and professional development. In support of the activities of Honors Faculty Members, several resources and incentives are provided to their departments:

Support for occasional dining opportunities for Honors Faculty Members and their students, as well as for other interested faculty.

Opportunities to supervise an Honors Senior project, which will result in additional funding to their department's professional development fund.

Opportunity to develop and offer new Honors courses not currently offered at CMU

Special invitations to Honors sponsored events.

Special invitations to Honors professional training opportunities.

Upon request, submit letters of support to document Honors teaching and involvement in Honors related professional development activities for reappointment, tenure, and promotion purposes.

#### **Rationale for Honors Faculty Member designation:**

The designation of Honors Faculty creates a recognized structure that clarifies the Honors Program's expectations of faculty who teach Honors Courses and complete Honors Contracts. The use of this designation provides guidance to department chairs in the assigning of Honors courses and creates a structured mechanism for faculty members to become formally involved with the Honors Program. This designation also benefits students in the Honors Program who are looking for faculty guidance or support for Honors related projects.

#### **Responsibilities of an Honors Faculty Member:**

All active Honors Faculty Members are expected to maintain annual involvement with Honors Program activities including any one of the following:

Teaching an Honors designated course

Supervising an Honors Senior Project or other undergraduate research with an Honors student

Supervising an Honors Contract

Attendance at an Honors professional development activity

Participating in an extracurricular activity with Honors students

### **HONORS FACULTY DESIGNATION PROCEDURES**

I. Honors Faculty Member Status shall be conferred using the following criteria:

A. Status as Honors Faculty Member

1. There shall be two types of faculty status

a. Full

b. Provisional

2. Criteria for Honors Faculty Member Status shall be:

a. Basic requirements for initial recommendation:

(1) Be a regular member of the CMU faculty—tenured or tenure track

(2) Have prior teaching experience with evidence of effective student evaluations or other evidence of teaching excellence

(3) Have a demonstrated ability, experience, and/or written plan for the use of creative teaching methodologies beyond traditional lecture formats

b. Additional requirements for retaining Honors Faculty Status. Once attaining Honors Faculty Status, the faculty member must demonstrate the following in order to retain the status:

(1) Annual involvement with the Honors Program activities including any one or more of the following:

- i. Teaching an Honors designated course
      - ii. Advising an Honors Senior Project
      - iii. Supervising an Honors Contract
      - iv. Attendance at an Honors professional development activity or Honors event
      - v. Participating in an extracurricular activity with Honors students
    - (2) Provide evidence of continued dedication to the use of creative teaching methodologies
    - (3) Provide evidence of effective teaching in Honors courses as assessed by the HON or SOS course evaluations
  - q. Terms for Honors Faculty Full Members shall be five years.
  - d. Honors Activities Requiring Honors Faculty Full Member status
    - (1) Instructing Honors classes
3. Criteria for Provisional Honors Faculty Member status shall be:
  - a. Basic requirements for selection:
    - (1) Be a temporary faculty member of the CMU faculty with evidence of a long-term position
    - (2) Have a demonstrated ability, experience, and/or written plan for the use of creative teaching methodologies beyond traditional lecture methods
    - (3) Provide evidence of continued dedication to the use of creative teaching methodologies
    - (4) Provide evidence of effective teaching instruction at CMU or at a previous college or university
    - (5) Must have support from a department chair
  - b. Additional requirements for renewing Provisional Honors Faculty Member status. Each Provisional Honors Faculty Member must demonstrate one or more of the following in order to obtain Full Member status in the following year:
    - (1) Annual involvement with the Honors Program activities including any one or more of the following:
      - i. Teaching an Honors designated course
      - ii. Supervising an Honors Contract
      - iii. Supervising an Honors senior project
      - iv. Attendance at an Honors professional development activity or other Honors event
      - v. Participating in an extracurricular activity with Honors students
    - (2) Provide evidence of continued dedication to the use of creative teaching methodologies
    - (3) Provide evidence of effective teaching in Honors courses as assessed by the HON or SOS course evaluations
  - c. Terms for Provisional Honors Faculty member Status will be earned after the successful evaluation of HON teaching or project supervision
- Honors Activities Requiring Provisional Honors Faculty Member Status
  - (1) Instructing Honors courses
- B. Procedures for Recommendation and Continuance
 

The following procedures for recommendation and continuance should be completed prior to the assignment of any faculty member to the teaching, advising, or advancement of Honors Program students. The Honors Program Director shall monitor adherence to the Honors Faculty Policy.

  - 1. Procedures for Recommendation
    - a. FULL: Individual faculty members may apply for Honors Faculty member Status or department chairs may recommend a faculty member consistent with the criteria in Section I.A. Applications are subject to the approval of the Honors Program Director in consultation with Honors Council representatives.
    - b. PROVISIONAL: Department chairs, based on the criteria stated in Section I.A, shall submit the names and credentials of faculty members for Provisional Honors Faculty Member Status. Applications are subject to the approval of the Honors Program Director on a temporary basis.

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2. Procedures for Continuance

- a. For reappointment to Honors Faculty member Status, a member must, within the preceding year, perform the activities of I.A.2.b or I.A.3.b.
- b. Each Honors Faculty Full Member will reapply for Honors Faculty Full Member Status every five years. Provisional Faculty Members will apply at the end of one year for Full Member Status.
- c. Failure to reapply will result in the automatic removal of the faculty member from the list of Honors Faculty Members by the Honors Program.

!

C. Procedures for Discontinuance

1. Recommendations for continuance or discontinuance are in consultation with members of the Honors Council. Failure to meet any of the retention requirements of this policy shall be grounds for discontinuance of Honors Faculty Member Status and the benefits derived from such status.
2. Individual or departmental appeals of non-recommendation or discontinuance may be made to the Honors Council.

!

Procedures for the individual Honors Faculty Member application and review process will be adopted by the Honors Council pursuant to the language of this policy.

!

III. Nothing in this document shall supplant or otherwise be interpreted as a modification of the CMU-Faculty Association Agreement or any departmental bylaws.

!

**This policy was revised per FA discussion and subsequent Honors Council approval on April 8, 2007.**

*This policy was revised per Honors Council Discussion and presented to the Honors Council for review on April 12, 2011.*

**Basic Changes made in April 2011:**

*We removed any language in the prior policy that said that you had to be an approved Honors faculty member to supervise a Senior Honors Project or an Honors Contract as that is no longer true.*

*We modified Section I.B.1. areas, a, b, & c. We basically dropped the language in "c" (that indicated who does the actual approval) and incorporated it separately into a ("Full time Status") & b ("Provisional Status".)*

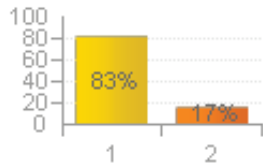
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## **Appendix 4: NCHC Survey of Member Institutions, 2013**



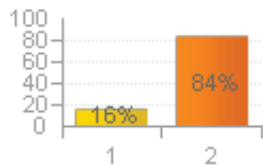
### NCHC Institutional Member Characteristics

3.) Honors Organization Type (please select one)



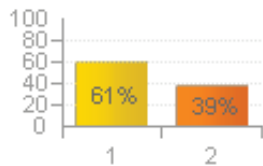
1. Honors Program
2. Honors College

5.) Title of Chief Adm. of Honors Academic Unit (please select one)



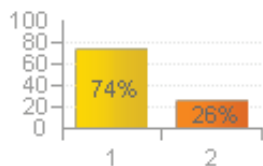
1. Dean
2. Director

7.) Is it a twelve-month appointment?



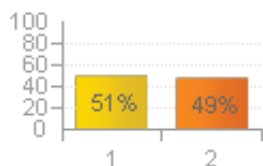
1. Yes
2. No

9.) Do you have staff assigned to honors?



1. Yes
2. No

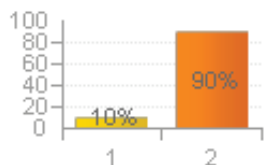
11.) Do you have one or more honors advisor(s)?



- 1. Yes
- 2. No

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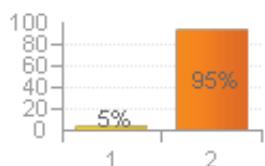
12.) Do you have a development officer in honors?



- 1. Yes
- 2. No

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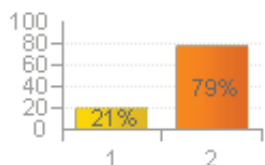
13.) Do you have an IT officer in honors?



- 1. Yes
- 2. No

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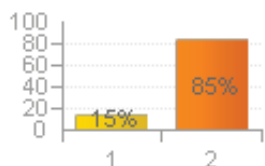
14.) Do you have a national fellowships/ scholarships advisor in honors?



- 1. Yes
- 2. No

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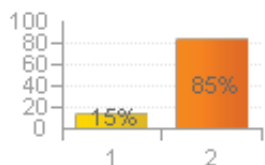
15.) Do you have a recruiting officer in honors?



- 1. Yes
- 2. No

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16.) Do you have faculty members that report to honors (e.g., their salaries are in your budget, their advancement in rank is in honors, their teaching assignment is in part or in total in honors)?

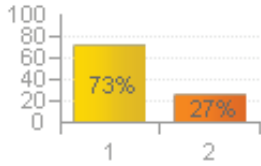




- 1. Yes
- 2. No

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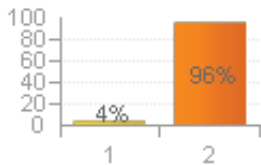
18.) Do you have faculty members that do not report to the honors director or dean but are assigned to teach in honors on a regular, recurring basis?



- 1. Yes
- 2. No

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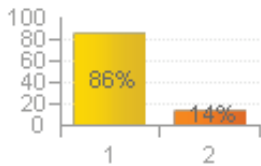
20.) Can honors faculty receive tenure in honors?



- 1. Yes
- 2. No

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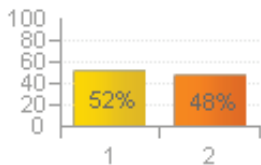
21.) Do you have an honors faculty advisory committee?



- 1. Yes
- 2. No

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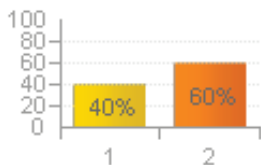
22.) Do you have designated honors housing available?



- 1. Yes
- 2. No

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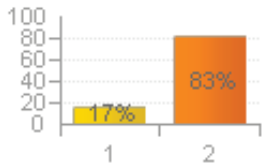
23.) Do you have honors living/learning programming?



- 1. Yes
- 2. No

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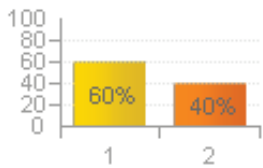
24.) Do you have honors housing scholarships available?



- 1. Yes
- 2. No

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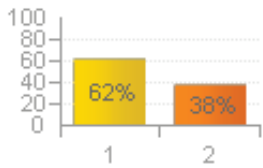
25.) Do you have honors contract courses?



- 1. Yes
- 2. No

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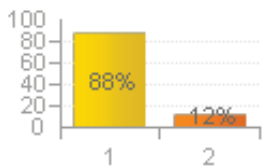
26.) Do you have departmental honors courses?



- 1. Yes
- 2. No

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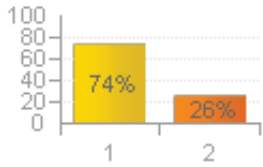
27.) Do you have separate honors program/ college courses/ seminars?



- 1. Yes
- 2. No

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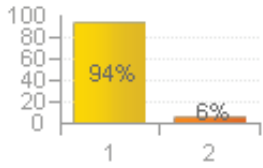
28.) Do you have an interdisciplinary honors curriculum?



- 1. Yes
- 2. No

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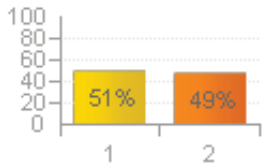
29.) Do you have honors courses that fulfill general education requirements?



- 1. Yes
- 2. No

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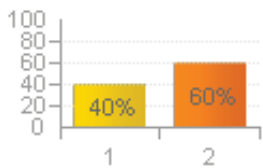
31.) Do you have a thesis requirement in honors?



- 1. Yes
- 2. No

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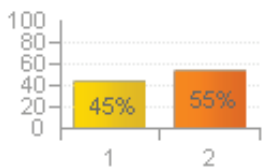
32.) Do you have a service requirement in honors?



- 1. Yes
- 2. No

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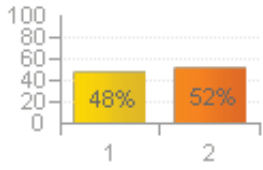
33.) Do you have a capstone course in honors?



- 1. Yes
- 2. No

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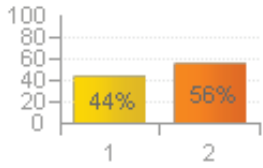
34.) Do you have service learning courses in honors?



- 1. Yes
- 2. No

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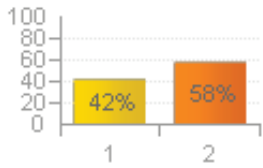
35.) Do you have study abroad courses in honors?



- 1. Yes
- 2. No

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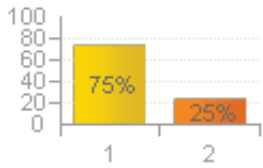
36.) Do you have experiential education courses in honors?



- 1. Yes
- 2. No

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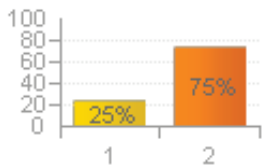
37.) Do you have honors courses that are research-intensive?



- 1. Yes
- 2. No

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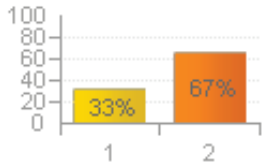
38.) Do you have internships for honors students?



- 1. Yes
- 2. No

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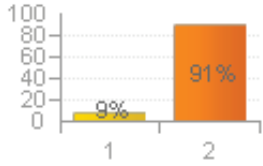
39.) Do you have honors courses with an online/ courseware component?



- 1. Yes
- 2. No

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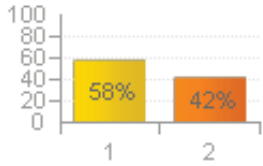
40.) Do you have honors distance education courses (online only)?



- 1. Yes
- 2. No

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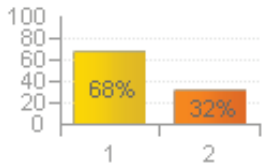
41.) Does honors have a strategic plan?



- 1. Yes
- 2. No

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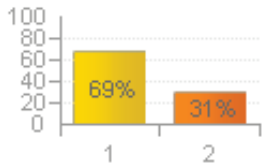
42.) Does honors produce an annual report?



- 1. Yes
- 2. No

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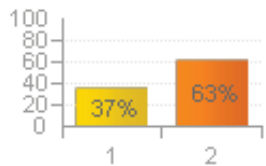
43.) Does honors implement an assessment plan?



- 1. Yes
- 2. No

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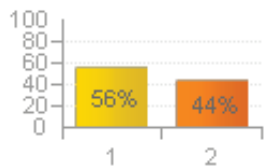
44.) Does honors undergo periodic program review by external visitors?



- 1. Yes
- 2. No

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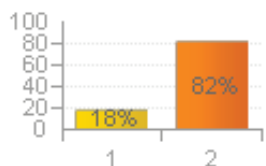
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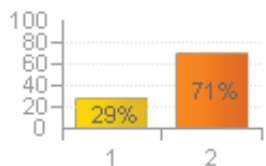
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- 1. Yes
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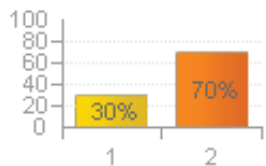
47.) Does honors hold periodic alumni programming?



- 1. Yes
- 2. No

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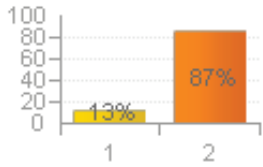
48.) Does your institution expect honors to raise funds?



- 1. Yes
- 2. No

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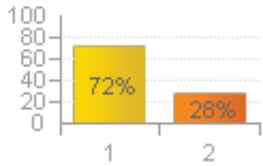
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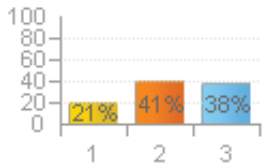
50.) Does honors have academic space on campus?



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- 2. No

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51.) If yes, select one of the following:



- 1. We have a free-standing honors building.
- 2. We have an honors center but not our own building.
- 3. We have one or more honors offices but not our own center.

---

Current Survey

**Motion ONE: The APR report must be circulated to the Senate for the regular November meeting as a first reading. The Senate will act on the report at the special APR meeting.**

Discussion: I am primarily frustrated with the manner in which the APR is handled by the Senate. We are constantly rushed by Dr. Wagenheim. No time to think certainly no time to discuss or debate. The Senate has to date had a much more vigorous debate over the "amnesty program" than it has ever had over the APR. We voted on a major change to the APR with 4 days notice of the changes and no debate. I am certain that very few if any of my fellow senators had read the document. I had read the document but am still uncertain as to what some of the provisions mean. I have 2 motions:

**Motion TWO: I motion that the Senate reopen debate on the exclusion of certain elements of the Accreditation Process from the APR.**

Discussion: It seems to me that Dr. Wagenheim attempted to "evaluate" programs on the basis of their use of Blooms Taxonomy in tracking the elements of "learning" through individual programs is not helpful. It is bad enough that we have to do this for "accreditation". It is an entirely subjective process.

**Motion THREE: The APRC shall not terminate a program..... (we need more information here to understand what criteria Larry is referring to.)**

Discussion: Would the Senate seriously consider terminating a program with a large student body and many successful alumni simply because they had not completed some unquantifiable other aspect of the APR in a subjective critique? It seems to me that the major criteria for any program happens to be is it paying for itself and are its alumni finding jobs? Everything else is window dressing.

**Motion FOUR: APR submissions shall be no larger than 25 pages.**

Discussion: One of the promises that Dr. Wagenheim made in the rewrite of the APR was that the size of the submissions would be smaller. Most of the submissions were in the range of 100 pages. Making the size of the submissions smaller would have 2 effects: They would take less time to prepare and second less time to review. Dr. Wagenheim complains about the enormity of the task here is the opportunity to strike a blow for efficiency.



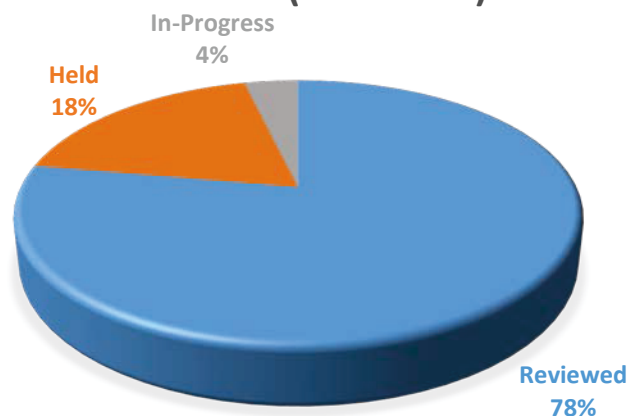
## Academic Senate Report

University Curriculum Committee  
Chair Kemi Fadayomi

January 13, 2015

UCC received and reviewed twenty one proposals in the fall 2014. Of the 21, 16 proposals were approved and 5 held for incomplete information. The committee expressed concern over those proposals that were held for several weeks and still awaiting requested information from the initiators. The Dean of the proposal initiator's college was contacted for assistance in resolving the matter.

### UNIVERSITY CURRICULUM PROPOSAL RECEIVED (FALL 2014)



The committee started the spring 2015 semester with 18 proposals to review including 204 page Master of Business Administration Revisions proposal. The initiating team trio of Professors Lisa Eschback, Gaile Lopez, and David Steenstra visited the committee to answer questions about the proposal. The committee found their input helpful and appreciate their contribution to the evaluation process. The review process of the MBA proposal continues. Additionally, four proposals were approved at our first meeting.

With the emphasis on program assessment at the university and the realization that all courses will undergo academic program review sooner or later, the committee discussed how best to review student learning outcome statements on Form E, especially with regards to new courses. Presently proposals with non-

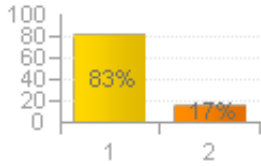
measurable or clearly defined student learning outcomes are not held or rejected by UCC. The committee makes note of the learning outcomes, advises the proposal initiator to make changes, and then approve the proposal unless there are other concerns to be addressed. The possibility of rejecting or holding such proposals for correction was discussed. The committee is exploring a workshop collaboration with the FCTL on how to write clearly defined and measurable student learning outcomes in the near future.

Our spring workshop titled: An Overview of the Curriculum Development Process, Initiating and Managing a Curriculum Proposal is scheduled for 10a.m. - 12 noon on Wednesday, January 21, 2015, IRC 121. We hope that this workshop will help simplify the proposal development process for faculty and staff.



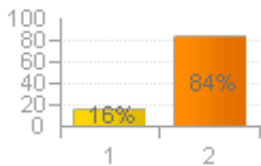
NCHC Institutional Member Characteristics

3.) Honors Organization Type (please select one)



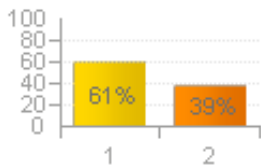
- 1. Honors Program
- 2. Honors College

5.) Title of Chief Adm. of Honors Academic Unit (please select one)



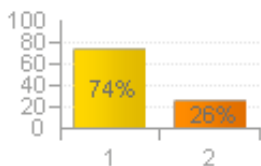
- 1. Dean
- 2. Director

7.) Is it a twelve-month appointment?



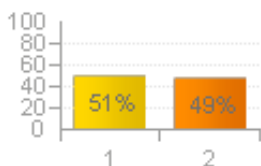
- 1. Yes
- 2. No

9.) Do you have staff assigned to honors?



- 1. Yes
- 2. No

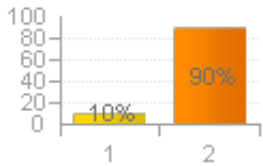
11.) Do you have one or more honors advisor(s)?



- 1. Yes
- 2. No

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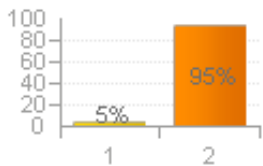
12.) Do you have a development officer in honors?



- 1. Yes
- 2. No

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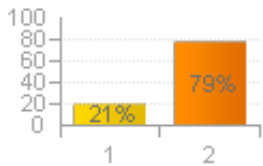
13.) Do you have an IT officer in honors?



- 1. Yes
- 2. No

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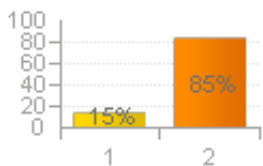
14.) Do you have a national fellowships/ scholarships advisor in honors?



- 1. Yes
- 2. No

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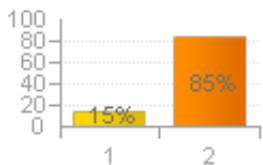
15.) Do you have a recruiting officer in honors?



- 1. Yes
- 2. No

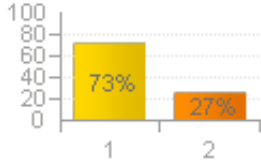
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16.) Do you have faculty members that report to honors (e.g., their salaries are in your budget, their advancement in rank is in honors, their teaching assignment is in part or in total in honors)?



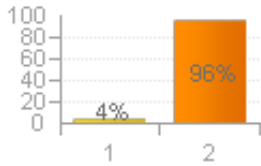
- 1. Yes
- 2. No

18.) Do you have faculty members that do not report to the honors director or dean but are assigned to teach in honors on a regular, recurring basis?



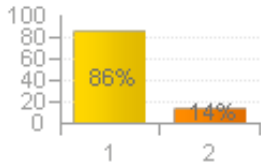
- 1. Yes
- 2. No

20.) Can honors faculty receive tenure in honors?



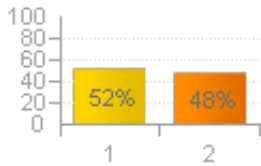
- 1. Yes
- 2. No

21.) Do you have an honors faculty advisory committee?



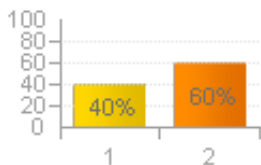
- 1. Yes
- 2. No

22.) Do you have designated honors housing available?



- 1. Yes
- 2. No

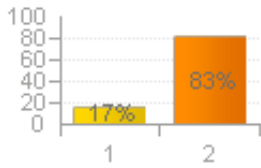
23.) Do you have honors living/ learning programming?



- 1. Yes
- 2. No

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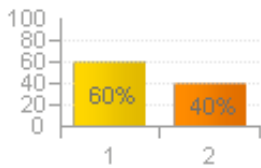
24.) Do you have honors housing scholarships available?



- 1. Yes
- 2. No

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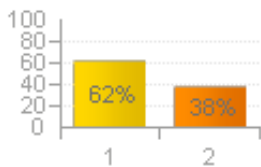
25.) Do you have honors contract courses?



- 1. Yes
- 2. No

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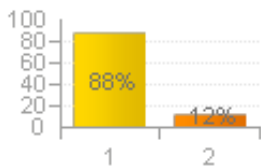
26.) Do you have departmental honors courses?



- 1. Yes
- 2. No

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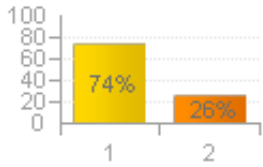
27.) Do you have separate honors program/ college courses/ seminars?



- 1. Yes
- 2. No

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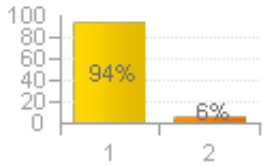
28.) Do you have an interdisciplinary honors curriculum?



- 1. Yes
- 2. No

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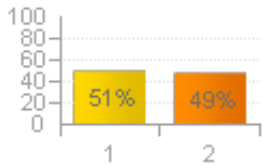
29.) Do you have honors courses that fulfill general education requirements?



- 1. Yes
- 2. No

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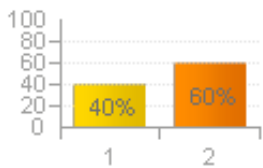
31.) Do you have a thesis requirement in honors?



- 1. Yes
- 2. No

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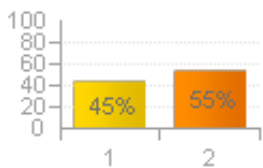
32.) Do you have a service requirement in honors?



- 1. Yes
- 2. No

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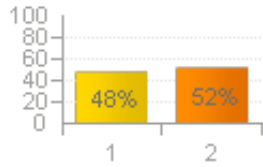
33.) Do you have a capstone course in honors?



- 1. Yes
- 2. No

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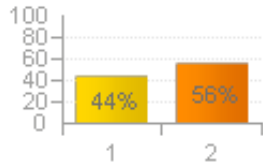
34.) Do you have service learning courses in honors?



1. Yes
2. No

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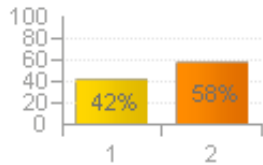
35.) Do you have study abroad courses in honors?



1. Yes
2. No

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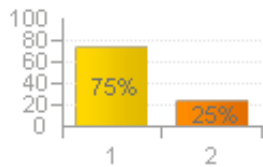
36.) Do you have experiential education courses in honors?



1. Yes
2. No

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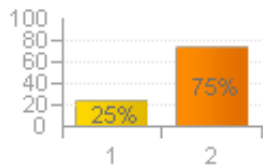
37.) Do you have honors courses that are research-intensive?



1. Yes
2. No

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38.) Do you have internships for honors students?

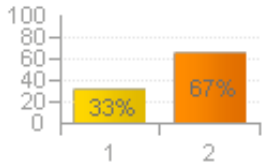


1. Yes
2. No

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39.) Do you have honors courses with an online/ courseware component?

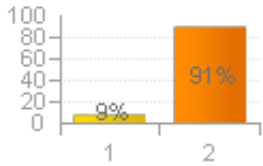




- 1. Yes
- 2. No

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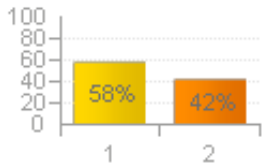
40.) Do you have honors distance education courses (online only)?



- 1. Yes
- 2. No

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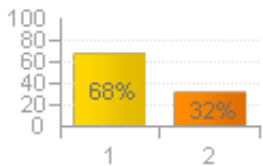
41.) Does honors have a strategic plan?



- 1. Yes
- 2. No

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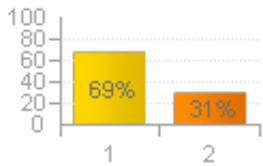
42.) Does honors produce an annual report?



- 1. Yes
- 2. No

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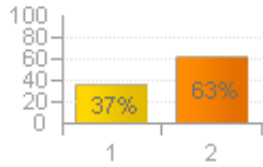
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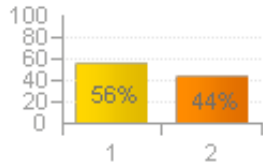
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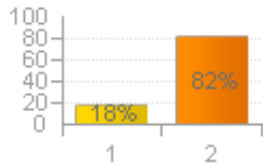
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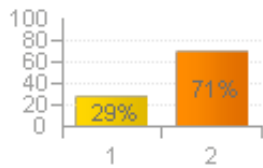
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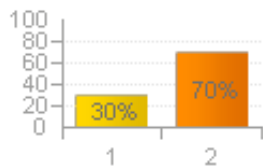
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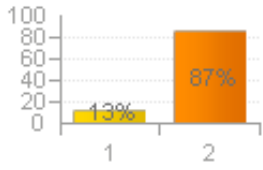
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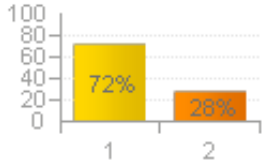
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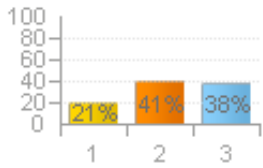
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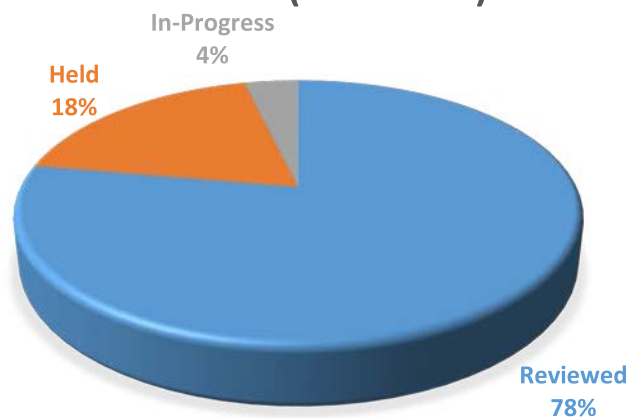
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