Wilkes University Curriculum Committee

PROPOSAL SUBMITTAL FORM

Directions:

- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors), program eliminations, significant program revisions and all general education core revisions must be reviewed and approved by the Provost and Academic Planning Committee (APC) prior to submission to the Curriculum Committee. The Provost will make the decision if a program revision requires APC review.
- Completed and signed forms are due no later than the second Tuesday of every month. Submit one signed original hard copy and a scanned electronic copy with all signatures to the Chair of the Curriculum Committee.

1. Originator: Matthew Sowcik
   Department of Entrepreneurship, Leadership Studies and Marketing
   570-408-4718 and matthew.sowcik@wilkes.edu

2. Proposal Title: Honors Program

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”).

☐ New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
☐ Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
☐ Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
☐ General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
☐ Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
☐ Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).
☐ Change in course credit or classroom hours.
☐ Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).
☐ Other (Specify)
4. Indicate the number of course modification forms that apply to this proposal:

- [ ] 0 Course Addition Form (plus syllabi)
- [ ] 0 Course Deletion Form
- [ ] 0 Course Change Form

5. Executive Summary of Proposal.

Briefly summarize this proposal. The breadth and depth of this executive summary should reflect the complexity and significance of the proposal. Include an overview of the proposal, background and reasoning behind the proposal and a description of how the proposal relates to the mission and strategic long-range plan of the unit and/or university. For incidental changes a one or two sentence explanation is adequate.

On January 24th 2013, the first meeting of the honors program task force was held. The task force, whose members included Fred Sullivan, Thomas Baldino, Susan Malkemes, Mark Allen, Helen Davis, Robert Gardner and Matthew Sowcik, met each month during the spring semester to identify key recommendations in order to (re) establish an honors program at Wilkes University. Over the spring term, the team collected information on honors programs from peer and aspirational schools and created mission, values, and goal statements for the program, which provided guidance when discussing program components. The task force then met once a month for three hours in May, June, July, and August. Over the summer months, the task force developed key recommendations for both the academic and co-curricular components of the program, the structure of the program, important administrative and procedural issues, and other details associated with program design.

One of the first acts of the task force was to collect information on both peer and aspirational schools that offered an honors program at their institution (the list of peer and aspirational institutions was provided by Wilkes University Institutional Research). Out of the 18 institutions researched, two institutions (Gettysburg and Muhlenberg) were only major specific (Anthropology and Biochemistry) and in turn were excluded from the research. The task force also collected information on:

- Entrance into the Honors Program
- Average GPA requirements (overall average of 3.41 for the 11 institutions that provided data)
- Curricular components
- Co-curricular components
- Program management & structure
- Budget
- Perceived student benefits

The accumulated data served as a guide in the development of the Wilkes University Honors Program.

Honors Program Mission
The mission of the Wilkes University Honors Program is to recruit and retain exceptionally talented and highly motivated students by providing an enhanced interdisciplinary educational experience,
which will drive intellectual, professional, and personal achievement. Additionally, the Wilkes University Honors Program anticipates raising academic expectations and greatly improving both the institution’s culture and that of the surrounding community.

**Honors Program Values**

In addition to the core values of Wilkes University which include:

- **Mentorship**: Nurturing individuals to understand and act on their abilities while challenging them to achieve great things.

- **Scholarship**: Advancing knowledge through discovery and research to better educate our constituents.

- **Diversity**: Embracing differences and uniqueness through sincerity, awareness, inclusion and sensitivity.

- **Innovation**: Promoting creative scholarly activities, programs, ideas and sustainable practices.

- **Community**: Appreciating and collaborating with mutual respect to foster a sense of belonging.

The honors program also looks to establish:

- **Academic Distinction**: Pursuing academic excellence by engaging in rigorous and challenging experiences.

- **Integrity**: Demonstrating the highest level of ethical and moral standards with both determination and humility.

- **Self Awareness**: Striving for an accurate assessment of one’s self through reflection.

- **Leadership**: Learning to create personal and professional opportunities to positively influence one’s self and others toward the common good.

**Honors Program Goals**

The following is a list of program goals over the next five years:

- Recruit and retain 20 highly qualified honors students in the first and second year of the program, 30 students in the third and fourth year of the program, and 45 students by the fifth year of the program. (Five Year Goal = 145 Students)

- Increase the number of research scholarships/fellowships offered to students at the university.

- Increase the number of students who successfully gain entrance into graduate or professional schools.

- Increase the number of students who successfully gain employment three to six months after graduation.

- Increase the number of students participating in undergraduate research and study abroad opportunities.

**Honors Program Student Benefits**

First and foremost, the benefit to Wilkes University honors students will be advanced academic challenges/opportunities throughout their undergraduate experience. Students will also have
opportunities to work closely with dedicated faculty and staff on different honors projects. Additionally, the following benefits will apply to those students in the Honors Program:

- A minimum scholarship of 20,000 dollars per year for four years to attend the university.
- An Academic budget line to be used for particular academic costs/activities during their four years including books, computers, and funding for research, funding for study abroad or internships, conferences, senior projects. A full list of possible costs/activities will be developed and recommended by the Director and the Advisory council.
- Priority for early registration
- Designation as a Wilkes Scholar, which includes special recognition at Commencement and "honors graduate" designation on transcript.
- Assistance with graduate and professional school admissions, applying for prestigious fellowships, and with employment opportunities after graduation.
- Co-curricular opportunities including dinners, field trips, senior honors colloquia presentation, and a graduation banquet.

6. Other specific information. (Not applicable for incidental changes.)

What other programs, if any, will be affected by this proposal? Describe what resources are available for this proposal. Are they adequate? What would be the effect on the curriculum of all potentially affected programs if this proposal were adopted? Include any potential effects to the curriculum of current programs, departments and courses.

Although all programs will have the opportunity to participate in the program, there is no direct impact on any program's curriculum. Additionally, the only impact that may occur is with the FYF 101: Learning Through Leadership course. However, these students will have to take a FYF course and can easily be placed in a designated FYF 101: Learning Through Leadership course.

Human Resources
A Director and a full time administrative assistant will be hired to run the program. The Director will initially be a half-time faculty appointment that, after several years and consideration by the President, Provost and FAC Committee, may be converted to a 25% faculty or full-time administrative position. Additionally, the Wilkes University Honors Program will have an advisory council that is composed of one faculty member from each school, one member of student affairs/services, and one alumni from the honors program (until the program graduates its first cohort, an agreed upon alumni of Wilkes University may stand in).

Honors Program Budget (APC Format)

<table>
<thead>
<tr>
<th>Revenue</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>FY18</th>
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<tbody>
<tr>
<td>Number of New Students or FTE's</td>
<td>20</td>
<td>20</td>
<td>30</td>
<td>30</td>
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<tr>
<td>Number of Student's from prior year</td>
<td>20</td>
<td>32</td>
<td>50</td>
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</table>
7. Program Outline. (Not applicable for incidental changes).

A semester-by-semester program outline as it would appear in the bulletin for a new program or any modified program with all changes clearly indicated.

Admission
Entrance into the program will occur at two different points throughout the program. The majority of students will be recruited to enter the program prior to their freshman year and will begin the program in the first semester of their freshman year. Additionally, a select number of program seats will be made available for students who gain entrance into the program after their freshman year (minimum of five). Students who were not originally accepted into the program and students who
transfer into Wilkes University will have the opportunity to compete for a select number of seats into the program (the number of spots will be determined based on the recruitment and retention numbers from a particular cohort year).

**Curricular Components**
The Wilkes Honors Program requires a minimum of 21 credits with two major academic stipulations:

1. All honors students will take an honors section of the FYF 101: *Learning Through Leadership* course, which will be paired in a learning community with an additional honors course in the students’ freshman year.
2. Honors students are required to take six credits of honors classes at the 300 level or above.

**GPA Requirements**
There will be an overall GPA requirement of a 3.4 for students graduating in the program. Additionally, the requirement after the freshman year will be a 3.0, sophomore year a 3.2, junior year a 3.3, and a 3.4 in their senior year. Finally, a student will only be allowed one grade of a 2.5 in their honors courses to receive honors credit. All other grades must be a 3.0 or higher.

**Structure**
Honors classes will be offered in two forms: (1) as free-standing honors courses available only to honors students and students invited by the instructors; (2) as cross-listed sections of existing courses that will require a faculty member to provide more challenging assignments to those students receiving honors credits. The cross-listed sections are courses in which instructors offer honors students assignments appropriate to their abilities, e.g., assignments that are not included in regular course syllabi or enhanced assignments of existing course requirements. Typically, honors assignments will involve guided independent and intensive study of a special topic.

**Internship/Study Abroad**
Internships and study abroad opportunities are essential elements of the program. Up to six Honors credits may be waived for internships and study abroad experiences that meet the criteria established by the Director and the Advisory Council.
1. Signatures and Recommendations. (please date)
   - Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal and that adequate resources (library, faculty, technology) are available to support proposal.
   - If a potential signatory disagrees with a proposal he/she should write "I disagree with this proposal" and a signed statement should be attached to this submission.

   **MARY ANN MERRIGAN**
   Print Name/Title
   Department chair(s) of all potentially affected programs
   Signature
   Date
   01/31/14

   **ZBIGIEŃ J. WITCZAK**
   Print Name/Title
   Department chair(s) of all potentially affected programs
   Signature
   Date
   02/10/2014

   **Edward D. Foltz**
   Print Name/Title
   Department chair(s) of all potentially affected programs
   Signature
   Date
   2/11/14

   **Bernard Graham**
   Print Name/Title
   Dean(s) of any potentially affected College/School.
   Signature
   Date
   02/3/2014
1. Signatures and Recommendations. (please date)
   - Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal
     and that adequate resources (library, faculty, technology) are available to support proposal.
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     proposal" and a signed statement should be attached to this submission.

Print Name/Title: Kyle L. Reiley
Signature: [Signature]
Date: 1-29-14
Department chair(s) of all potentially affected programs

Print Name/Title: [Signature]
Date: 2-24-14
Department chair(s) of all potentially affected programs

Print Name/Title: [Signature]
Date: 2-6-14
Department chair(s) of all potentially affected programs

I disagree with the proposal

Print Name/Title: [Signature]
Date: 1-29-14
Department chair(s) of all potentially affected programs

Print Name/Title: Diane Wengier
Signature: [Signature]
Date: 1-29-14
Department chair(s) of all potentially affected programs

Print Name/Title: Ed Sfichicato
Signature: [Signature]
Date: 2-31-14
Department chair(s) of all potentially affected programs

Print Name/Title: [Signature]
Date: 1-31-14
Dean(s) of any potentially affected College/School.
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   **Steven Thomas**  
   Signature  
   Date  
   Department chair(s) of all potentially affected programs

   **Mark Stine, Chair, Comm. Studies**  
   Signature  
   Date  
   Department chair(s) of all potentially affected programs

   **Larry Kuhne, Humanities Division**  
   Signature  
   Date  
   Department chair(s) of all potentially affected programs

   **Print Name/Title**  
   Signature  
   Date  
   Department chair(s) of all potentially affected programs

   **Print Name/Title**  
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   Barbara Bracken 
   Print Name/Title: 
   Signature: 
   Date: 1/31/2014

   Department chair(s) of all potentially affected programs

   Pragasastry Srinivasan 
   Print Name/Title: 
   Signature: 
   Date: 1/31/2014

   Department chair(s) of all potentially affected programs

   Fred Gohrlich 
   Print Name/Title: 
   Signature: 
   Date: 1/31/2014

   Department chair(s) of all potentially affected programs

   Amy L. Bradley 
   Print Name/Title: 
   Signature: 
   Date: 1/31/2014

   Department chair(s) of all potentially affected programs

   Andy J. Greenfield 
   Print Name/Title: 
   Signature: 
   Date: 4/20/14

   Department chair(s) of all potentially affected programs

   Michael A. Steele (On leave) 
   Print Name/Title: 
   Signature: 
   Date: 4/2/14

   Department chair(s) of all potentially affected programs

   Brian K. Whitman 
   Print Name/Title: 
   Signature: 
   Date: 2/4/2014

   Department chair(s) of all potentially affected programs

   Dale A. Bruns 
   Print Name/Title: 
   Signature: 
   Date: 2/6/2014

   Dean (s) of any potentially affected College/School.
1. Signatures and Recommendations. (please date)
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   DIANE M. POLACHEK  Diane M Polachek  1/28/14
   Print Name/Title  Signature  Date
   Department chair(s) of all potentially affected programs

   Print Name/Title  Signature  Date
   Department chair(s) of all potentially affected programs

   Print Name/Title  Signature  Date
   Department chair(s) of all potentially affected programs

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   PRINT NAME/ TITLE  Signature  Date
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<td>Bernard Graham</td>
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   **Anne Heinemann**
   Print Name/Title: ELM Chair
   Department chair(s) of all potentially affected programs
   Signature: [Signature]
   Date: 04/01/2014

   **JENNIFER EDMONDS**
   Print Name/Title: EDMONDS FM Chair
   Department chair(s) of all potentially affected programs
   Signature: [Signature]
   Date: 04/02/2014

   **ALVIN SHIHU DEAN**
   Print Name/Title: Dean
   Dean(s) of any potentially affected College/School.
   Signature: [Signature]
   Date: 02/04/14

   **Rachael Duda**
   Print Name: Registrar
   Signature: [Signature]
   Date: 02/10/14

   **Terese M. Wignot**
   Print Name: Provost
   Signature: [Signature]
   Date: 02/11/14

   **Bennett M. Solomon**
   Print Name: Chair, Academic Planning Committee
   Signature: [Signature]
   Date: 02/12/14

   Chair, Academic Planning Committee. For new programs, program revisions sent via the provost. Signature indicates that the proposal has been reviewed and approved by APC.
Wilkes University Honors Program:
Research, Best Practices and Recommendations

Honors Task Force
11/3/2013
EXECUTIVE SUMMARY

On January 24th 2013, the first meeting of the honors program task force was held. The task force, whose members included Fred Sullivan, Thomas Baldino, Susan Malkemes, Mark Allen, Helen Davis, Robert Gardner and Matthew Sowcik, met each month during the spring semester to identify key recommendations in order to (re) establish an honors program at Wilkes University. Over the spring term, the team collected information on honors programs from peer and aspirational schools and created mission, values, and goal statements for the program, which provided guidance when discussing program components.

The task force then met once a month for three hours in May, June, July, and August. Over the summer months, the task force developed key recommendations for both the academic and co-curricular components of the program, the structure of the program, important administrative and procedural issues, and other details associated with program design.

The Honors Task Force will provide these recommendations to the President, Provost and FAC Chair in August, the full faculty at the faculty retreat and first faculty meeting in August, and the President’s Cabinet in September. By the end of the approval process, if the recommendations are accepted, then an interim director will need to be appointed/hired, an interim Advisory Committee established, and a preliminary budget for the program will need to be funded.
On December 19th 1986, the Honors Committee, under the leadership of Bing Wong and Robert Heaman, presented President Breiseth with the "honors proposal", which was then presented to the President's Cabinet on January 5th 1987 and the faculty in March. The highlights from this original honors program included:

- A program that featured an honors in core/general studies and departmental honors.
- Regular courses carrying honors designation, Honors sections, and honors seminars (called "&H").
- Cumulative grade point average of at least 3.25 at the end of each academic year and enrolled in at least one honors (or "&H") class per term.
- A faculty director and an honors advisory committee.

Additionally, the privileges of enrollment in the Honors Program included:

1. A minimum of $1,500 in annual merit scholarship ($750 for those admitted into the honors program in the spring term) for students who maintained honors standing.
2. Designation as a Wilkes Scholar.
4. Opportunity to work closely with dedicated faculty members on honors projects.
5. Special assistance on graduate and professional school admissions and financial aid applications.

The honors proposal also outlined admission (for both general and department honors) into the program for entering freshman and upperclassmen/transfer students, additional program requirements, administration/procedures, faculty loading, and application process. It was suggested during the exploration phase of the current Task Force's work that the previous Honors Program was naturally phased out during a fiscally difficult time in the institution's history.
One of the first acts of the task force was to collect information on both peer and aspirational schools that offered an honors program at their institution (the list of peer and aspirational institutions was provided by Wilkes University Institutional Research). Out of the 18 institutions researched, two institutions (Gettysburg and Muhlenberg) were only major specific (Anthropology and Biochemistry) and in turn were excluded from the research. The 18 schools included:

**Peer Group**

1. Albright College  
2. Elizabethtown College  
3. Fairleigh Dickinson University  
4. Gannon University  
5. Hood College  
6. King's College  
7. Marywood University  
8. Misericordia University  
9. Moravian College  
10. Susquehanna University  
11. University of Scranton  

**Aspirational Group**

1. Bucknell University  
2. Drew University  
3. Fairfield University  
4. Gettysburg College  
5. Loyola University Maryland  
6. Muhlenberg College  
7. Quinnipiac University  

Of the sixteen remaining programs, 4 restricted entry to students prior to the beginning of their freshman year. There were three programs (out of 16) which allowed students to enter at any point from second semester freshman year to senior year. Finally, nine out of 16 programs took students as *de novo* freshmen while also providing an avenue for students to enter as late as their junior year.

The task force also collected information on:

- Average GPA requirements (overall average of 3.41 for the 11 institutions that provided data)  
- Curricular components  
- Co-curricular components  
- Program management & structure  
- Budget  
- Perceived student benefits
The accumulated data served as a guide in the development of the Wilkes University Honors Program and is included throughout this report.

HONORS PROGRAM RECOMMENDATIONS

MISSION
The mission of the Wilkes University Honors Program is to recruit and retain exceptionally talented and highly motivated students by providing an enhanced interdisciplinary educational experience, which will drive intellectual, professional, and personal achievement. Additionally, the Wilkes University Honors Program anticipates raising academic expectations and greatly improving both the institution’s culture and that of the surrounding community.

VALUES
In addition to the core values of Wilkes University which include:

- **Mentorship**: Nurturing individuals to understand and act on their abilities while challenging them to achieve great things.
- **Scholarship**: Advancing knowledge through discovery and research to better educate our constituents.
- **Diversity**: Embracing differences and uniqueness through sincerity, awareness, inclusion and sensitivity.
- **Innovation**: Promoting creative scholarly activities, programs, ideas and sustainable practices.
- **Community**: Appreciating and collaborating with mutual respect to foster a sense of belonging.

The honors program also looks to establish:

- **Academic Distinction**: Pursuing academic excellence by engaging in rigorous and challenging experiences.
- **Integrity**: Demonstrating the highest level of ethical and moral standards with both determination and humility.
- **Self Awareness**: Striving for an accurate assessment of one’s self through reflection.
- **Leadership**: Learning to create personal and professional opportunities to positively influence one’s self and others toward the common good.

**PROGRAM GOALS**

The following is a list of program goals over the next five years:

- Recruit and retain 20 highly qualified honors students in the first and second year of the program, 30 students in the third and fourth year of the program, and 45 students by the fifth year of the program. (Five Year Goal = 145 Students)
- Increase the number of research scholarships/fellowships offered to students at the university.
- Increase the number of students who successfully gain entrance into graduate or professional schools.
- Increase the number of students who successfully gain employment three to six months after graduation.
- Increase the number of students participating in undergraduate research and study abroad opportunities.

**Curricular Components**

Results suggest a wide variety of required credit hours when researching the 15 institutional programs that shared this data (one program did not have the number of credit hours listed). However, a majority of the programs required between 18 and 27 credits. The following chart presents the task force’s finding on required credit hours.

![Credit Hours Distribution Chart]

The Task Force recommends that the Wilkes Honors Program require a minimum of 21 credits with two major academic stipulations:

1. All honors students will take an honors section of the FYF 101: *Learning Through Leadership* course, which will be paired in a
learning community with an additional honors course in the students' freshman year.

2. Honors students are required to take six credits of honors classes at the 300 level or above.

Requirements

Analysis of both the peer and aspirational institution honors programs suggested that 11 out of 16 institutions reported that they had a Grade Point Average requirement. Over half of these programs had a 3.5 requirement (see graph below). On average, the GPA for all the institutions was a 3.41. The Task Force recommends a GPA requirement in line with a student receiving academic honors at the point of graduation (3.4). Additionally, to measure progress through the program, the Task Force recommends requirements after each academic year.

There will be an overall GPA requirement of a 3.4 for students graduating in the program. Additionally, the requirement after the freshman year will be a 3.0, sophomore year a 3.2, junior year a 3.3, and a 3.4 in their senior year. Finally, a student will only be allowed one grade of a 2.5 in their honors courses to receive honors credit. All other grades must be a 3.0 or higher.

Admission

Entrance into the program will occur at two different points throughout the program. The majority of students will be recruited to enter the program prior to their freshman year and will begin the program in the first semester of their freshman year. Additionally, a select number of program seats will be made available for students who gain entrance into the program after their freshman year. Students who were not originally accepted into the program and students who transfer into Wilkes University will have the opportunity to compete for a select number of seats into the program (the number of spots will be determined based on the recruitment and retention numbers from a particular cohort year).

Additional Recommendations
The Task Force strongly recommends internships and study abroad opportunities as essential elements of the program. Up to six Honors credits may be waived for internships and study abroad experiences that meet the criteria established by the Director and the Advisory Council.

Structure

Honors classes will be offered in two forms: (1) as free-standing honors courses available only to honors students and students invited by the instructors; (2) as cross-listed sections of existing courses that will require a faculty member to provide more challenging assignments to those students receiving honors credits. The cross-listed sections are courses in which instructors offer honors students assignments appropriate to their abilities, e.g., assignments that are not included in regular course syllabi or enhanced assignments of existing course requirements. Typically, honors assignments will involve guided independent and intensive study of a special topic.

Honors classes will be selected as follows:

1. The Director will issue a call to all faculty for honors course proposals.
2. Proposals will be reviewed by the Director and the Honors Advisory Committee with an eye toward the program and content area needs of the honors program.

Human Resources

The research on peer and aspirational programs once again provided valuable information about how honors programs are staffed. Among the 15 schools for which information was obtained about human resources, all of the programs had a Director or Chair leading the program. Additionally, more than half of the programs had an Assistant Director or Coordinator. Finally, six out of the 15 schools have administrative help from a full time administrative assistant.
The Task Force recommends that a Director and a full time administrative assistant be hired to run the program. The Director will initially be a half-time faculty appointment that, after several years and consideration by the President, Provost and FAC Committee, may be converted to a 25% faculty or full-time administrative position. In its third year, the Task Force recommends that the University consider hiring an Assistant Director to help with program management and advising. Additionally, the Task Force has compiled key responsibilities for the Honors Program Director, which may serve as a guide when creating a job description, in the hiring process, and as a roadmap for the program’s founding Director. The Director will:

- Manage all aspects of the Honors Program to include: the residential component, common enrichment activities, and monitor student progress relative to established standards.
- Oversee recruitment and retention of highly qualified students to the University, e.g. admissions to candidacy, graduation certification.
- Identify and cultivate students for prestigious national scholarships and awards (e.g., Truman, Rhodes, NSF Fellowships), beginning with freshman and sophomore students.
- Coordinate Study Abroad and Internship opportunities for honors students.
- Coordinate Pre-Professional advising; develop a comprehensive pre-professional advising program in cooperation with the Career Planning Office.
- Coordinate and promote undergraduate research, including funding opportunities, faculty/student connections, and research fairs.
- Coordinate Advisory Council responsibilities (i.e. meeting agendas and logistics)
- Oversee fundraising and development to support honors program initiatives, scholarships, and grants.
- Strategically plan for growth in honors education.
- Minimally increase the number of students participating in honors education to at least 3 to 5% of undergraduate population over a four year period.
- Recruit and grow the number of faculty teaching all types of honors courses.
- Examine opportunities for developing new honors experiences, as well as the restructuring of the existing honors program, to allow for growth and multiple points of entry to honors education.
- Work with department chairs, associate deans and deans of all Colleges to expand opportunities for students to participate in honors education by examining course development, curriculum development, and undergraduate research.
- Support and promote honors faculty by assisting with: student recruitment; outcomes assessment; identification and promotion of how involvement in honors education and undergraduate research are valued in the tenure and promotion process; public recognition of honors faculty; enhancement of honors faculty presence on web and promotional materials.
- Coordinate initiatives for recognizing academic achievement on campus, in the community, and nationally. Expand the visibility and strengthen the reputation of the Honors Program so that it is perceived as a model for excellence for students and faculty across the campus and beyond. Develop marketing of all honors-like opportunities for undergraduates at all levels, strengthening the message about the benefits of participating in the program and how those experiences will help transition students to graduation and graduate school.
- Work with the Alumni Office to develop a dedicated honors alumni group that will include alumni from all honors programs.
- Provide support for and possibly coordinate the activities of departmental and program-based honors societies on campus.
- Teach one honors course per semester as either a free-standing course or with an honors section.

Honors Advisory Committee

As shown in the graph above, 6 out of the 15 programs investigated had an Honors Advisory Committee/Council. The Wilkes University Honors Program should have an advisory council that is composed of one faculty member from each school, one member of student affairs/services, and one alumni from the honors program (until the program graduates its first cohort, an agreed upon alumni of Wilkes University may stand in).

The members of the Honors Program Advisory council will participate in the following activities:
• Develop and consistently evaluate academic and administrative policies of the Honors Program
  o Provide guidance to Honors Director around changes to program policies
  o Approve any individual exceptions to current academic and administrative policies (including but not limited to issues directly linked to grades and honors credits)
  o Recommend revisions to existing academic and administrative policies
  o Approve all additions/changes to academic and administrative policies
  o Serve as the appeals process for honors student concerns (including but not limited to reinstatement into the program)
• Oversee the admission of students to the Honors Program
  o Establish and review criteria for admission to the Honors Program
  o Assist in interviews of candidates
  o Review applications and to determine admission to the Honors Program
• Oversee the development and maintenance of the Honors curriculum
  o Approve selection of honors courses (in collaboration with the Honors Director)
  o Recommend revisions to existing Honors courses
  o Coordinate efforts of faculty members, department heads and appropriate administrative personnel to implement courses
• Serve as a liaison between the Honors Program and their respective college/area
  o Provide advising for honors students in their college/areas (in collaboration with the Honors Director)
  o Provide Honors Director with insight into particular needs of honors students in their area
• Monitor extracurricular offerings, seminars, colloquia and other benefits associated with the honors program

Honors Program Student Benefits

First and foremost, the benefit to Wilkes University honors students will be advanced academic challenges/opportunities throughout their undergraduate experience. Students will also have opportunities to work closely with dedicated faculty and staff on different honors projects. Additionally, it is recommended by the Honors Task Force, in order to stay competitive in recruiting and retaining students into the honors program that the following benefits should also be considered:
- A minimum scholarship of 20,000 dollars per year for four years to attend the university.
- An Academic budget line to be used for particular academic costs/activities during their four years including books, computers, and funding for research, funding for study abroad or internships, conferences, senior projects. A full list of possible costs/activities will be developed and recommended by the Director and the Advisory council.
- Priority for early registration
- Designation as a Wilkes Scholar, which includes special recognition at Commencement and “honors graduate” designation on transcript.
- Assistance with graduate and professional school admissions, applying for prestigious fellowships, and with employment opportunities after graduation.
- Co-curricular opportunities including dinners, field trips, senior honors colloquia presentation, and a graduation banquet.

Budget

Honors Program Budget

<table>
<thead>
<tr>
<th></th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
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<tbody>
<tr>
<td>Director (interim in year one)</td>
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<td>55,263</td>
<td>56,368</td>
<td>57,495</td>
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<td>32,250</td>
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<td>Academic Spending Accounts</td>
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<td>40,000</td>
<td>90,000</td>
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<tr>
<td>Extracurricular and other program costs</td>
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<td>8,000</td>
<td>10,000</td>
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<tr>
<td>Marketing Expenses</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
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<tr>
<td>Travel (Director)</td>
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<tr>
<td>Conference/Association Fees</td>
<td>1,500</td>
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<td>1,500</td>
<td>1,500</td>
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<tr>
<td>Advisory Council (stipend for six faculty)</td>
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<td>18,000</td>
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<tr>
<td>Training Workshop for Honors Faculty</td>
<td>750</td>
<td>750</td>
<td>750</td>
<td>750</td>
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<td><strong>TOTAL</strong></td>
<td><strong>106,630</strong></td>
<td><strong>160,763</strong></td>
<td><strong>214,513</strong></td>
<td><strong>268,338</strong></td>
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</table>

Budget Narrative:

Director – The salary in year one reflects an interim director. It is calculated based on release time (half time) of an assistant professor and includes summer months and fringe benefits. The second through fourth year salary continues to treat the position in a similar manner only having a permanent person appointed to the position 2% annual increase included.

Support Staff – This is an added position to assist the director with support tasks necessary to administer the program ($25,000 salary plus fringe in year one and assume a 2% increase in the years that follow.
Academic Spending Account – This is money available to each student to spend towards academic costs related to being an honors student. The cost is estimated at $1,000, per student, for the first two years, and $2,000, per student, for the last two years. It is anticipated that there will be twenty students recruited per year in 2013-14 and 2014-15 and thirty recruited in 2015-16 and 2016-17. Money cannot be rolled over to the student’s next academic year, however, funding will go back into Honors Program budget at the end of the fiscal year to fund academic spending accounts.

Extracurricular and Other Program Costs – These costs cover field experiences, standardized testing materials, dinners, awards banquet, etc.

Marketing Expenses – Money needed above and beyond regular student recruitment budget to attract students to the program.

Travel – Money necessary for the director to visit high schools and attend conferences.

Conference/Association Fees – Funds available for the director to stay current with latest honors program approaches and trends.

Advisory Council – This fund reflects a $3,000 per faculty member (cross representation) stipend for additional time spent in meetings, recruiting faculty, and selecting students to the program.

Training Workshop for Honors Faculty – The funds would be used for a small honorarium for a speaker and light refreshments.

*Omitted from the budget recommendations is a $20,000 scholarship per student. A lucrative financial aid package will be necessary to recruit the level student desired; however, as a committee we are uncertain how the University budgets an item such as this. Although this is a significant amount of tuition dollars, students selected for the honors program would already receive the highest levels of scholarship available at Wilkes University, therefore making this scholarship contribution minimal.

**Items that increased from budget scenario to budget scenario without explanation reflect funds necessary as the program grows.
Appendix A: Program Process Map

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
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<tbody>
<tr>
<td>Minimum GPA 3.6</td>
<td>Minimum GPA 3.2</td>
<td>Minimum GPA 3.3</td>
<td>Minimum GPA 3.4</td>
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Must take a minimum of 21 total credits including 6 credits at the 300 level

Academic
- FYF 101 & ENG 101
  - 7 credits
- 2 Honors Courses – Gen. Ed. or Major
  - 6-8 credits

Senior
- Honors Capstone Seminar
  - 1 cr.
- Internship/St. Abroad/Research*
  - 3-6 credits

Residential Component
- Extra-curricular – dinners, field trips, speakers, etc.
  - 6-12 credits

Self Assessment
- Electronic Portfolio Development – Co-curricular Transcript
  - Career/Grad School Focus & Reflection

*Internship/Study Abroad/Supervised Research

PROGRAM FLOW (tentative)

6/11/13
<table>
<thead>
<tr>
<th>Year</th>
<th>Revenue</th>
<th>Cost</th>
<th>Profit/Loss</th>
<th>Total Operating Expenses</th>
<th>Total Salary &amp; Benefits</th>
<th>General Benefits</th>
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<td>280,499</td>
<td>362,500</td>
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<td>2017</td>
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<tr>
<td>2018</td>
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<td>387,500</td>
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<td>2019</td>
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<td>278,600</td>
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## Support Staff

### Faculty Salaries - Full Time

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### Benefits

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### Other Operating Expenses

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### Total Other Operating Expenses

<table>
<thead>
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<td>$5171</td>
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### Total Full-Time Tuition Revenue

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### Total Tuition Revenue

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### University Fees

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### Tuition Discounted at 70%

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### Total Number of Students

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<td>70</td>
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### Number of New Students or FTES

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### Undergraduate Academic Business Plan

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<th>Division Name</th>
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<tr>
<td>Wilkes University</td>
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