

Catawba
College
Honors
Program

2011-12

Your guide to the dates, procedures, and policies guiding the College Honors Program at Catawba College for 2011-2012. For more information call Dr Maria Vandergriff-Avery (X4258) or email honors@catawba.edu

PROGAM
HANDBOOK

Welcome to the Catawba College Honors Program!

The Catawba College Honors Program cultivates a community of academically gifted students who pursue challenging educational experiences with outstanding faculty. Through interdisciplinary, provocative, and intellectually demanding courses, the Honors Program piques your curiosity, encouraging you to become life-long learners whose lives are enriched by their experiences.

Honors students take a series of classes that are distinctive in content and quality—and sometimes team-taught—along with other Honors students; you will finish your Honors studies by writing a thesis and discussing samples of your work in a portfolio. Your honors courses also contribute to the broader educational program of Catawba College in that they meet both general education and major requirements. Additionally, travel is an essential component of the Program; several courses require or offer domestic or overseas trips to complement class material. Funding from the College Honors Program defrays your costs. As a member of the Program, you also may participate in special activities: dinners, information sessions, conferences, and forums. In all, our community offers many experiences to supplement your in-class work and to enhance your educational experience.

Membership in the CHP is a privilege that is granted to a few students each year based on their academic record. Students must maintain a 3.00 GPA (on 45 or fewer semester hours; 3.20 after that) in order to be a full member of the Honors Program. So, again, I congratulate you for being here!

Expectations of students of the Honors Program

With privileges come responsibilities. We expect students in the College Honors Program will be conscientious about their courses and their learning, demonstrating that they value unique, interdisciplinary courses that challenge them. Honors courses require more reading and both the students of the Program and the faculty who teach within it *expect that students will come to class having prepared*, ready to contribute to the learning in the class. Honors courses require students to be intellectually curious, and to read and write with particular analytical care and effort. Professors in the CHP have very high expectations and will expect honors students to meet those expectations; work that does not meet these high expectations will be evaluated as sub-par. The goal is for students to learn new things, look at problems in new ways, and to become intellectually curious, not to demonstrate what they have already learned elsewhere.

Students will show proper respect and decorum in class by attending regularly, and by participating in meaningful ways that preserve the dignity of other class members, the professor(s), and the course material. Decorous class behavior also includes the completion of course evaluations in ways that are honest and focused *solely* on assisting professors understand what was effective and ineffective in aiding learning. Students in the Honors Program are also expected to communicate truthfully about their status in honors so that those students who plan to graduate with college honors are given first priority in registering for honors courses.

Honors Program students who violate the Honor Code policies set forth by professors in their Honors courses and who are then found responsible by the Conduct Board, or who admit responsibility, will no longer be members of good standing in the College Honors Program and are no longer eligible to take courses and graduate with College Honors. Such students may petition the Faculty Board for re-instatement of privileges.

Using the e-Handbook for all your Honors Program materials

Whether you are planning to graduate with honors or whether you are planning to supplement your Catawba experience with honors courses, you will find all the information here that you need to guide you through the Program. This handbook includes information about the materials you need to file, the classes you could take, the requirements you will need to meet, and other related things. Forms are in PDF files, so merely download them on to your own computer and work with them there. Take some time now to peruse the entire contents and feel free to contact the Director if you have any questions!

Best,

Dr. Maria Vandergriff-Avery, Director

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ADM 327

X4258

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PROGRAM REQUIREMENTS

From the 2011-2012 Catalog

The Catawba College Honors Program cultivates a community of academically gifted students who pursue challenging educational experiences with outstanding faculty. Through interdisciplinary, provocative, and intellectually demanding courses, the Honors Program piques the curiosity of students, encouraging them to become life-long learners whose lives are enriched by their experiences.

Honors students take a series of classes that are distinctive in content and quality--and often team-taught--along with other Honors students; they finish their Honors studies with a senior experience within their major and by providing samples of their work in a portfolio. Honors courses also contribute to the broader educational program of Catawba College in that they meet both general distribution and major requirements. Off-campus study experiences complement the curriculum.

Entrance Requirements

The Program invites high-school students with high standardized test scores and grades to be interviewed by Program representatives during the First Family Scholarship weekends. Eligible students who commit to Catawba College by making their deposit may then be issued an official invitation. Students who qualify for the Program will be directed to enroll in a section of Honors First-Year Seminar.

Students who do not attend the First Family Scholarship weekend, transfer students, and continuing students are also welcome to apply to the Program and may do so by submitting an application essay to the Honors Board. Interested students should contact the Director of the Honors Program for more information.

Program Requirements

CURRICULAR

Students in the College Honors Program begin their studies in the first year with a special section of the First-Year Seminar, which will provide a transition into college study and the Honors Program. Those students who maintain a 3.00 GPA up to 45 semester hours and a 3.20 after 45 semester hours (or who petition the Honors Board) are eligible to continue taking Honors courses. Twenty-one semester hours of honors work, along with an overall 3.00 GPA, a completed portfolio and portfolio narrative, and an honors thesis are required to graduate with College Honors. Only grades of C (2.0) or above in Honors courses will count toward College Honors.

HONORS CURRICULUM:

Honors First-Year Seminar I	3 semester hours
Honors elective courses	12-17 semester hours
Honors Senior Experience	1-6 semester hours

HONORS electives may be chosen from HONORS 2501, 2901, 3501, 3901, 4300, or other Honors topics offered. A Senior Experience must either be a regular part of the curriculum (as a senior thesis or capstone course in the major), or it must be approved by the Faculty Honors Board. Notification of the nature of the Senior Experience must be given to the Honors Director by no later than registration at the start of the last year at Catawba College. The Senior Experience may be repeated for credit but no more than 6 semester hours is counted toward graduation with College Honors.

TRAVEL STUDY

The College Honors Program also seeks to foster a broader worldview in its students, and Honors students are required to complete at least one College-sanctioned travel experience endorsed by the Faculty Honors Board. The experience may be an Honors seminar with a co-requisite trip after or during the semester. Other foreign study opportunities (such as the college-sponsored May trip to Costa Rica) meet this requirement.

CO-CURRICULAR

The College Honors Program encourages students to become actively involved in the College and the community through out-of-classroom activities such as lectures, outings, films, and trips to state and regional honors conferences.

Honors Program policies are located in the student Honors Program Handbook.

COLLEGE HONORS PROGRAM courses:

1200 HONORS FIRST YEAR SEMINAR

3 sh

An introduction to the liberal arts and to the skills necessary to succeed in college. Topics change annually.

Prerequisite: invitation of the Honors Board, permission of the Honors Director.

2501 DEPARTMENT/MULTI-DEPARTMENT HONORS COURSES

3-4 sh

Seminars on selected topics embracing various disciplines; open to all students in the Honors Program. Topics are announced at registration. Prerequisite: permission of the Honors Director.

2901 DEPARTMENT/MULTI-DEPARTMENT HONORS COURSES with TRAVEL STUDY

3-4 sh

Seminars on selected topics embracing various disciplines; open to all students in the Honors Program. Topics are announced at registration, and a trip to a relevant location is a requirement for the course. Prerequisite: permission of the Honors Director.

3501 DEPARTMENT/MULTI-DEPARTMENT HONORS COURSES

3-4 sh

Seminars on selected topics embracing various disciplines; open to sophomores, juniors, and seniors in the Honors Program. Topics are announced at registration. Prerequisite: permission of the Honors Director.

3901 DEPARTMENT/MULTI-DEPARTMENT HONORS COURSES with TRAVEL STUDY

3-4 sh

Seminars on selected topics embracing various disciplines; open to sophomores, juniors, and seniors in the Honors Program. Topics are announced at registration, and a trip to a relevant location is a requirement for the course. Prerequisite: permission of the Honors Director.

4300 HONORS THESIS

1-6 sh

Supervised research leading to a thesis that must be defended before three faculty. May be repeated for credit.

Prerequisite: permission of the Honors Director.

COLLEGE HONORS PROGRAM COURSES FOR THIS YEAR: <http://www.catawba.edu/programs/honors/offerings.asp>

YOUR CURRICULUM RECORD

Keep track of your progress and be sure you have registered for courses cross-listed under the distribution area in which you seek credit (for example: ENGL 3360 or SOC 3104 if you wanted an English Literature/Humanities credit or a Sociology credit for a course *Re-Reading Harry Potter*).

Major: _____ **Minor:** _____ **Year Entered:** _____

Courses (Title/Number)	Semester	Semester hours	Grade
------------------------	----------	----------------	-------

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Requirements			
21 sh CHP	Y	N	
3.00 CHP courses?	Y	N	
3.00 overall gpa?	Y	N	
Portfolio documents?	Y	N	
<i>Minimum of 5 classes</i>	Y	N	
Travel?	Y	N	
	Where/when?		
	Where/when?		
Portfolio narrative?	Y	N	
Thesis?	Y	N	
Portfolio evaluation?	Satisfactory	Unsatisfactory	

REGISTRATION

One privilege *active* CHP students have is that they may register for courses first. The only exception is for the first-year seminar during the fall: students taking that course are assigned a registration position by the Orientation Director.

What do you mean by "early"? The FIRST day of Registration (either in the fall for spring, or spring for following fall). *Please do not try to register before Registration begins!*

Who can register early? Any *active* CHP student may register early.

What do you mean by "active"? To remain an active member of the CHP, students cannot go more than three consecutive semesters without enrolling in a CHP course. For example, if a student takes an Honors FYS in the fall of his/her first year, but does not register for another CHP course by the spring of his/her sophomore year, he/she loses the privilege of registering first. However, students who have completed 12 or more semester hours in the CHP retain the privilege of registering first.

How do I obtain permission to enroll in a CHP course? Students who are interested in a CHP course (either an HON designation or "Honors" in the course title) must either sign up on a course interest sheet or email Dr. Vandergriff-Avery prior to registration. Students may not register for a CHP course without Dr. Vandergriff-Avery's permission, which will be sent via email. Students who register for a CHP course without that permission may be removed from the course.

How do I know what courses I can take? The CHP offerings for the next semester will be announced at our dessert socials. You will also receive an email regarding CHP courses. The courses are always listed on-line, but you will be reminded about what they are *and* whether you are eligible to take them. You can indicate your intent to register for a CHP course by signing up at the dessert social or by emailing Dr. Vandergriff-Avery. Please remember that you must have confirmation from the CHP Director that you may enroll in an honors course.

Sometimes there is more interest in a course than there are spaces available. Eligibility to take such courses is determined on a course-by-course basis. Entrance into courses involving travel and which are funded are guided by some other general rules, such as whether you have received travel money from the Program before. In general, students who have not received travel funding from the College Honors Program are given priority. Below is the order of priority for registration into honors courses, as proposed and accepted by *both* the Faculty Honors Board and the Honors Council of Students:

Selection/order of students entering classes with more demand than space

- Seniors and juniors a) planning to graduate with honors; b) meeting the GPA minimum; c) other [travel experience]
- Sophomores a) planning to graduate with honors, as evidenced by two/three honors courses completed at the time of the travel course; b) meeting the GPA requirement; c) other [travel]
- Sophomores who do not meet the GPA requirement but who have completed two/three courses at the time of the travel course
- First-Year students who have completed at least one honors course
- Seniors and juniors who do not plan on graduating with honors and/or who may not have the GPA minimum, but who have completed at least half the Program
- Other students *in the honors program* who do not meet the aforementioned criteria
- ALL students must be in "good standing" in order to participate

What if my GPA does not meet the guidelines for continued enrollment in honors courses? (NOTE: 3.00 below 45 semester hours 3.20 on 45 or more semester) You must petition the Board to enroll in an honors course, and the Director will sign you in only if approval is received *in advance*. (You may not register for the course and *then* petition.) See petition guidelines in this Handbook.

What happens if I register in an honors course and then find out that I won't be able to take the class after all? If you need to drop a CHP course during the add/drop period, please write to the CHP Director and provide a rationale for dropping the class.

THE COUNCIL OF HONORS STUDENTS

A Council of Honors Students (sometimes referred to as “the Honors Council”) serves as liaison with the Honors Faculty Board, and acts as the “voice of the students” to the Director and other Administrators. The Council helps to keep the student group fully informed on the Program, and elicits their cooperation in evaluation and development. This student group represents the needs and concerns of all honors students, and takes part in governance by playing an active role in the direction and guardianship of the Honors Program. Members of the Council:

- Determine time and structure of co-curricular activities, including dinners, dessert socials, etc.;
- Assist at First Family Scholarship (FFS) weekend by interviewing prospective students for the Program;
- Make occasional calls and write emails or letters to prospective students;
- Sit on *ad hoc* committees to determine policy, such as those concerned with the requiring a service component in the CHP, revising the FFS interview, and any other procedural issue that requires modification;
- Help during Open Houses, Discovery Days, and other recruitment efforts by talking about the CHP;
- Coordinate pictures and information for CHP website;
- Help review faculty proposals for CHP courses;
- Advise the Honors Board on policies, including those on conduct and registration.

Normally Council has two meetings per semester. There may also be several “e-meeting” during semester, an endeavor that requires that the Council member receive an update on business and respond with information, advice, or by volunteering a service. (Students who are conscientious about checking electronic mail and responding in a timely manner will be better suited as Council members.)

Because Council members are sometimes privy to information that should not be widely known, it is expected that members will be trusted to keep sensitive information in confidence.

How do you become a member of the Student Council?

Each year, four-to-six students from the first-year class are needed on the Council. There are two possible ways for students to become Council members: either they can nominate themselves in their first-year seminar and stand for a vote, or they can respond to a general *e-call* by the Director, asking to stand for a vote of their peers. The number of first-year students placed on the Council is a function of the total number of students on the Council.

Head of the Council

The Head of the Council leads the Council in all areas and reviews faculty proposals for courses. This student *must* be readily available for consultation with the CHP Director, and *must* be discrete to review faculty proposals. At the end of each academic year, Student Council members nominate and elect the next year’s Head of Council. Nominees must have two years experience on the Council .

WHAT FIRST-YEAR STUDENTS DO

1. Be sure to meet the Director, Faculty Board, Council of Students, and your peers by attending the first-year dinner, usually scheduled during the middle of September.
2. Start your curriculum record. Look at what you need to work through and complete an honors curriculum.
3. Join the council!
4. Save a “clean” copy of your class materials for your portfolio from your CHP classes and FYS. Attach to the materials a copy of the assignment you were given.
5. Attend the dessert social to learn about CHP courses being offered during the next semester.
6. Relax and enjoy your courses!

WHAT SOPHOMORES DO

1. Midway through your sophomore year, meet with the Honors Director to check her advising records regarding the number of CHP courses you have taken and the number needed to complete the honors curriculum. **You may start this procedure via email.** If you determine that it is possible to graduate with honors and would like to graduate with honors, go on to step 2.
2. Ensure that you have portfolio materials in your file.
 - a. Portfolio materials typically include one item or more from each CHP course, generally your “best,” largest, or final piece. Be certain to include on each piece a copy of the assignment you were given.
 - b. If you perceive that you wrote nothing that meets those criteria in a course, then you can omit materials for that course; however, you should not omit materials from two courses.
 - c. You may choose what to place in your portfolio. Students usually choose to include what they perceive to be their best work. Remember that your portfolio will be evaluated (as a condition of graduation with honors) for how and whether your work met the goals of the Program.
3. Start thinking about your senior experience - it is never too early! Read the materials about the thesis in the e-handbook.
4. Attend the dessert social to learn about CHP courses being offered during the next semester.
5. Go to *any* meetings/workshops about planning and preparing theses or about applying to schools after you graduate. There is always food there, and these provide great social opportunities as well as information.
6. Audit your audit. Make sure that your CHP courses are listed for the distribution credit you intended.

WHAT JUNIORS DO

1. Midway through your junior year, meet with the CHP Director to check her advising records regarding the number of CHP courses you have taken and the number needed to complete the honors curriculum. **You may start this procedure via email.** If you determine that it is possible to graduate with honors and would like to graduate with honors, go on to step 2.
2. Ensure that you have portfolio materials in your file.
 - a. Portfolio materials typically include one item or more from each CHP course, generally your “best,” largest, or final piece. Be certain to include on each piece a copy of the assignment you were given.
 - b. If you perceive that you wrote nothing that meets those criteria in a course, then you can omit materials for that course; however, you should not omit materials from two courses.
 - c. You may choose what to place in your portfolio. Students usually choose to include what they perceive to be their best work. Remember that your portfolio will be evaluated (as a condition of graduation with honors) for how and whether your work met the goals of the Program.
 - d. Begin thinking about the Portfolio Narrative which will need to address how the pieces you put in your portfolio reflect the CHP’s goals.
3. Attend a “Planning & Preparing” your thesis meeting, held during the spring semester. This meeting is held in an off-campus location and is a combined business meeting/social event designed to provide you all the materials you need to get started on the thesis, and serves as a way for you to get to know what other students in honors are planning so that you may begin a support network.
4. Discuss your senior experience plans with the Honors Director. **You may start this procedure via email.** Your senior experience must be accepted by the Honors Board as an experience worthy to garner honors credit. For majors with a capstone or thesis built in, this procedure is easier than for those who are doing multi-disciplinary or honors thesis work outside a normal course registration.

If you plan a multidisciplinary thesis or one outside a major requirement, then you need to create a “thesis committee” of three faculty members, one of whom must be on the Honors Board. You will need to get your idea and committee members approved in advance (see below).

5. Attend the “Thesis Writing Workshop” in the spring semester. This will help you begin thinking about the process of researching and writing your thesis.
6. **ALL** senior experiences must be “on file” in advance of the semester in which you begin. Complete the “Senior Experience Description” form.
7. You must complete a senior experience in your major or a thesis; that course *must be marked as “Honors” in the course title.* For example, if you are pursuing a BFA and take the course TA 4300 Senior Capstone, you *must register for the course as TA 4300 Honors Senior Capstone.*
8. You will want to complete most or all of these steps before you leave for the summer preceding your senior year.
9. Attend the dessert social to learn about CHP courses being offered during the next semester.

**SENIOR EXPERIENCE DESCRIPTION
COLLEGE HONORS PROGRAM**

Student: _____

Date: _____

Attach a one-page description of your senior experience plan, ensuring that your description matches your timeline. That is, say how many semesters you will be involved in your experience, how many hours of honors credit you will enroll in during each of the semesters, and what you will accomplish [noting what will be produced] over each of those semesters. (For example: spring, 2011: HON 4300 1-sh/reading semester; fall, 2011, 3-sh TA 4000 capstone/complete thesis work and research; 2-sh HON 4300 spring, 2012: write thesis drafts by January, complete writing and editing with committee, present in March. Total: 6-sh of Honors thesis credit.) *Be as specific as possible about what work will be accomplished and when.*

Explain how the experiences should count for CHP credit.

Name your faculty advisor and provide two names of other faculty (one of whom must be out of your major department) who may agree to serve as your thesis committee.

Provide a tentative time for a public defense.

This experience qualifies toward CHP requirements:

CHP Director

Date

I have reviewed this senior experience form and timeline with this student and will serve as Committee Chair:

Chair

Date

SENIOR YEAR TIMELINE

Due dates, plans, and other information to keep you on track in 2011-2012

AUGUST: Upon your return from break, confirm with The Honors Director the following: your thesis plans including the three thesis committee members, a personal timeline for the thesis, the status of your portfolio and portfolio materials.

Optional revision of the senior experience plan: after a summer of reflection and prep-work, you may have changed or refined in some way your senior experience plan. If so, you should submit a revised plan at this time.

SEPTEMBER: Attend the important *portfolio meeting and thesis-writing workshop* (off-campus, coffeehouse meeting; tentative for a Friday afternoon).

AUGUST—DECEMBER: You must be working on the thesis and should be at the writing stage, having some drafted material by November at the latest.

JANUARY: Portfolio materials from any course taken 2011 and before are DUE.

- By Friday, January 13, 2012, *at least* five pieces should be in your portfolio (even if you are taking two CHP courses in spring).
- Ensure that I have the names of the members of your thesis committee *and* the title of the thesis.
- You should be re-writing your thesis; you *must* remain in contact with your committee members, all of whom should have seen portions of your thesis by this time. Committee members will not sign theses if they have not seen drafts.
- Attend a *presenting your thesis workshop* (off-campus, coffeehouse meeting) to get information on how to make public presentations (talks and posters).

FEBRUARY: Pedal-to-the metal on the thesis.

- You should have submitted at least one final draft to committee members.
- Thesis presentations/defenses will begin for those who will be finished by February (these will continue into March).

MARCH: Portfolio narrative.

- The portfolio narrative **determines whether your portfolio passes and whether you graduate with honors.** *Please do not ask to borrow back your materials for your portfolio narrative.*
- The portfolio narrative is due by noon on Tuesday, March 13. This is a one-shot deal; there are no rewrites.
- Signing off on the thesis by Committee members can occur; the final thesis goes into the portfolio.

APRIL: The finishing touches.

- By April 2 all theses must be complete and defended. By April 5, all members of the Committee must have signed the thesis (but they must have had the final copy by noon on April 2, *no exceptions!*)
- Bring (or coordinate with your advisor to make this happen) your thesis to the library.
- Present a poster of your thesis at the Interdisciplinary Research Symposium in April.

LATE APRIL/MAY: The fun part.

- Senior graduating dinner—last week of school (typically Study Day evening).
- Provide picture to me for the website.
- Attend Investiture and receive honors cords.

PLANNING YOUR CHP THESIS

To graduate with College Honors, 1-6 semester hours of thesis is needed. "Thesis" can be accomplished in several ways.

If your thesis has been listed under *only* HON 4300

A thesis completed under HON 4300 is completed by students whose major departments do not have a thesis, capstone, senior seminar, or research seminar as part of the curriculum. Your thesis would have been proposed, planned, and accepted by a team comprised of your advisor and two other faculty members, at least one of whom must be from outside of your department and at least one of whom must be a member of the CHP Board. You need only to **present** your thesis in public, have its presentation accepted, and have the thesis itself:

- Approved and signed by four people, including the thesis advisor, the two committee members, and the Honors Director. If these people overlap, fewer distinct signatures may be included, but four spots for signatures must remain on the signature page.)
- Filed with the primary advisor and/or any faculty member on your committee who wish a copy
- Filed in the library and with the Honors Director
- Turned in for inclusion in the portfolio by the appropriate date

If your thesis has been listed under a department Capstone, Senior Experience, Seminar, or/and Research Seminar (department number with "Honors" in the course title):

Those students whose majors include built-in senior seminars, capstones, theses, or required independent work may count those *hours* toward graduation with honors. However, theses completed under these course designations *may or may not* be acceptable for your honors thesis *as they stand for the course*. Some courses require a long, multi-viewed paper; others a short (15 pp.) summation of work, so it is essential to keep in mind the degree to which your work informs your thesis. Because an honors experience must be fairly large in scope, you may not complete enough (quantitatively) in your course; you may also not address a larger issue (beyond, for example, narrating your semester's work in the field, at a practicum, or on a production). On some occasions, however rare, your thesis for a Capstone may be large enough in shape and scope to serve as your honors thesis. Your senior experience description is thus important because it will describe what you are doing in your course, and what you will be doing to supplement your course.

Supplementing may include further work on a project begun in-class and/or additional work to pursue what you started in class (with a class designation such as HON 4300 in the following semester). If you cannot take a HON 4300 reading/reviewing and writing semester then you will need to complete your thesis without formal thesis designation. Given your busy schedules, this arrangement is common. At the same time, any student who has reached "honors thesis" point is normally glad to see it through to the end. You need only to **present** your thesis in public, have its presentation accepted, and have the thesis itself:

- Approved and signed by four people, including the thesis advisor, the two committee members, and the Honors Director. If these people overlap, fewer distinct signatures may be included, but four spots for signatures must remain on the signature page.)
- Filed with the primary advisor and/or any faculty on your committee who wish a copy
- Filed in the library and with the Honors Director
- Turned in for inclusion in the portfolio by the appropriate date

PRESENTING YOUR HONORS THESIS

Several avenues are available for you to present your thesis in public, and you should choose *more than one* forum for your thesis presentation. Seniors should attend the *Presenting your thesis* meeting (off-campus coffeehouse workshop) held in January of the senior year.

First, *all* students must present the thesis to the three faculty member committee, Honors Director, and other interested students and faculty. Thesis presentations are scheduled in February and March, and are scheduled in groups. The format is typically a 15-minute professional presentation (normally using PowerPoint although that mode is not a requirement), followed by 5 minutes of questions. Defenses are formal presentations and thus call for a well-prepared, public talk delivered by a student who looks professional and is 'stage ready'.

Second, students should choose another venue at which to present their work. In conjunction with the advisor, you may present your thesis in a format appropriate for your discipline at a disciplinary-specific conference, such as NCAS or a sociology or psychology conference.

Another venue is an off-campus conference designed to showcase undergraduate research, including Alpha Chi (if you are a member), the NC Research and Creativity Symposium (held in November, see <http://www.sncurcs.org/> and contact Dr. Rodgers-Lowery for more information), or the NC Honors Conference (held in September).

Finally, you should present your work at the annual Interdisciplinary Research Symposium held in late April. This all-school Catawba showcase event includes students of all areas on campus, and is attended by nearly all faculty members and many, many students. The presentation format is via poster, although some flexibility of presentation style is allowed. You can turn a PowerPoint talk into a poster fairly easily (go to the *Presenting your thesis* workshop for more information). This low-stress event is the best way to connect with faculty and your fellow students to talk about the work that you have been doing and to showcase the work of students in honors.

ADVISING AN HONORS THESIS

In the College Honors Program

TO START: Thank you for agreeing to be the thesis advisor for your student. Please understand that it is a good bit of work to guide a student in an honors thesis and that thesis advisors are responsible for both helping students shape and develop intellectually rigorous projects and for keeping them on track. If you believe that you can step in at the last minute and read a few drafts, make a couple of comments, and attend the presentation, then you should know that the role of thesis advisor is larger than that. So, please read below and do not agree to supervise a thesis unless you believe you can follow the guidelines given.

1. Student asks you to advise thesis

In the spring of the junior year (usually), honors students begin formalizing plans for thesis writing. Typically, a student has an idea, contacts you about serving as the thesis advisor, and makes a plan. Many students in the College Honors Program do theses that are parts of their major (or which are originally parts of their major), and so this part of the plan is not that trying for them. Their more challenging portions come later, when they take an in-major thesis and make it into a College Honors thesis. Students writing a thesis that is not part of a major will be somewhat naturally at a loss as to “how to get an idea,” at which point some firm guidance and direction on your part is warranted. You may help the student flesh out ideas for a thesis, give a stack of reading, or work with the student for several weeks on the idea, but please realize that while the thesis is owned by the student, you as thesis advisor are ultimately responsible for shaping a thesis that is *sufficiently rigorous* but which is also *doable* and *understandable* for students.

2. Student completes “Senior Experience Description”

The Senior Experience Description form appears in this *Handbook*. Only after this form is completed does a student receive permission to register for any sort of thesis in/out of major. The student should complete the form, attaching a one-page description of a plan for the senior experience. For example, a student may describe what he/she is planning on doing for three semesters. If the student plans on taking one semester or two semesters to work on the thesis, that is fine. But a basic timeline of what will be accomplished during what semester is necessary; if you are going to be assigning a grade other than S/U, then whatever it is that has to be produced in a given a semester (i.e., prospectus, introduction section, thesis, bibliography, outline) should be described.

The more complete the description, the more informed the student is about what is expected and the easier it is for you to guide the student and set due dates for him/her.

In essence, you may write a timeline for each week for as long as the student is working on the thesis under your supervision. You will be responsible for providing a grade for the student and therefore should agree with the student what items/work/processes (but, preferably, written work) constitutes what level of grade. You should delineate with your student the grade standards you hold.

3. Student registers for honors thesis work

Student may register for 1-6 semester hours (for a total of 6 semester hours toward graduation with honors) of HON 4300 (or HON 4300 in combination with some other honors-designated capstone). Each student has her/his own section of HON 4300 (although there is always an omnibus listing under the Honors Director). These sections must be added into the schedule by the Registrar’s staff, so at least one day’s notice to the Honors Director to get the class together is necessary.

Students working on a capstone, thesis, senior seminar, or senior experience *in-major* may take their in-major course as honors by adding “Honors” to the course title, but only if the class is built by Registrar’s office staff (so, again, one day’s notice is good). Such courses include TA 4000, BIOL 4101, 4301, or 4501, CHEM 3560, 4100, ENGL 4101, ENV 4501, 4511, HIST 4101, MATH 4101, 4400, MUS 4101, PHIL 4170, PER 4522, POLS 4301, PSYCH 4201 (S/U grading only), RELP 4170, SOC 4101, SPAN 4401, and EDUC 4400 (or an equivalent). Additionally, an in-major option for a practicum course is fine if the student is not planning to complete any writing during the course of the semester. Remember, however, that practica do not generate grades because they are evaluated S/U.

Any combination of the appropriate numbers/courses given above will work. For example, a student may take 1 semester hour HON 4300 in the spring of the junior year, 2 semester hours of ENV 4501 (there must be an “Honors” in the title to distinguish the course from the regular one) in the fall of the senior year, and then 2 semester hours of HON 4300 in the spring of the senior year. That way the student has a guided “preparation/reading” semester, the thesis is started in a required course during the fall, then the thesis is expanded, written, and presented in public during the spring of the senior year. Several different combinations are possible.

4. Student begins work on thesis

The students may do a “**reading semester**” or a take a semester to prepare a bibliography, meet with you to plan a study, do some background work, or engage in some other preparatory strategies for the actual thesis. You should meet with the student regularly and provide guidance during this semester; if no written work is to be generated, you may consider an S/U grading option (select the practicum number in your major). During the “**doing semester**” the bulk of the work is accomplished: students may student teach, collect data, do most of the reading and writing, perform experiments, or do their performance. In the “**presenting semester**” the actual thesis is completed (drafted, re-drafted as needed) and presented in public.

A student whose thesis is ‘in-major’ cannot use his/her in-major thesis *as is* for his/her honors thesis. However, that student should have prepared, with your consultation, a plan to expand the in-major thesis for honors, and that plan should have been detailed on the Senior Experience Description form.

5. Students continue to work on the thesis and near completion of thesis

In conjunction with your student, please make a schedule and/or timeline to which you expect the student to adhere. Help the student as needed on the thesis, but also with coordination of draft comments from committee members, presentation dates, presentation practice.

6. Student presents thesis and completes THE final version

After the student’s committee approves the penultimate draft, the student should make the public presentation (coordinating the scheduling with the advisor and the Honors Director). A final draft may then be requested by committee members and/or the Honors Director or a member of the Honors Board who is evaluating the student’s honors portfolio. Students should also present their work in another forum, such as the Interdisciplinary Research Symposium. Please help your student present a good “stage ready” thesis.

7. Student receives grade

Please communicate your grading policies and expectations to the student in person; also, you should provide your grade to the student in person (so s/he does not have to fill out a course evaluation to retrieve the grade).

8. Signing off and filing the thesis in the library

Sign the student's thesis (she/he will be using a standard form, a copy of which is found in the *Handbook*), and ensure that the student has filed a copy in the library. If you wish, you may copy and bind the student's thesis yourself at cost to your Department.

SAMPLE SIGNATURE PAGE FOR A THESIS

My title

My name

A thesis submitted in partial fulfillment of the requirements of the College Honors Program

Catawba College

Date

This thesis is duly approved by:

Thesis Chair

Date

Committee Member

Date

Committee Member

Date

Honors Director

Date

DIRECTIONS FOR THE ACKNOWLEDGEMENT PAGE FOR A THESIS

Although your thesis is written in the style of your particular discipline, the first two pages (unpaginated) are the signature page and the acknowledgement page. The signature page (see previous) must be exactly as given on p. 23, but the acknowledgement page can be as long or as short as you like. On that page you should provide thanks and acknowledgements to whomever you believe helped you with your thesis and/or honors work, who provided general and or financial support (e.g. a granting agency), and most probably to your advisor and committee members (although that is not a requirement).

WHAT GOES INTO MY PORTFOLIO?

Your portfolio provides an opportunity for you to gather in one place samples of your work in College Honors Program courses. The samples should be representative of the work you have done in your classes and it must include your thesis. Materials from at least *five* CHP classes must be in the portfolio and no materials from other courses should be included.

The portfolio (and its reflective essay cover narrative, which you will complete when you are a senior) is the way that the faculty may determine whether your work meets the goals of the CHP. That is, does your work show the interdisciplinary nature of the classes? Does it show a high level of scholarship? Is it creative? (Definitions of these dimensions appear in the materials regarding portfolio narration and evaluation.) Evaluations will also reflect change and growth; it is expected that materials from courses taken as juniors and seniors will be qualitatively better than those materials provided at the beginning of your tenure at Catawba.

In choosing your materials—which are not limited to text exclusively—think about what works you like best, and what most represents what you did in a class. It is your portfolio, and you should think of it as a personal artifact of your work as a student. Your portfolio should stimulate you to think about your experiences, which should, in total, make you reflect on your progress and change.

Directions for turning in portfolio materials: You are responsible for providing portfolio materials to the Director; you should target one (or more) pieces per course. The materials should be ‘clean copy’ (not commented on by professors) and *they must be the work you actually turned in* for the class (not your revision of the work). Please be sure to note the semester and the course somewhere on the work, and *be certain to include a copy of the assignment given.*

HONORS PORTFOLIO NARRATIVE

The portfolio has two purposes, one that involves *student assessment* and one that involves *program assessment*. We examine the student narrative for content that suggests development and maturation as a scholar, as well as for creativity, demonstration of the breadth of the curriculum, and other insights that speak to the goals of the College Honors Program. Our evaluative focus is thus how well you address whether and how your Honors experiences helped you to meet the goals of the Program.

The portfolio narrative serves as an introduction to and overview of the materials that you have placed in your portfolio. Students should address the following in their portfolio narratives:

First (essential) part:

- Articulate to what extent and how the College Honors Program had aided your understanding of, and appreciation for, the liberal arts. Use specific courses/experiences to help you make your points. You should define what you mean by the liberal arts or a liberally educated person.
- Provide specific examples of how the questions you addressed in your courses and the work in your portfolio have informed your ideas. In particular, address how your courses and the work in your portfolio demonstrate that you can examine questions from multiple perspectives. In other words, provide examples of your ability to address a topic, theme, or question from more than one disciplinary perspective. You may wish to quote from your work to show this. Again, it needs to be clear that your narrative introduces the work collected in your portfolio. Therefore, remember to make specific references to the items contained therein.
- Discuss, using specific examples, the progression and development of your abilities related to:
 - **Multi-Disciplinary thinking** which is the ability to examine questions /topics from different perspectives and/or with different methods;
 - **Scholarly Inquiry** which is the ability to approach large and important questions;
 - **Originality** which is the ability to use a distinct, original, innovative or creative approach to a topic;
 - **Rigor** which is the ability to execute a clear paper that includes analytic thought involving comparison, application, and synthesis

Again, include specific examples from your courses and your portfolio to highlight your abilities in these areas.

Second part: Evaluate your experiences in order to assist us with evaluation of the Honors Program:

- Did the College Honors Program (CHP) offer courses that are distinctive in content and quality, and which provided you, overall, with thought-provoking experiences, piquing your curiosity beyond the classroom? Explain.
- Did professors who are provocative and dynamic and who represent many fields around campus lead those classes? Explain.
- What did you learn from special opportunities to broaden your educational experiences (such as special sections, travel, and other experiences)? Explain.
- Did your experience, in its totality, help you to be creative, rigorous, and well grounded in many disciplines, and require that you produce a high level of scholarship? Explain.

Third part: Final thoughts, commentary, and observations about your experience in the College Honors Program.

Format issues: You may certainly use first-person (and discuss personal observations) in your narrative, and you are free to discuss your beliefs about courses, professors, goals, policies/procedures, and the like, although specific person-related discussions should be handled with tact and professionalism. Please use a standard font and format, give it a meaningful title, and ensure that it is a high-quality essay that reflects your abilities as well as your conscientious approach to this important project. Consider using headings and subheadings within the document for ease of reading.

Board evaluation: Two members of the Honors Board will evaluate your narrative based on each of the criterion delineated above, providing some commentary and a rating for each. After you submit an electronic copy of the narrative on March 13, 2012 (by noon, sent to me at mvanderg@catawba.edu in WORD format only), the Honors Director will distribute the work to two Honors Board members. We will complete our evaluation of the narrative by April and I will send the evaluation to you via email. Remember that all materials are due and must be completed (i.e., in, defended, signed, and the like) by April 5, 2012.

EVALUATION OF PORTFOLIO NARRATIVE

STUDENT: _____

BOARD MEMBER: _____

DATE: _____

Part I

1. Degree to which student discusses the liberal arts:

- Articulated to what extent and how the College Honors Program aided his/her understanding of, and appreciation for, the liberal arts;
- Used specific courses/experiences to make points;
- Defined what is meant by the liberal arts or a liberally educated person.

Rating:

1	2	3	4	5
Poor		Satisfactory		Excellent

Commentary:

2. Degree to which student discusses honors coursework:

- Provided specific examples of how the questions addressed in courses and the work in portfolio informed ideas.
- Addressed how courses and the work in portfolio demonstrate that student can examine questions from multiple perspectives.

Rating:

1	2	3	4	5
Poor		Satisfactory		Excellent

Commentary:

3. Degree to which the student discussed the progression and development of his/her abilities related to:

- **Multi-disciplinary thinking** which is the ability to examine questions /topics from different perspectives and/or with different methods;
- **Scholarly Inquiry** which is the ability to approach large and important questions;
- **Originality** which is the ability to use a distinct, original, innovative or creative approach to a topic;
- **Rigor** which is the ability to execute a clear paper that includes analytic thought involving comparison, application, and synthesis

Rating:

2	4	6	8	10
Poor		Satisfactory		Excellent

Commentary:

HONORS PROGRAM PORTFOLIO EVALUATION

Members of the Faculty Honors Board who are evaluating the portfolio will provide a qualitative narrative that addresses the four general dimensions of evaluation (scholarship, quality, originality, multi-disciplinary view). Such a qualitative assessment fits philosophically with the goals of the Honors Program, in that we wish our students to have an experience, which, in its totality, suggests that the student has had unique academic experiences that are creative, rigorous, and well grounded in many disciplines. Most importantly, the materials should show that the student has reached a higher level of scholarship that most of our students.

Portfolios are rated as either satisfactory or unsatisfactory. The learning outcome from the CHP SOAR states that all should be satisfactory; thus, unsatisfactory portfolios provide an avenue for us to examine courses, the curriculum, the Program, and student performance.

Evaluator: _____

Student: _____

Year: _____

“Students graduating with College Honors will produce academic work that demonstrates a high level of scholarship and creativity, reflecting the diverse and multidisciplinary nature of their Program work. The contents of all portfolios of students graduating with college honors will reveal academic work produced in at least five honors classes that is judged collectively as 1) showing a high level of scholarship (encompassing a scholarly tone/tenor of topics); 2) qualitatively better (more analytical, inclusive of synthesis, application, and comparison; sophisticated in thought) than the work of typical students; 3) original (creative/novel, distinct, or artistic in method or content); and 4) multi-disciplinary (encompassing multiple methodological approaches or views from several disciplines).”

SCALE:

1	2	3	4	5
Poor		Satisfactory		Excellent

WHERE WE DEFINE:

- *Scholarship* to encompass the tenor and type of topics and questions approached in the body of honors work.
- *Quality* to include analytic thought that involves comparison, synthesis, application, and/or analysis, executed in a clear and compelling expressive style.
- *Originality* as an approach that utilizes distinct, original, novel, innovative, or artistic method or content.
- *Multi-disciplinary approach* to encompass use of several different methodological approaches and/or views from different disciplines to examine a question or questions, either within works or, as a whole, in the portfolio.

AND WHERE WE EVALUATE THE CRITERIA AS: A score of “poor” reflects a lack of originality (creative dimension), work that is less analytical than work of other, non-honors students (not qualitatively better), no multidisciplinary approach in either method or content (multi-disciplinary), and little or no academic rigor. A score of “satisfactory” reflects work that meets minimum standard criteria on these dimensions, as deemed by the reviewer. A score of “Excellent” suggests that the piece is highly original, novel, and creative (in either approach or topic), is clearly better, showing high-level critical thinking and analysis, than the work of most students, is rigorous in scope and topic, and it demonstrates understanding and application of more than one disciplinary way-of-knowing to address a problem.

SCHOLARSHIP:	1	2	3	4	5
QUALITY:	1	2	3	4	5
ORIGINALITY:	1	2	3	4	5
MULTI-DISCIPLINARY APPROACH:	1	2	3	4	5

PETITIONING THE COLLEGE HONORS BOARD FOR A RULE OR POLICY WAIVER

1. You should inform your advisor as well as the Director of the Honors Program that you will petition; each will give you advice, which you should consider before writing your letter.
2. Write your letter using clear, standard English (have someone proofread it if necessary); address this letter to the Director of the Honors Program and members of the Board.
3. Determine from the Director how many hard copies of the letter are needed, and in what format an e-copy should appear; send the letter on time.
4. Your letter should include your name, campus address (or mailing address, if you are petitioning during the summer), phone number, and email address. Check both your email and campus/home mail routinely if you expect notification.
5. You should describe in clear detail why you believe the Board should waive a rule for you. You might include your GPA, a description of the trajectory of your GPA, some explanation (which is not an excuse, but a clear discussion) of why your GPA does not meet the standard, a notation of the courses in the CHP you have taken already and the ones you planned on taking, a description of your grades in CHP classes, and some indication about whether you are planning on graduating with honors. Note whether you have traveled with an honors class and indicate whether you have received some funds from honors to do so.

ON-LINE COURSE EVALUTATIONS

How to approach a course evaluation so that your input is used!

Your input on course evaluations serves many purposes. First, it helps the Director determine whether our Program goals are being met. You will notice that the objective questions (i.e., those that ask about agreement/disagreement) are pegged directly to the “promises” of the Honors Program: we say that we offer multidisciplinary, unique courses that pique your interest, challenge you, and help you to appreciate the liberal arts. This is how we check whether you perceive that we are meeting those goals. (We have other ways of looking at whether the goals are met, but the first step is assessing your beliefs about whether or not they are.) The open-ended questions are designed for you to tell the Director *how* the goals were met. These ask not for your ‘feelings’ so much as specific instances and items, centering around *what* was done, *what* you did, and *whether* and *how* those things mattered.

Second, the course evaluation can, if completed in a conscientious way by the student, provide feedback to the Director and instructors about what works effectively and what works less effectively in a class. That you are asked not merely for your ‘feelings’ means that you must provide examples of how things happened - for example, how you were asked to construct essays, what you were to discern from the readings, the type and nature of the discussion you were expected to have, what information was essential in your papers, how you were to demonstrate your thought processes, what content you learned and applied and will apply in the future, and the like. When you write about these specifics we can learn what worked for you and why, and what didn’t work (and why not). Simply saying “it was good” or “it was bad” or “there was too much reading” or “I didn’t like the reading” is *NOT* helpful. *Why* was an assignment good (or not)? *What* part of the reading didn’t you like, and why not? Was it merely boring and not up your alley, or did it fail to help you understand something that the professor wanted you to understand?

In other words, in all things--BE SPECIFIC. Focus on the topic (*why* you will be forever interested in it), the grading system (*what* did you like/not like about it?), the types of assignments (*how* did they meet the goals?), the reading (*how* did it fail to help you comprehend class discussion?), the paper (*how* did it make you integrate), and so forth.

You may have a little venting to do, and that can be done constructively. Simply saying, “this didn’t work for me and here’s why” will be heard; saying anything mean, derogatory, or malicious will be ignored. So, stay constructive and focused on specifics

You might think that this is a lot of work to do on a course evaluation. It is, actually. It is also your responsibility as a member of the Honors Program to invest some time and energy in evaluating yourself, the professors, the classes, and the Program. No one ever grows without feedback. So think about it carefully, and be patient (you may have two or three course evaluations do on one class).

COLLEGE HONORS PROGRAM COURSE EVALUATION

COURSE CODE: _____ COURSE TITLE: _____
 YEAR: _____ PROFESSOR (s): _____

You should provide all your responses directly on this form. Place the completed form in the special envelope. On the close-ended items below, give a response to each of the questions by circling one of the given options (A, B, C, D, E), where:

A =	B =	C =	D =	E =
Agree Strongly	Agree Somewhat	No Opinion	Disagree Somewhat	Disagree Strongly

About this course:

- | | | | | | |
|---|---|---|---|---|---|
| 1. This course was intellectually exciting | A | B | C | D | E |
| 2. This course included a good mixture of discussion and lecture | A | B | C | D | E |
| 3. This course required me to think critically | A | B | C | D | E |
| 4. I was stimulated to discuss related topics outside of class | A | B | C | D | E |
| 5. I would recommend this course to a friend | A | B | C | D | E |
| 6. I looked forward to this class | A | B | C | D | E |
| 7. This course helped me appreciate connections between disciplines | A | B | C | D | E |
| 8. This course helped me become a more creative thinker | A | B | C | D | E |
| 9. This course helped me learn to evaluate new ideas | A | B | C | D | E |
| 10. This course challenged me intellectually | A | B | C | D | E |
| 11. This course added to my appreciation of the liberal arts | A | B | C | D | E |
| 12. This course has pique my curiosity for this topic in ways that will last beyond the class | A | B | C | D | E |
| 13. The readings were appropriately challenging for this class | A | B | C | D | E |
| 14. The written assignments were appropriate for this course | A | B | C | D | E |
| 15. This course broadened my educational experience | A | B | C | D | E |

About the instructor(s):

- | | | | | | |
|---|---|---|---|---|---|
| 16. Students were encouraged to express informed opinions | A | B | C | D | E |
| 17. The instructor (s) stimulated class discussion | A | B | C | D | E |
| 18. The instructor (s) encouraged independent thought | A | B | C | D | E |
| 19. The instructor (s) related topics in the course to other areas of knowledge | A | B | C | D | E |
| <i>IF there is ONE instructor use item 20 ONLY; if there are TWO instructors mark which one is being rated in the blank line.</i> | | | | | |
| 20. I would take a course from this instructor _____ again | A | B | C | D | E |
| 21. I would take a course from this instructor _____ again | A | B | C | D | E |

About the College Honors Program (CHP):

- | | | | | | |
|--|---|---|---|---|---|
| 22. This course is a good addition to the CHP | A | B | C | D | E |
| 23. I am satisfied with courses in the CHP | A | B | C | D | E |
| 24. I would like to take more courses in the CHP | A | B | C | D | E |

About the CHP FIRST-YEAR SEMINAR: Answer *only* if you are in HON 1200:

25. This section of First-Year Seminar allowed me to challenge and be challenged by my peers **A B C D E**
26. This First-Year Seminar section enhanced my intellectual growth **A B C D E**
27. I benefited from being in a First-Year Seminar section reserved for students participating in the College Honors Program **A B C D E**

1. What features/experiences distinguished this course as an honors course?
2. In what ways did this class help you understand connections between disciplines?
3. What did the instructor(s) do that was effective in helping you meet course goals? What did the instructor(s) do that was less-effective or ineffective in helping you meet course goals?
4. Do you plan to take another honors course? Why or why not?
5. How did the assignments (readings, presentations, papers, projects, creative endeavors) meet the goals of the course? The College Honors Program?
6. Other comments:

TRAVEL GRANT AGREEMENT
Catawba College Honors Program

Date _____

Dear _____

I am pleased to inform you that you have been awarded a course-related travel grant from the College Honors Program in the amount of _____ for your travel to _____ in conjunction with your course_____. At the appropriate time, the grant money will be deposited in a special account set up for the course and will be disbursed as your professor(s) make the arrangements for the travel related to the class. Please note that the grant has not been applied to your College account, so you do not have direct access to the funds.

This grant is contingent upon your successful completion of both the travel and the course that is requiring the travel. Successful completion of travel entails compliance with the rules of conduct which govern Catawba College students and any other stipulations given in advance by the professor(s) of the travel course. You may not withdraw from the course after the travel experience, and failure to attend the course and complete course requirements after travel so that you fail the course will result in your grant being rescinded; you will then be responsible for returning the grant money.

If you have any questions, contact me or your professor(s).

Again, congratulations on your award and *bon voyage!*

Sincerely,

Maria Vandergriff-Avery, Ph.D.
Director, College Honors Program

CALL FOR HONORS COURSES COLLEGE HONORS PROGRAM (CHP)

General Information

The mission of the Catawba College Honors Program (CHP) is to involve academically gifted students in a community of scholars who pursue challenging educational experiences with outstanding faculty. Honors courses require students to view the world in different ways. These courses are interdisciplinary, provocative, and intellectually demanding.

Course topics should preferably embrace more than one discipline and, if possible, be staffed by two faculty members from different disciplines. Honors courses should be both qualitatively and quantitatively different from regular courses in that students in the Program are able to read more quickly and with greater comprehension, analyze sophisticated materials, and comprehend abstract concepts. These students are expected to be well versed in standard written English. Honors offerings are typically seminar courses that may be focused on discussion, analysis, and application more than traditional lecture, although all types of course strategies and plans are acceptable. Please note, however, that CHP students do need course structure, so it is essential to have an organized class plan. Students are expected to contribute actively and to engage in course material. Independent work (including critical, analytical, creative, or research papers) is an essential part of Honors courses.

The CHP serves students who have met entrance criteria (via high school/board score performance or performance in classes at Catawba, combined with an application essay or interview) and who maintain a good GPA. The GPA of most students in the CHP is over 3.50. After the first year, students *must* have a 3.00 to continue honors study; after 45 hours, they must attain a 3.20. To graduate with honors, students in the Program need a minimum 3.00 GPA, a (defended) honors thesis, a completed honors portfolio with narrative, travel, and 21 semester hours of CHP course work.

The CHP Faculty Board particularly welcomes courses that will serve the needs and interests of students with highly-structured majors (i.e., teacher education, chemistry, theater arts) and students who are majoring in areas that have traditionally lacked Honors offerings (e.g., Business, Mathematics). Teacher Ed students may be best suited by courses that meet early in the day. We have several students in the sciences and the arts, so courses that satisfy core distribution requirements for them may garner more support, as may courses that provide a Non-Western perspective.

Please note! Honors courses do not compete with General Distribution courses for your time; honors courses *are* Gen-eds and typically they fill, so you can offer service to the College, your Department (via Gen-ed coverage), and honors all at once!

Although a given course cannot meet all the CHP Learning Outcomes and Program Goals, please keep them in mind as you design and propose a CHP course.

CHP Learning Outcomes and Program Goals

LEARNING OUTCOME 1: Students graduating with honors will articulate how (or whether) the College Honors Program had aided their understanding of, and appreciation for, the liberal arts (students will provide specific courses/experiences to help you make their points, define a liberally-educated person, and provide course materials [such as assignments in your course] to illustrate their points).

LEARNING OUTCOME 2: Students graduating with College Honors will produce academic work that demonstrates a high level of scholarship and creativity, reflecting the diverse and multidisciplinary nature of

their Program work. The contents of all portfolios of students graduating with college honors will reveal academic work produced in classes that are judged collectively as:

1. showing a high level of scholarship (encompassing a scholarly tone/tenor of topics);
2. qualitatively better (more analytical, inclusive of synthesis, application, and comparison; sophisticated in thought) than the work of typical students;
3. original (creative/novel, distinct, or artistic in method or content); and
4. multi-disciplinary (encompassing multiple methodological approaches or views from several disciplines).

The context within which the CHP Faculty Board will evaluate your proposal is based on the CHP Program Goals.

GOAL 1: The CHP will offer courses that are distinctive in content and quality, and which provide students with challenging and thought-provoking experiences, piquing curiosity beyond the classroom.

GOAL 2: Professors chosen to teach in the CHP will be talented and dynamic, their courses will be provocative, and they will represent various departments on campus.

GOAL 3: Students will perceive that the unique components of the CHP (Special First Year Seminar section, as well as the travel requirement) serve the mission of the Program.

GOAL 4: Students in the CHP will have opportunities for broad, multi-disciplinary educational experiences, including travel.

Frequently Asked Questions about Course Proposals

May I convert one of my current courses into an Honors course?

CHP courses should be *qualitatively* (not just “more”) different from typical course offerings. If you have a course that you teach currently and you believe that it could be appropriate to Honors with some qualitative modifications, go ahead and make modifications to your course, and *title it something different* from its regular title. When you write the final (not preliminary) proposal, you *must describe how the course is different from the version you usually teach*.

What are the minimum/maximum student enrollments?

Classes in the CHP typically do not work well with more than 18 students. Typically, courses are capped at 18 (for team-taught courses) or 15 (if there is one professor), but you may make an enrollment request and it will be considered. However, flexibility in scheduling and enrolling is expected, particularly if a course is very popular. We try to ensure that our offerings are sufficiently broad-based to attract at least 10 students. Courses that serve fewer than eight students can be cancelled; those serving fewer than five **will** be cancelled.

What if I am not sure what I might do, when the best time to offer a course is, whether someone else is offering a course like mine, or whether there will be a “demand” for my class?

Please complete the preliminary *Call*. The Director can provide advice about what others are doing, good times to offer the course, and how to complete the *Call*.

Our first-year students tend to be the most likely to “need” courses (and to have time to take them), so the Honors Board is interested in having several options for them in the spring semester.

What courses are most likely to be sought by students?

The courses that garner the most interest are those that:

- are taught by more than one faculty member;
- meet the goals of general education and thus count toward the “core”;
- are truly interdisciplinary and contribute to more than one content area (such as a non-Western course that also meets a core requirement);
- meet in time slots that are not already booked with important major or core courses;
- include travel of some sort;
- accommodate students who are pursuing highly-structured majors; and
- are in areas that have been or are underrepresented in the CHP, such as business.

Meeting ALL these criteria is impossible, but any course that can meet many of them should be attractive to our students.

What about my current course in the CHP? What about the course I taught four years ago? Two years ago?

All courses should be submitted for review.

What types of courses can be offered in Honors?

Any class that looks at some topic from several lenses is best. If you are interested in seeing what types of courses have been taught, go to <http://www.catawba.edu/programs/honors/>

Can non-honors program students in my major take an honors course I offer?

No.

Will there be an Honors section of FY Seminar?

Yes. Typically, the professors of these courses are invited to submit an honors proposal. The invitation is based on expressed interest, demonstrated ability with first-year students (via successful FYE teaching), and experience with honors courses. If you would like more information or if you would like to be considered to be

the professor for an Honors section, send your First-Year Seminar proposal to me following the CHP guidelines. Also, send your Seminar proposal to the Dr. Girelli's Seminar review group when that *Call* for proposals is issued.

How do I know how to “number” my courses?

You may assign a departmental number any way that works for you, and the HON number will be assigned. In designing your course, keep the following in mind: If a course has a required travel component (e.g., student ***must take the trip to pass the course***, barring unforeseen circumstances) the course will be listed with a number that denotes travel (either HON 2901 or 3901). First-Year Seminar is HON 1200/GEN 1200. You will need to decide whether or not first-year students (defined as students with fewer than 30 semester hours) can take your course, and an honors number will be assigned accordingly, with 2000-level for those that include everyone, and 3000-level for those that are designed for sophomores, juniors, and seniors. First-year students cannot take HON courses with 3000-level designations.

Should my course carry general education credit?

It is helpful when courses carry general education credit, because that will allow more students to take the course to fulfill a general education requirement. If the course can serve as only an elective for a major, you may wish to gauge interest among students before proposing it. If you have a course in mind that seems, on the surface, to only fit your major, perhaps consider expanding the topic and asking a colleague in another area to look into team-teaching with you.

Travel, travel, what about travel? Funding?

The level of support hinges on the types of travel courses proposed and the number offered in a given year, as well as the availability of support of the Honors Program, which also varies each year. There will be some money to defray travel costs. Remember, though, that large-scale travel and/or multiple trips mean that more students will travel, decreasing the pool of available funds for any given student. It is likely that travel abroad will still be funded primarily by the students, with some support. The Honors Board prefers to schedule one domestic and one overseas trip per year.

There is a limited pool of funds to support foreign travel officially associated with a Catawba course (preferably, but not necessarily, a required component of the course). Those funds are applied in the form of a foreign study scholarship based on a combination of need and the availability of funds, but with a maximum award of \$500.

Remember, too, that students can sometimes arrange their school loan packages to get funds for travel. We can help eligible students arrange Stafford/Perkins money to pay for their trips. Several trips requiring student financing have been offered in the past (through departments as well as Honors), and have been successful.

You may want to consider a course that includes *domestic* rather than overseas travel. Short (e.g., four- or five-day) trips to various US locales in this country (such as Washington, DC to the Smithsonian, a major city that is connected to course material) will probably attract student interest, meet the goals of the Program, and be affordable. For example, students have traveled over fall break (or for a long weekend) to Floyd, VA, to Monticello, through the Mississippi Delta, to Chicago and to Washington, DC. Students have lauded these trips. Even small jaunts—to a museum in Charlotte, to another college to hear a lecture—are great additions.

Travel, travel, what about travel? Best policies and procedures

Travel *time* often determines whether your class will have students flocking in droves of whether you cannot stock it. Be aware that at least half of the students in the CHP are in performing arts (or sing) and they may be committed to trips for singing or conferences for theatre during spring break.

There are guidelines for proposals that include travel, focusing on providing students an itinerary, timetable, and cost estimates. A copy of these policies is located at the end of this document.

Can I propose more than one course?

Yes; however, we have traditionally allowed only one CHP offering per faculty member, per year.

What if my “dream honors course” has special requirements or needs special equipment?

If you need supplies (such as a small budget for films, books, or a speaker) for your dream course, then be sure to say in your proposal what you would like, describe how you will obtain the materials, and indicate how much budget support you will need. Most faculty teaching in honors have had a budget for materials such as films and books and “value-added” course supplements, such as a group trip to the zoo, a museum, etc. The CHP has also added support to bring speakers to campus. It is essential that the Honors Board has an idea “up front” of your wants/needs so that we can budget. It is unlikely that specialized expensive equipment will be feasible at this time.

Are there any special requirements of me if I teach in Honors?

Professors who teach in the CHP **must agree to:**

- follow copyright laws in distribution of class materials;
- abide by College policies, including those regarding course evaluations, the class schedule, the final exam schedule, the travel policy, and audits;
- provide appropriate assessment-related information (by requested due dates) to program heads (for the major, General Education, and FY Experience);
- encourage students complete the on-line College Honors Program course evaluation at the end of the semester and provide the Director with a copy of their grade sheet;
- provide copies of directions for papers/projects that students include in their portfolio; these materials contribute to both program evaluation and assessment of student learning outcomes.

Where is the College Honors Program course proposal form?

The course proposal form will be distributed by email each fall.

Have other questions?

Please do not hesitate to call or email the Director (Maria Vandergriff-Avery) or any member of the CHP Faculty Board.

Who is on the Faculty Board?

Drs. Bitzer, Chamberlain, Fuller, Poston, Stahr, Truitt, and Girelli (*ex officio*).

COLLEGE HONORS PROGRAM COURSE PROPOSAL

Address all items below (on this page or an attachment) and submit electronically to the Director of the Honors Program (Maria Vandergriff-Avery) by 5pm on Friday, November 18, 2011.

Course title:

Department(s) which support the course:

(department course numbers):

Instructor(s):

Semester:

Day and Time:

Room:

1. Brief course description.
2. Describe tentative course readings, course requirements/types of assignments. *Please attach a rough draft of the course syllabus.*
3. Briefly describe how course content will help meet CHP mission and program goals:
4. Comments about room, day, equipment, enrollment limits, enrollment restrictions, and time requirements:
5. May first-year students (< 30 sh passed) in the CHP take this course? YES NO
6. Core/general education credit area that the course will satisfy:
Decisions about whether the course "counts" toward the core in a cognate area should be made before proposal submission, but you may provide a tentative indication of core requirement if certification is in progress. Please indicate whether approval is pending or granted. In addition, your submission of a course that meets general education guidelines in an area indicates that you agree to provide appropriate assessment data regarding general education outcomes.
7. Departmental major requirements this course will satisfy:
Decisions about whether the course "counts" toward the major should be made before submission, but you may provide a tentative indication that the class meets a major requirement if certification is in progress. Please indicate whether approval is pending or granted. In addition, your submission of a course that meets major guidelines indicates that you agree to provide appropriate assessment data regarding major program outcomes. Failure to do so will preclude consideration of future CHP proposals.
8. Other College requirements this course will satisfy:
Please indicate if Non-Western credit is applied for or already given. Note also whether the course has been approved or submitted to the First-Year Seminar committee.
9. If your proposed course requires travel, discuss where you plan to go and how the trip will support/contribute to students' overall learning experience.
10. Special budget, travel, and/or materials you think you will need:

11. Sponsor(s):

Department Chair:

(Name indicates that s/he has been consulted and has given approval.)

Department Chair:

(Name indicates that s/he has been consulted and has given approval.)

GUIDELINES FOR COURSES INCLUDING TRAVEL

College Honors Program

The College Honors Program seeks to engage students in multi-disciplinary studies that foster a larger world-view by offering courses with travel opportunities that complement course material. Travel opportunities for students can include local excursions, domestic trips, and longer international trips. These opportunities can be included during the course, over a break, or at the end of a semester, and faculty can either make travel a requirement of the course or an option.

Travel to supplement and amplify course concepts and experiences is encouraged within reason and with respect to scheduling, safety, and the availability of financial support. The College Honors Program requires the following in its sponsorship of courses that include travel:

- I. The Faculty of the College Honors Board must approve CHP courses that include travel during the “proposal phase” of the course (during the fall preceding the academic year in which the course is offered). The faculty member(s) must indicate
 - a. How the travel opportunity is to be integrated into the course;
 - b. How the travel supplements and amplifies course learning objectives, in light of the mission and goals of the College Honors Program; and
 - c. Whether the travel is a requirement of the course.

Because the proposal is made far in advanced of travel, some allowance for changes in plans will be made; if faculty are committed to travel as part of the course (and plan on having a course number designating “required” travel) then more specific information (specified below in number III) should be provided.

- II. Faculty members should gauge student interest in the travel course during the proposal stage, by talking with members of the CHP Council of Students, introducing the idea at one of the dessert/business meetings hosted twice annually, and discussing the idea and plan with the CHP Director and Honors Board members.
- III. At least one month before registration for the course (registration is in October for spring courses, March for fall courses) the faculty members should have the following information available to students:
 - a. Goals and purpose of travel, embedded within the course objectives;
 - b. An itinerary that includes scheduled departures, modes of transport, accommodations, and activities;
 - c. Total cost to student and an estimate of ‘what else’ may be spent on the trip (i.e. optional items which may add to the cost), including specifically how many meals are included (or not) in the travel package. If the faculty members plan on folding their costs into that of the students’, the figures given to students should reflect those costs at this point (although an explicit notation to that effect is not necessary);
 - d. A description of student and faculty expectations with regard to participation in planned activities;
 - e. Any information regarding standards of decorum or behavior expected.
- IV. The syllabus should include a description of the travel and how the travel is designed to help students meet the learning objectives of the course.