Faculty Senate Routing Form
(action/proposal attached)

I. Item Title: Honors College Curriculum

   a) Brief Description: The Honors College proposed the “Honors Path Curriculum,” a liberal studies curriculum designed specifically for honors students at WCU.

   b) Initiated by: Brian Railsback, Dean of the Honors College

II. Faculty Senate Action: □ approved □ not approved □ other date: 4/28/2011

   Comments: Vote: 2 for, 24 against, 1 abstention.

   FS Secretary signature: Laura Wright date 8/8/2011

III. Provost: □ for information □ for action............. □ approved □ not approved

   Comments:
   ____________________________________________________________

   Person responsible for Implementation:
   ____________________________________________________________

   Provost signature: Beth Lentz date 8-19-11

IV. Chancellor: □ for information □ for action............. □ approved □ not approved

   Comments:
   ____________________________________________________________

   Chancellor signature: David W. Belcher date 9 Sept. 11

Once finalized copies will be returned to the Provost Office’s representative who will scan and distribute electronically to:

Chancellor
Provost
Chair of Faculty Senate
Secretary of the Faculty Senate
Associate Vice Chancellor for Academic Affairs (for catalog and handbook)
Associate Dean of Graduate School (for catalog)
Others (i.e. person responsible for implementation)
The Honors Path Curriculum (Proposed)
A Liberal Studies Program for Honors Students at WCU

In 2007-2008 two groups considered two fundamental questions:

What should a WCU Honors student know as a result of graduating from The Honors College?
What should a WCU Honors graduate know to be competitive with graduates from elite private colleges?

Two independent organizations considered these questions: The Honors College Board of Directors (made up of Honors students) and The Honors College Advisory Board (made up of professionals outside the university). In May 2008 the two groups met and agreed upon the learning outcomes defined in The Honors Path Curriculum. Throughout 2009 and early 2010, The Dean of The Honors College sought input for the plan from a variety of consultants throughout the university, including faculty, staff, and administrators. The program, described in this document, was then formally proposed to the university in April 2010.

Mission

The Honors Path Curriculum, by encouraging The Honors Path, enhances Honors students' education at Western Carolina University so high-achieving students will make the most of their potential, possess an excellent foundation for their chosen major, and therefore be on their way to making a positive difference in their world upon graduation.

The Honors Path

In the spirit of WCU’s Quality Enhancement Plan, The Honors College adopted The Honors Path in fall 2007 as an educational framework. The pathway encourages Honors students to become active in the Honors community and, in addition to courses, pursue:

- service learning
- study abroad opportunities
- undergraduate research
- national fellowships/scholarships
- internship/co-op experiences
- The Honors College diploma.

The Path is introduced to Honors students at orientation and in the USI 101 (Honors Forum) course so that they will have a direction by which they will maximize their potential. In short, the Path encourages Honors students to plan ahead so that they will graduate from WCU with a career profile that goes beyond a diploma and a good GPA.

The Honors Path Curriculum is specifically designed to reinforce certain aspects of The Honors College Path. To this end, specific emphases include:

- required service learning
- a study abroad option or required second language study
- required undergraduate research
- a required internship, co-op, or appropriate capstone experience.

Characteristics of The Honors Student at WCU

For the last few years, there have been between 1,300 and 1,400 Honors students at WCU (about 14% of the undergraduate residential population). The Honors College is “open,” so Honors students enter the College as first-year students, or sophomores, and sometimes juniors (particularly transfer students). The first-year students who enter WCU as Honors students usually make up about 10-12% of the freshman class (approximately 150 students; 168 in fall 2009). Honors students who remain in good standing are high achievers with academic discipline and self-motivation. Honors students:
• Participate in all majors that WCU offers (some double major)
• Tend to be engaged in campus activities beyond the classroom, including marching band, athletics, service, and student government (over 50% of all WCU students who studied abroad in 2007-08 were Honors students; 63% of the primary presenters from WCU accepted for the 2009 National Conference on Undergraduate Research were Honors students)
• Who entered as first-term freshmen in 2008 averaged a 4.3 weighted cumulative HS GPA/1803 SAT (3.3/1485 for non-Honors)
• Average a first to second year retention of 84% (71% for non-Honors)
• Average a 3.51 cum WCU GPA (fall 2008 average for all non-Honors was 2.51)
• Graduate at a higher rate (six-year rate for the fall 2001 cohort was 65% for Honors, 39% for non-Honors)

Though across all disciplines, WCU Honors students are a distinct group of high-achievers who need a liberal studies curriculum tailored to their abilities. Honors curricula across the country vary, from the least developed (colleges that parallel the university liberal studies program, as we do), to some that fully substitute the university liberal studies program (the program at Portland State, Oregon, for example), to other labor-intensive programs that replace the university curriculum with plans largely customized between the student and advisor (the Honors Tutorial College at Ohio University). Please see Appendix A for more examples of Honors curricula. The WCU Honors College, now in its 13th year, should move as a natural part of its evolution to a curriculum designed for its students. Because of the QEP, The Honors College is in a unique position to offer a curriculum that is based upon an educational framework far more developed than in most Honors colleges or programs.

Important Characteristics of The Honors Path Curriculum

The Honors Path Curriculum (HPC) is designed to provide a foundation that will add value to the student’s major (or majors) of choice. To this end, specific emphases include:
• Learning Outcomes (defined below) designed to build student foundations for the major in career skills, research, communications skills, independent problem solving, wellness, and global/multicultural perspectives
• Assessable Learning Outcomes (defined below), Competencies (defined below), and Levels of Proficiency (also defined below)
• Proficiencies are defined as foundational for the major and are defined within the parameters of the HPC
• As noted above, required or encouraged “out of class” experiences that are related to Learning Outcomes (defined below)
• Forty-two credit hours in the program with some allowed “double dipping” and greater choice in HPC subject categories to provide more flexibility for career exploration, higher match of student interest to course, more voluntary additional work in the major, or greater possibility for double majors
• Incorporation of Great Works in Honors courses whenever possible to enhance and deepen a shared Liberal Arts knowledge base
• A “Career Orientation” that begins to develop in the first year (for freshmen) that will carry over into the major and beyond
• Required second language or study abroad experience to enhance “Global/Multicultural Awareness”; note this does not exclude courses in perspective areas with global or multicultural subjects
### Honors Path Curriculum

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Competencies</th>
<th>Activity/Courses</th>
<th>Assessment Method</th>
<th>Assessable Artifact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career Orientation</strong></td>
<td>Understand the concept of “networking” (“work the room”); “teaming” (working collaboratively); write and speak effectively (related to competencies identified in “Communication Skills”); create, revise, and complete a Career Plan</td>
<td>Annual Etiquette Banquet/Networking Game in partnership with Career Services; Connection of QEP/Honors Path to Career Plan; Directed/Mentoring Residential Hall meetings; implementation of Myers-Briggs survey or similar instrument to enhance career exploration; Relevant Honors Courses (USI 101, ENGL 102, COMM 201)</td>
<td>Observation by table hosts at Banquet/self-assessment of Networking Game outcome; on-going evaluation of Career Plan/Application materials by Honors and Faculty Advisor; Hall meeting participation by trained RAs/assessment by RAs; assessment of “teaming” ability in relevant Honors courses by instructor</td>
<td>Table host reports from Banquet; student report from Networking Game; student Career Plan and evaluation documents from Advisor; RA written comments; comments related to “teaming” ability by student and relevant instructors (reflections in Education Briefcase)</td>
</tr>
<tr>
<td><strong>Liberal Arts Knowledge Base</strong></td>
<td>Read, comprehend, interpret, and apply Great Works; ability to engage in normative reflection on ethical issues</td>
<td>Honors courses offered by departments that use Great Works and/or emphasize normative reflection on ethical issues</td>
<td>Professor’s evaluation of papers and presentations in Great Works/ethics courses; student reflections on reading in Education Briefcase</td>
<td>Exams, papers, and presentations related to Great Works; student reflection and/or thesis-driven papers on reading and on ethics</td>
</tr>
<tr>
<td><strong>Research Skills</strong></td>
<td>Effectively incorporate primary and secondary research in original work</td>
<td>Honors courses offered by departments that encourage/incorporate undergraduate research; student presentations at research conferences</td>
<td>Evaluation by faculty of research projects; student reflections on research experiences in Education Briefcase</td>
<td>Sampling of projects and presentations from WCU’s Undergraduate Expo and student presentations at the National Conference on Undergraduate Research or senior thesis projects (when available in the major)</td>
</tr>
<tr>
<td><strong>Communication Skills</strong></td>
<td>Speak and write at a professional level; Honors writing/speaking courses</td>
<td>Expo; regional/national conference works; internship/co-op/capstone experiences; Relevant Courses: ENGL 102, COMM 201, 300-400 writing intensive course, Co-op/Internship, Capstone course</td>
<td>Participation in Expo, other undergraduate research conferences, evaluated by faculty observation; internship/co-op evaluated by co-op supervisor; student reflections in Education Briefcase</td>
<td>Professor’s evaluation of conference presentations (in class); internship/co-op/capstone supervisor’s evaluation document; Advisor’s assessment of Education Briefcase in terms of written presentation; assessment of senior thesis projects by relevant instructor (when available in the major)</td>
</tr>
<tr>
<td>Independent Thinking/Problem Solving Ability</td>
<td>Solve problems and work on projects with minimum supervision; demonstrate a strong sense of self-efficacy (perception of one's ability to improve self, especially in terms of personal wellness)</td>
<td>Service Learning projects, including international service; work produced in courses with Service Learning designation; co-op/internships; capstone/senior thesis projects (when available in major); behavior change projects (wellness courses)</td>
<td>Reflection papers on service projects, evaluated by Honors advisor; professor's assessment/student reflections in Education Briefcase; evaluation from co-op/internship/thesis supervisor; behavior change/self-efficacy project as evaluated by instructor</td>
<td>Student reflection papers; service project manager's assessment of student performance; professor/student evaluation and reflections; co-op/internship evaluations; senior thesis evaluation by instructor (when available in the major); self-efficacy reflection paper on behavior change project</td>
</tr>
<tr>
<td>Global/Multicultural Perspective</td>
<td>Demonstrated ability to articulate a personal philosophy of global/multicultural sensitivity and awareness based on study abroad or second language study</td>
<td>Courses taken while abroad and/or Modern Foreign Language courses</td>
<td>Directed student reflection journal from Study Abroad experience (Honors Contract), evaluated by Honors advisor; student reflection paper on cultural understanding acquired from second language study (Honors Contract), assessed by second language instructor</td>
<td>Student reflection journals from abroad and/or reflection paper from MFL courses; journals should have special emphasis on differences in multicultural awareness and sensitivity (or lack of difference) as a result of the second language course or study abroad experience</td>
</tr>
</tbody>
</table>

**Honors Path Curriculum, 42 Hours**

**Writing (6 hours)**
- Honors ENGL 102 (Composition II), 3 hours
- Upper-level 300-400 writing intensive course (*AP credit cannot waive*), 3 hours

**Oral Communication (3 hours)**
- Honors COMM 201 (Introduction to Speech Communication), 3 hours

**Wellness**
- Honors course in Health and Human Performance or Health Sciences, 3 hours

**Behavioral Sciences (3 hours)**
- Any course without unmet prerequisites* in the Behavioral Sciences areas (Criminal Justice, Law, Marketing, Psychology, Sociology, Social Work)

**Humanities (3 hours)**
- Any course without unmet prerequisites in Humanities areas (History, Literature, Philosophy/Religion)

**Fine Arts (3 hours)**
- Any course without unmet prerequisites in the Fine Arts areas (Art, Music, Stage and Screen—*it is acceptable to take a major course to fulfill this requirement, to “double count”***)

**Social Sciences (3 hours)**
- Any course without unmet prerequisites in the Social Science areas (Anthropology, Economics, History, Philosophy/Religion, Political Science)
Sciences and Technology (6 hours)
Any two courses without unmet prerequisites in the science or technology areas (Astronomy, Biology, Chemistry, Computer Science, Computer Information Systems, Construction Management, Engineering, Engineering Technology, Geology, Natural Resource Management, Physics—it is acceptable to take major courses to fulfill this requirement, to "double count"**)
Note: As the Science and Technology category requires six hours, Honors learning communities are encouraged in this area (for example, Natural Resource Management and Construction Management or Chemistry and Engineering).

Mathematics (3 hours)
Any course without unmet prerequisites in Mathematics

Global/Multicultural Perspective (6 hours)
Six hours of 100, 200, or 300 level MFL OR
Six hours of coursework taken at a university outside the US (it is acceptable to take major courses to fulfill this requirement, to "double count"**)

Internship/Co-op/capstone requirement (3 hours)
Three hours of internship credit (it is acceptable to take a major course to fulfill this requirement, to "double count"**). Co-ops and internships may include off-campus field work (education internship, for example) or on-campus internships (supervised work in a science lab or campus engineering facility, for example) and selected capstone experiences (research seminars in the sciences, for example).

*Courses with prerequisites are acceptable if the student has completed the prerequisites or has special permission from the instructor.

**In the event that a student has “double counted” as noted above and is therefore fulfilling the Honors Path Curriculum requirement but using the college credit elsewhere (in the major, for example), then the Honors student will need to complete the deficit hours toward the total degree requirement with elective credit. For example, if a student fulfills the Global/Multicultural perspective with six hours that are applied to the major (but fulfills the HPC requirement) and fulfills the Internship/Co-op/Capstone requirement but counts those hours toward the major, the HPC program is completed with a total of 27 hours; this student would need to take 9 hours of elective credit to fulfill the total number of hours required to complete the degree program. The potential advantage of this added flexibility could be a student’s deeper exploration into an area that is or is not in the major or liberal studies.

**Definition of Competencies/Proficiency

Learning Outcome: Career Orientation

<table>
<thead>
<tr>
<th>Student Competency</th>
<th>Student Activity</th>
<th>Assessment Activity</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates basic networking and teaming strategies</td>
<td>Demonstrates effective interpersonal skills at a professional dinner (Annual Etiquette Banquet) and with peers through weekend-long residential Networking Game, in which students will need networking skills to achieve objectives; group projects in Honors courses</td>
<td>Honors Advisors review student reflection papers in USI 101 for the banquet and game; Honors Advisors also review Networking Game reflections from RA leaders; Honors Advisors observe banquet and game; Career Services personnel add observations at other events, such as the C.S. Etiquette Receptions; teaming strategies reflected in the Education Briefcase by</td>
</tr>
<tr>
<td>Student Competency</td>
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<tr>
<td>Writes and speaks effectively</td>
<td>See under “Communication Skills”</td>
<td>See under “Communication Skills”</td>
</tr>
<tr>
<td>Create, revise, and maintain a Career Plan</td>
<td>With mentoring from Honors Advisors in USI 101, student will complete the Career Plan and continuously update it in the Education Briefcase</td>
<td>The Plan will be assessed by Honors Advisors in USI 101 and thereafter will be reviewed by Honors and/or Faculty Advisors</td>
</tr>
</tbody>
</table>

*Career Orientation: Student Proficiency Expectation (SPE) upon completion of Honors Path Curriculum:*
- Learns to self-assess “networking” and “teaming” abilities
- Learns to self-assess interpersonal skills at professional dinner setting
- Learns to create, revise, and maintain a Career Plan
- Learns to self-assess ability to write at a professional level, to write grammatically clean copy

*Learning Outcome: Liberal Arts Knowledge Base*

<table>
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<th>Student Competency</th>
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<td>Demonstrates comprehension and ability to reference Great Works identified by faculty members in Honors courses across the Behavioral Sciences, Humanities, Fine Arts, Social Sciences, and Science and Technology; including the ability to form normative judgments on ethical questions</td>
<td>Students will read (or, in the case of a play or artwork, for example, view) Great Works as designated in Honors courses; students will use experience with Great Works as sources in written and oral presentations; in the Education Briefcase, students will reflect on Great Works experience, including ethics</td>
<td>Instructor assessment of student papers and presentations in GW and ethics courses; Honors Advisor assessment of student reflections in the Education Briefcase</td>
</tr>
</tbody>
</table>

*Liberal Arts Knowledge Base: SPE upon completion of the Honors Path Curriculum:*
- Incorporates information from book-length sources (or from other media, such as a classic film) into written documents and spoken presentations
- Synthesizes disparate documents across disciplines in written work and spoken presentations

*Learning Outcome: Research Skills*

<table>
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<tr>
<td>Demonstrates ability to incorporate primary and secondary research in original work</td>
<td>Students will use primary and secondary research sources in written and oral presentations in Honors courses; students will reflect on their research experiences in the Education Briefcase</td>
<td>Instructor assessment of student papers and presentations in Honors courses and (when available in major) faculty assessment of senior thesis; Honors Advisor assessment of student reflections in the Education Briefcase; Honors Advisor observations of Honors student presentations at the Undergraduate Expo and the National Conference on Undergraduate Research</td>
</tr>
</tbody>
</table>

*Research Skills: SPE upon completion of the Honors Path Curriculum:*
- Incorporates primary and secondary research into written and spoken presentations
- Learns to self-assess incorporation of research in presentations
- Learns to access and assess research sources via the Internet and Hunter Library databases
### Learning Outcome: Communication Skills

<table>
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<tr>
<td>Demonstrates the ability to write and speak at a professional standard (ability to write in the proper style and tone for the occasion; ability to produce work free from errors in pronunciation, grammar, and spelling)</td>
<td>Students will undergo intensive training in ENGL 102, COMM 201, and the required 300 or 400-level writing-intensive course; student will reinforce this training in all Honors courses, in the required internship/co-op or capstone, in the Education Briefcase, in the Career Plan, and in presentations at the Undergraduate Expo or NCUR</td>
<td>Instructor assessment of student written/oral presentations in Honors courses; assessment of written/oral competency by internship/co-op/capstone supervisor; assessment of written statements and Career Plan in Education Briefcase by Honors Advisor; observation of presentations by students at Expo/or NCUR by Advisor</td>
</tr>
</tbody>
</table>

**Communication Skills: SPE upon completion of the Honors Path Curriculum:**
- First Year: Learns to self-assess written and spoken presentations for clear focus, adequate development (specifies) of important points, clear organization, appropriate tone, appropriate use of presentation technology, and ability to incorporate proper spelling and grammar
- Third/Fourth Year: Demonstrates ability to accomplish “First Year” attributes at a professional level, free of obvious errors in spelling, grammar, tone, and use of appropriate presentation technology

### Learning Outcome: Independent Thinking/Problem Solving Ability

<table>
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<tr>
<th>Student Competency</th>
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<tr>
<td>Demonstrates the ability to solve problems and work on projects with minimum supervision; demonstrates a strong sense of self-efficacy in terms of personal wellness</td>
<td>Students will work on service learning projects in USI 101 and courses with the Service Learning designation; students will complete undergraduate research projects in Honors courses; students will do supervised work through internships or co-op or thesis (if in the major); students will reflect on ability to work independently in these areas for the Education Briefcase; students will complete behavior change projects through wellness courses (HEAL, HSCC)</td>
<td>Assessment of independent thinking/problem solving in USI 101 service learning work and student reflections in Education Briefcase by Honors Advisor; assessment of service learning work by project supervisor; assessment of internship/co-op work by supervisor; assessment of senior thesis (if in the major) by relevant instructor; assessment of behavior change project by wellness instructor</td>
</tr>
</tbody>
</table>

**Independent Thinking/Problem Solving Ability: SPE upon completion of the Honors Path Curriculum:**
- First Year: Demonstrates ability to carry out service learning project with minimal supervision, as observed by supervisor
- Demonstrates a strong sense of self-efficacy based on assessment of personal behavior change project
- Third/Fourth Year: Demonstrates ability to carry out internship/co-op/capstone functions at a professional level with minimum supervision, as observed by supervisor
Learning Outcome: *Global/Multicultural Perspective*

<table>
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<tr>
<th>Student Competency</th>
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<tbody>
<tr>
<td>Demonstrates the ability to articulate a personal philosophy of global/multicultural awareness based on study abroad or second language study</td>
<td>Students will write a reflection paper on the change of personal philosophy/perspective caused by inhabiting a second language (Honors Contract requirement) in MFL classes; students abroad will write a journal on changes in personal philosophy/perspective toward the U.S. and host country (Honors Contract requirement)</td>
<td>MFL Honors Contracts will be assessed by Honors Advisor and MFL Faculty Member; Honors Contracts from abroad will be assessed by the Honors Dean or Honors Advisor</td>
</tr>
</tbody>
</table>

*Global/Multicultural Perspective: SPE upon completion of Honors Path Curriculum:*

- Learns to self-assess multicultural perspective and articulate a personal philosophy—based on second language acquisition or global travel—regarding other cultures, particularly outside the U.S.

**Special Characteristics of an Honors Class**

Honors students are required to complete at least three Honors hours per term, until they have reached the 24 Honors hours required for the Honors Diploma (Honors students are allowed to take more Honors hours beyond 24 if they wish). Honors students complete Honors hours by completing Honors Contracts (see below) or by completing Honors courses. Typically, an Honors student takes Honors courses in the first or second year and these courses comprise about 10 to 15% of the student’s total credit hours toward the degree(s). Special characteristics of Honors classes include:

- “Seminar” class sizes of no more than 21 students in order to facilitate discussion, in-class student presentations, and significant writing assignments
- Spoken (student presentations), written assignments, and group projects required in order to reinforce Honors Path Curriculum learning outcomes
- Incorporation of a Great Work in the field related to the course (instructor’s choice) in order to reinforce the learning outcome that supports a Liberal Arts Knowledge Base
- Incorporation of assignments that encourage/develop ethical questions and reflection
- Incorporation of a service learning project and/or undergraduate research (a presentation at NCUR or the Undergraduate Expo, for example) in order to reinforce Honors Path Curriculum learning outcomes
- All Honors syllabi are reviewed by the Dean of The Honors College
- All Honors courses have written student evaluations to be reviewed by the Dean of The Honors College; these evaluations help in curriculum assessment for Honors but are not to be used for APE/TPR considerations

**Characteristics of an Honors Contract**

The Honors Contract is a partnership between a faculty member and an Honors student that allows the student to earn Honors credit in any graded course. Honors Contracts have been used at WCU since the mid-1980s when the Honors Program was begun. The contract is a special project or activity that takes a student deeper into the course material and/or is an experience relevant to the student’s preparation as a professional. Honors Contracts provide excellent opportunities for students to engage in special undergraduate research or service learning projects, therefore supporting Honors Path Curriculum learning outcomes. All Honors Contracts are reviewed by the dean, who will check to be sure a contract is in line with program learning outcomes.
Great Works

Instructors of Honors courses are expected to select their own “Great Work” (or works) for individual courses. Great Works should be substantial texts, artifacts, performances, or experiments that the Honors instructor in the course would consider to be central to the subject matter. Although not restricted to books, book-length Great Works are desirable as these enhance access to complete texts and encourage sustained reading/analysis.

Articulation

First-year students admitted to The Honors College upon initial acceptance to WCU will be expected to follow the Honors Path Curriculum through to graduation. If a student is later dropped from The Honors College (for lack of Honors credit progress or GPA), the student will be given the option to complete the Honors program (without additional Honors hours) unless he or she specifically requests to move to the general Liberal Studies Program.

Second semester first-year students admitted to The Honors College, students admitted after the second term, or transfer students have the choice of completing the Honors Path Curriculum or the regular Liberal Studies Program.

Administration of the Program

The Honors College will manage the program, with input from The Honors College Board of Directors and The Honors College Advisory Board. The Honors Path Curriculum Committee will be tasked specifically with oversight and assessment of the curriculum. This committee will include two representatives from each academic college. The faculty members of the academic college will elect their two representatives. The library will elect or appoint one representative. Elections will be staggered and terms will be three years. A quorum will be met when a simple majority of voting members is present. The chair shall be elected from the membership at the first meeting each year, can serve a subsequent term, and is eligible to vote on all matters. Non-voting members of the committee will include the Honors dean and the Honors Director of Advising. Waivers or substitutions for individual Honors students must be approved by the Honors dean and the Assistant Vice Chancellor for Undergraduate Studies.

Budget

The new program will not result in significant new costs for the university. However, the practice of maintaining 21-student seminars will be a continued cost from the old curriculum. Honors courses, being smaller, will cost in SCH (as they always have). However, some Honors classes are not significantly smaller (as in English composition courses). With the exception of English and Communication, departments usually offer no more than one Honors course per term, so the cost to the department is small.
Appendix A: Examples of Specialized Honors Curricula at Other Universities

Appendix A: Sample Honors Curricula

Angelo State University
Honors Program
http://www.angelo.edu/dept/honors/index.html
With the help of their advisor, Honors students plan their own coursework within the Honors Program. Their program should include the Honors Core Curriculum Courses: “In an effort to meet each Honors student’s academic goals and circumstances, the Angelo State University Honors Program offers three possible degree tracks. An Honors student may also choose to pursue the Thesis Option and conduct a year-long research or scholarly project.”

Chicago State University
Honors College
http://www.csu.edu/honors/index.htm
The Honors Core Curriculum is a unique general education curriculum taken during the freshman and sophomore years. Completion of the Honors Core Curriculum satisfies the university’s general education requirement.

Florida Atlantic University
Harrick L. Wilkes Honors College
http://www.honorscollege.edu
This stand-alone Honors Core emphasizes critical thinking and writing skills and covers ways of thinking about science, politics, history, ethics, culture, visual images, and literature: “To help convey to students that knowledge and experience are not so easily partitioned, and that many problems benefit from multiple perspectives, the Honors College Curriculum includes a unique offering of courses and team-taught seminars devoted to interdisciplinary inquiry.”

Indiana University of Pennsylvania
The Robert E. Cook Honors College
http://oldwww.iup.edu/HONORS/index01.html
IUP Honors students are required to take a minimum of 24 credits approved as Honors. Of the 24 credits, 18 credits come from the four-semester, interdisciplinary core courses which substitutes for 22 credits of the liberal studies classes required of all students.

Ohio University
Honors Tutorial College
http://www.honors.ohio.edu/index.htm
Because Honors Tutorial College students are not subject to the University’s general education requirements, there is a great amount of freedom within Honors students’ schedules to take a wide variety of courses. Additionally, students are not required to choose from a prescribed list of courses.

Portland State University
University Honors Program
http://www.honors.pdx.edu/
PSU Honors students are released from meeting general University requirements for their degree. Instead, they formulate a rigorous and individualized baccalaureate program in consultation with both departmental and honors college faculty advisors.

The Citadel
Honors Program
http://www.citadel.edu/honors/index.htm
The Citadel Honors Program is designed to provide an exceptionally broad background of cultural knowledge and learning skills which students can then apply to their chosen areas of academic specialization. Most of the Honors Program curriculum will come in courses designed to be taken in lieu of
Core Curriculum requirements, and most will, therefore, be taken in the freshman and sophomore years. Science and Math majors take one specific set of Honors core courses while Liberal Arts majors complete a different set of core Honors courses.

University of Michigan-Flint
Honors Program
http://www.umflint.edu/honors/index.htm
During freshmen/sophomore years, Honors students complete a core curriculum of four specifically designated Honors courses. As juniors and seniors, they take five Honors electives within their major and a senior seminar: “The Honors Curriculum parallels the two-phase university core curriculum with its emphasis on general education requirements in the freshman and sophomore years, and the entry into a major area of concentration in junior and senior years. The student is not required to complete additional courses, but instead completes a series of core Honors courses in freshman and sophomore year which also fulfill general education requirements.”

University of Texas at Tyler
Honors Program
http://www.uttyler.edu/honors/
UT Tyler Honors students are released from meeting the specific courses required in the University's Core Curriculum. Instead, Honors students will take Honors seminars (HNRS) to replace the core requirements.

Western Oregon University
Honors Program
http://www.wou.edu/provost/honors/
Honors students admitted as freshman participate in an Honors general education program, which completely substitutes for the Liberal Arts Core Curriculum that is required of all non-Honors students at WOU.