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: Mark Allen, Interim Director
   Honors Program
   212 Passan Hall, Ext. 4103

2. Proposal Title: Honors Program Curriculum

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:

1. Course Addition Form (plus syllabi)
2. Course Deletion Form
3. 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.

Last Spring (2014) the faculty approved of an honors program to begin Fall, 2015. The framework for the curriculum was part of the approved proposal; however, lacked specificity. During the Fall Semester, 2015 the Honors Advisory Council (see APPENDIX A) provided depth and clarity to the curriculum. After consulting with the Provost, it was determined that the Council’s work did not have to be presented to the Academic Planning Committee as the initial honors proposal was approved by the entire faculty (this is also reflected in the faculty meeting minutes of 3/14); however, it would be most appropriate to go through the Curriculum Committee with a more comprehensive curricular plan for the program. Attached is the original proposal as approved by the faculty (see APPENDIX B). When fully implemented the honors program will include approximately 120 to 150 undergraduates over a four year span requiring each student to take 22 credits (existing courses with advanced rigor to meet program goals except for the senior year, one credit experience). The program’s mission 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.

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.

As mentioned above, courses for this program, with the exception of a one credit, culminating experience, will be part of the regular undergraduate offerings in both the general education and major areas of the curriculum. The freshman experience will require an honors section of FYF (Fall Semester) and two honors sections from General Education offerings (ENG 120 and HST 101 – Spring Semester). "And Honors" courses will be sought from Gen. Ed. and major courses to fulfill remaining credit requirements. Study abroad and internships will also provide opportunity for students to fulfill credit requirements. The administration is familiar with the program and its associated costs and is supportive of the venture.
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.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course/Subject</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>First Year Fall Semester</strong></td>
<td>FYF 101H</td>
<td>3 credits</td>
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<td><strong>First Year Spring Semester</strong></td>
<td>ENG 120H or HST 101H</td>
<td>3 credits</td>
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<td><strong>Second Year Fall Semester</strong></td>
<td>Gen Ed or Major</td>
<td>3-4 credits</td>
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<td><strong>Second Year Spring Semester</strong></td>
<td>Gen Ed or Major</td>
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<td><strong>Third Year Fall Semester</strong></td>
<td>Gen Ed or Major (300 level)</td>
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<td><strong>Third Year Spring Semester</strong></td>
<td>Major (300 level)</td>
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<td><strong>Fourth Year Fall Semester</strong></td>
<td>Major or Internship or Study Abroad</td>
<td>3-6 credits</td>
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<tr>
<td><strong>Fourth Year Spring Semester</strong></td>
<td>Honors Seminar</td>
<td>1 credit</td>
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**Honors Course Offerings – First Year**
Courses carrying honors designations will address, minimally one of the core values of the program: leadership (LE), integrity (demonstrated learning of ethics and values)(IN), self-awareness (emphasis on self-reflection)(SA), academic rigor (beyond academic expectations of regular section offerings)(AR), importance of building community (CO) and appreciating diversity (DI).

**FIRST YEAR COURSES**
- FYF 101* (Fall, 2015)

This course will serve as a platform for honors students to discover the dynamic aspects of leadership (LE), begin reflecting on individual leadership characteristics and develop a plan for self-discovery (SA) that will culminate in connecting the student as a leader in the context of his/her primary academic interests. Therefore, upon completion of the course, students will be able to:
- understand several leadership theories and apply them to a variety of contexts (IN)(AR)
- demonstrate an understanding of self in relation to past and future leadership opportunities (SA)
- understand the breadth and scope of leadership and apply it in an interdisciplinary context (AR)
Curriculum Committee Revisions Proposal

- understand self-reflection as a tool for learning (SA)
- discuss opportunities to serve as change agents relative to careers and community (CO)
- understand basic research skills (AR)
- developed oral proficiencies as both a presenter and facilitator
- developed skills necessary for effective group collaboration (CO)
- developed deeper multicultural understanding (DI)
- ENG 120*, HST 101* (Spring, 2016). Courses designed to be cohort based and include the program’s core values with 15-17 students in each.
- “And Honors” section of MTH 111 (Fall, 2015), “And Honors “ MTH 112 (Spring 2016)
- “And Honors” (Spring, 2016) – other General Education courses will be sought to carry this designation

*cohort based for honors students only

Honors Course Offerings – 2nd through 4th Year

“And Honors” Course Requirements
“And Honors” (AH) will be designed for students to go more deeply into the course theory/methodology/learning. Students will be asked to address more sophisticated material and required to deliver a supplemental project (or projects) as designed by the instructor and approved by the Honors Advisory Council (HAC). These courses may be part of the general education or major requirements.

The Honors Advisory Council will solicit faculty to submit proposals for AH courses six months to one year in advance according to projected program needs (see Appendix C). Proposals are approved based on how well the proposed AH course meets the core values of the Honors Program: leadership, integrity (demonstrated learning of ethics and values), self-awareness (emphasis on self-reflection), academic rigor (beyond academic expectations of regular section offerings), importance of building community and appreciating diversity. Examples of supplemental work include:
- researching a relevant topic and writing a scholarly paper
- preparing and delivering an oral presentation to the class or an external audience
- participating in extra service opportunities and/or field experiences and delivering an analysis of those experiences
- participating in extra laboratory research and reporting on findings

Honors Conversion Courses
Honors conversion courses differ from “and H” courses in that they are:
- offered to students during their junior and senior year to satisfy honors credit
- The additional supplemental work is determined following an individual assessment of needs of the student and available resources and time of the faculty member. Students and faculty would submit a request to be approved by the Honors Council within the first three weeks of a semester.
- Courses with sections (or equivalent courses) already offered for honors credit in the same semester cannot be converted, students must enroll in the honors section or equivalent course. [Students may convert courses where honors sections are full.]
- Study abroad and internships will be treated as conversion courses with a maximum of six credits applying towards honors credits
To convert a course, a student must:

- Contact the instructor and discuss the possibility of converting it to honors credit
- Develop a plan with the instructor to work individually, or as part of a group, to advance the curriculum
- Submit a Course Conversion Agreement within the first 3 weeks of the semester
- Successfully complete any additional assignments and earn a B, or higher, in the course

Culminating one credit course (see HNR 390 on course addition form)
8. 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.

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<th>Print Name/Title</th>
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<td>Department chair(s) of all potentially affected programs</td>
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<td>Dean(s) of any potentially affected College/School.</td>
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<td>Provost (For new programs, significant revisions and revisions to the General Education Program revisions only). Provost should check here ____ if this proposal is a program revision AND the significance of the revision requires review and approval by APC prior to Curriculum Committee.</td>
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<td>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.</td>
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<td>Chair, General Education Committee. For revisions to General Education program only. (Signature indicates that the proposal has been approved by GEC).</td>
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1. Course Title: Honors Seminar

2. Course Number: HNR 390
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours ___ 1 ___  Lab Hours ______  Other ______

4. Course Prerequisites: Successful completion (or concurrent) of 21 honors credits

5. Course Description (as proposed for the Bulletin):
   Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

This one credit course is designed to help Honors students work towards sharing their academic work with broader audiences and to allow them to reflect upon their experience in the program. Students will be encouraged to develop professional conference presentations, and/or publication submissions. Students will also receive guidance in applying for graduate programs and grant opportunities. Students will reflect on the development of their own skills in relation to the core values of the Honors program: leadership, integrity, self-awareness, academic rigor, community, and diversity. The course will be delivered using a seminar style format. The seminar will culminate in a public presentation of their research at Wilkes in the form of an Honors Exhibition.
6. Required Documentation:

   Proposed Syllabus: Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name, contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) information, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.

HNR 390 Abbreviated Syllabus

GENERAL INFORMATION:

| Instructor: | Phone: |
| Office: | E-mail: |
| Office Hours: | Location: |
| Class Time: |

COURSE DESCRIPTION:

This one credit course is designed to help Honors students work towards sharing their academic work with broader audiences and to allow them to reflect upon their experience in the program. Students will be encouraged to develop professional conference presentations, and/or publication submissions. Students will also receive guidance in applying for graduate programs and grant opportunities. Students will reflect on the development of their own skills in relation to the core values of the Honors program: leadership, integrity, self-awareness, academic rigor, community, and diversity. The course will be delivered using a seminar style format. The seminar will culminate in a public presentation of their research at Wilkes in the form of an Honors Exhibition.

REQUIRED READINGS:

- TBD
- Values in Action Inventory of Strengths

COURSE OBJECTIVES:

This course will serve as the culminating experience for Honors students providing an opportunity for them to reflect upon the core values of the program and apply that learning to current a context related to his/her academic discipline. The course will also provide an opportunity to clarify logical next steps for
students as they look towards life beyond the University. Therefore, upon completion of the course, students will be able to:

1. understand the processes for submitting conference proposals and publications
2. understand general leadership practices and perspectives and apply them to a specific context
3. receive guidance and support in applying to graduate programs, post-graduate scholarships, post-baccalaureate programs, or other opportunities for advancement.
4. Present research in a public forum
5. demonstrate an understanding of the self with respect to interpersonal strengths
6. develop self-reflection as a tool for learning
7. discuss opportunities to serve as change agents relative to careers and community
8. re-enforce the importance of considering ethics and values in making decisions
9. improve oral proficiencies
10. develop/clarify a plan for future education/career initiatives

COURSE REQUIREMENTS:

In order to meet course objectives, students will be expected to complete the following:

1. Readings: Students should read the assigned textbook chapters, articles, and related materials as distributed by the instructor.
2. Class Participation: Attendance and participation is essential as the delivery of learning uses an interactive, discursive format.
3. Oral Presentation. Each student will deliver a formal presentation of their research at an Honors Exhibition. Presentations will be delivered in a field-appropriate manner, which may include a poster presentation, an oral paper presentation, or another format as approved by the instructor.
4. Self-reflections: students will complete a series of self-reflections that analyze their work in relation to the Honor’s Program and the University’s core values.
5. Individual meetings: Students will meet with the course instructor at the beginning of the semester to establish personal goals for the course, intermittently to assure progress and offer guidance, and near the end of the course in preparation for the Honors Exhibition.
6. Career/Education Plan: Each student will present a written plan outlining their career/educational goals for the next ten years. This plan will include evidence of plans to advance their academic work beyond Wilkes. This can include a portfolio, a conference presentation proposal, a journal submission draft, application to postgraduate programs or scholarships, or other work as determined by the instructor and student in consultation.
GRADING AND COURSE POLICIES:

1. **Attendance and Participation.** The class will be conducted using a seminar format requiring a high degree of individual participation. **Attendance is expected and required.** (20 points)

2. **Oral Presentation.** A researchable contemporary issue of interest to the student, and approved by the instructor, will be presented to the class. Students will be expected to deliver a well organized presentation followed by a facilitated class discussion. (40 points)

3. **Self-reflections.** Students will complete a series of self-reflections in order to reflect on the programs core values and their own development as leaders and citizens (20 points)

4. **Career/Education Plan.** Students will be asked to provide a written plan outlining future (10 years) career education plan. (20 points)

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<thead>
<tr>
<th>Attendance and Participation</th>
<th>20 points</th>
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<tbody>
<tr>
<td>Oral Presentation</td>
<td>40 points</td>
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<tr>
<td>Self reflections</td>
<td>20 points</td>
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<tr>
<td>Career/Education Plan</td>
<td>20 points</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100 points</strong></td>
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</tbody>
</table>
APPENDIX A

HONORS ADVISORY COUNCIL MEMBERSHIP

SSE – Fred Sullivan
Sidhu – Matthew Sowcik
Nursing – Joyce Chmil
Education – Suzanne Galella
SAHSS – Helen Davis
Pharmacy – Jennifer Malinowski
APPENDIX B

WILKES UNIVERSITY
HONORS PROGRAM:
Research, Best Practices and Recommendations

Honors Task Force
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. 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.
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:

- **Leadership**: Learning to create personal and professional opportunities to positively influence one’s self and others toward the common good.
- **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.
- **Academic Distinction**: Pursuing academic excellence by engaging in rigorous and challenging experiences.
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 year of the program, 30 students in the second, third and fourth year of the program, and 45 students by the fifth year of the program. (Five Year Goal = 155 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 Chart]

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

1. All honors students will take an honors section of the FYF 101.
2. Honors students are required to take six credits of honors classes at the 300 level or above.
3. All honors students will be required to take a one-credit, senior honors seminar, which will be scheduled in the last year of the student’s schedule in either the fall or spring. The class will meet once a week.
and provide a senior seminar experience for the program’s participants.

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.

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: one, as free-standing honors courses available only to honors students and students invited by the instructors; two, 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

The following is a list of the benefits and privileges honors students will receive by participating 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.
- Opportunities to work closely with dedicated faculty and staff on
  honors projects.
- Co-curricular opportunities including dinners, field trips, senior honors
  colloquia presentation, and a graduation banquet.

Budget

Honors Budget Models

Model I: Conservative Budget

<table>
<thead>
<tr>
<th></th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director (interim in year one)</td>
<td>54,180</td>
<td>55,263</td>
<td>56,368</td>
<td>57,495</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Support Staff</td>
<td>0</td>
<td>32,250</td>
<td>32,895</td>
<td>33,593</td>
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<tr>
<td>Academic Spending Accounts</td>
<td>20,000</td>
<td>40,000</td>
<td>90,000</td>
<td>140,000</td>
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<tr>
<td>Extracurricular and other program costs</td>
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<td>7,500</td>
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<tr>
<td>Marketing Expenses</td>
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<td>3,000</td>
</tr>
<tr>
<td>Travel (Director)</td>
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<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
</tr>
<tr>
<td>Conference/Association Fees</td>
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<td>1,500</td>
<td>1,500</td>
<td>1,500</td>
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<tr>
<td>Advisory Council (no release time)</td>
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<td>Training Workshop for Honors Faculty</td>
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<td>750</td>
<td>750</td>
<td>750</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>141,263</strong></td>
<td><strong>193,513</strong></td>
<td><strong>245,838</strong></td>
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</tbody>
</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.

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.

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

**Model II: Moderate Budget**

<table>
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<th>2013-14</th>
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<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director (interim in year one)</td>
<td>54,180</td>
<td>55,263</td>
<td>56,368</td>
<td>57,495</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>0</td>
<td>0</td>
<td>58,000</td>
<td>59,160</td>
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<tr>
<td>Support Staff</td>
<td>0</td>
<td>32,250</td>
<td>32,895</td>
<td>33,593</td>
</tr>
<tr>
<td>Academic Spending Accounts</td>
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<td>40,000</td>
<td>90,000</td>
<td>140,000</td>
</tr>
<tr>
<td>Extracurricular and other program costs</td>
<td>7,200</td>
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<td>12,000</td>
</tr>
<tr>
<td>Marketing Expenses</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
</tr>
<tr>
<td>Travel (Director)</td>
<td>2,000</td>
<td>2,000</td>
<td>3,000</td>
<td>3,000</td>
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<tr>
<td>Conference/Association Fees</td>
<td>1,500</td>
<td>1,500</td>
<td>2,500</td>
<td>2,500</td>
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<tr>
<td>Advisory Council (stipend for six faculty)</td>
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<td>750</td>
<td>750</td>
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<td>160,763</td>
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*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.

Assistant Director – This position would be added in year three to assist with the recruitment, retention, and program administration for an estimated 70 – 100 students. It would be an administrative position at $45,000 per year plus fringe benefits.

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.

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.

**Model III: Optimal Budget**

<table>
<thead>
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<th>2013-14</th>
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<tr>
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<td>Support Staff</td>
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<tr>
<td>Academic Spending Accounts</td>
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<td>40,000</td>
<td>90,000</td>
<td>140,000</td>
</tr>
<tr>
<td>Extracurricular and other program costs</td>
<td>7,200</td>
<td>10,000</td>
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<td>15,000</td>
</tr>
<tr>
<td>Marketing Expenses</td>
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<td>3,000</td>
<td>3,000</td>
</tr>
<tr>
<td>Travel (Director)</td>
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<tr>
<td>Conference/Association Fees</td>
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<td>2,500</td>
</tr>
<tr>
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<td>107,100</td>
<td>109,200</td>
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<tr>
<td>Training Workshop for Honors Faculty</td>
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<td>1,500</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>193,630</td>
<td>300,050</td>
<td>417,105</td>
<td>476,493</td>
</tr>
</tbody>
</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 includes a fulltime director at an annual salary of $80,000 plus fringe benefits. This would enable the director to focus exclusively on the program and not be distracted by teaching responsibilities in a separate discipline. The director would be expected to teach an honors course each semester.

Assistant Director – This position would be added in year three to assist with the recruitment, retention, and program administration for an estimated 70 – 100 students. It would be an administrative position at $45,000 per year plus fringe benefits.
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% annual increase).

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 in 2013-14 and 2014-15 and thirty recruited in 2015-16 and 2016-17.

Extracurricular and Other Program Costs – These costs cover field experiences, standardized testing materials, dinners, awards banquet, etc.. Although many of these costs are dedicated to first year students, it is hoped that there could be continued, high level, participation as honors students advance through the program.

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 one quarter release time per faculty member (cross representation) 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.

**Items that increased from budget scenario to budget scenario without explanation reflect funds necessary as the program grows.
APPENDIX C

"And H" Course Proposal Form
(to be submitted six months prior to course being offered)

Proposed Course Title and Number: ____________________________

Instructor: ____________________________

Prerequisites: ____________________________

Does the course satisfy?: Core Requirement____ Major Requirement____ Major Elective____ General Elective____

Briefly describe the additional intellectual experience/requirements for students to earn honors credit:

Courses carrying honors designations will address, minimally one of the core values of the program: leadership, integrity (demonstrated learning of ethics and values), self-awareness (emphasis on self-reflection), academic rigor (beyond academic expectations of regular section offerings), importance of building community and appreciating diversity.

Briefly describe how the additional intellectual experience/requirements will relate to the core values of the Honors Program:

Are there additional costs required to the instructor or the student? (i.e. -- books, research supplies, travel) yes____ no____

If yes, describe:

Please attach a syllabus of the course including: course description, learning outcomes, assessment, and required readings.