

**EXTERNAL CONSULTING REPORT
FOR THE HONORS ACADEMY TASK FORCE
RADFORD UNIVERSITY**

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Oklahoma State University
March 19-20, 2012

This report is divided into four sections and also includes three appendices. Section I provides background for the report. Section II contains a general overview of the Honors Academy at Radford University. Section III places the Honors Academy in the context of the National Collegiate Honors Council's Basic Characteristics of a Fully Developed Honors Program. Section IV includes some recommendations for consideration by the Honors Academy Task Force. Appendix A outlines the information requested from Radford University in advance of the on-campus visit by the consultant. Appendix B provides, *by way of example only*, the policies and procedures of The Honors College at Oklahoma State University. Appendix C includes the Basic Characteristics of a Fully Developed Honors College from the National Collegiate Honors Council.

I. BACKGROUND FOR THIS REPORT

A. Procedure and Process — I was invited by Dean Raymond Linville, chair of the Radford University Honors Academy Task Force, to serve as an external consultant to the Task Force. As a result, numerous documents and data concerning the Honors Academy were requested along with the scheduling of a number of meetings while on campus (See Appendix A). Some of this information was provided, and various meetings were scheduled. I appreciate the way in which the Task Force and the Honors Academy's Director sought to provide as much of the information as possible—even though much of it did not exist in comprehensive reports over time—well in advance of my visit to the Radford University campus. I also very much appreciate the gracious hospitality extended to me during my campus visit by everyone at the university.

During my two-day campus visit, I met with the following individuals and groups:

Monday, March 19, 2012 — Mr. James Pennix, Admissions Director and Interim Vice Provost for Enrollment Management; Ms. Loretta Estess, Advising Coordinator and Assistant to the Dean of Waldron College; Lunch meeting with Dr. Orion Rogers, Dr. Corey Herd, and Dr. Neils Christiansen; Meeting with Deans Faye Gilbert (Business and Economics), Dennis Grady (Graduate and Professional Studies), Katherine Hawkins (Humanities and Behavioral Studies), Steven Helm (Library), and Orion Rogers (Science and Technology); Dr. Joe King, Honors Academy Director, and Dr. Neils Christensen, Interim Associate Honors Academy Director; Ms. Cary Sutherland, Honors Academy Administrative Assistant; Dinner with Honors Academy students (majors indicated in parentheses) Gina Burchett (Chemistry), Ayla Combs (Nursing), Courtney Fernandez (Chemistry), Stephanie Gusler (Psychology), Olivia Hilton (Criminal Justice and Public Relations), Sean Karoly (Geology), Emma Lutz (Communication Sciences and Disorders), Jenna McChesney (undeclared), Claire Percoco (Anthropology), Anita Puerto (Sports Administration), and Danielle Watson (Psychology).

Tuesday, March 20, 2012 — Ms. Robyn Porterfield, Advancement; Ms. Jessica Stone, Financial Aid and Scholarships; Lunch with Dr. Mark Wagstaff (Recreation, Parks, and Tourism), Dr. Lucy Hochstein (Criminal Justice), and Ms. Kiersten Newthoff (Honors

Academy Student Assistant); Dr. Rosemary Guruswamy, English Department Chair; Ms. Connie Phillips, Budget Office; Provost and Vice President for Academic Affairs Sam Minner; Honors Academy Task Force members Dr. Farrell Doss, Dr. Corey Herd, Ms. Kailia Higuchi, Dr. Lucy Hochstein, Dr. Raymond Linville, Ms. Kiersten Newtoff, Dr. Nora Reilly, and Dr. Mark Wagstaff; President Penelope Ward Kyle; Exit Interview with Raymond Linville.

In addition, during breaks from the formal schedule I was able to visit informally with several Radford University students and faculty around the campus.

B. The Consultant — Dr. Robert Spurrier is Director of The Honors College and Professor of Political Science at Oklahoma State University where he has been faculty member since 1972. A Fellow of the National Collegiate Honors Council (NCHC), he is a Past President of NCHC who currently serves as NCHC Secretary. As an NCHC Recommended Site Visitor, he has had the privilege to serve as a consultant or member of an external review team for honors programs and honors colleges. Radford University represents the forty-sixth time he has served in this capacity. Among other presentations and publications relating to honors education, he is co-author of the NCHC monograph *Assessing and Evaluating Honors Programs and Honors Colleges: A Practical Handbook* (2005). For a number of years he has been a facilitator for NCHC faculty institutes that train new site visitors. His Recommended Site Visitor information is available at <http://nchchonors.org/faculty-directors/site-visitors/site-visitor-bob-spurrier> on the NCHC web page along with a link to his abbreviated (honors) curriculum vitae.

C. Scope of the Consulting Report — I was asked to serve in the capacity of a consultant to a task force appointed by Provost Minner to study the needs of the Honors Academy. NCHC Recommended Site Visitors are trained to consult with or serve as external review team members for honors programs and honors colleges *as programs or colleges*. They do not evaluate the performance of specific honors administrators, faculty, or professional staff *per se*. That having been said, however, I would like to comment to the extent of noting that the Radford University Honors Director—Dr. Joe King—has in my opinion done a remarkable job of keeping the Honors Academy operating with only minimal resources at his disposal and with frequent other assignments that by definition draw his time and attention away from his responsibilities for the Honors Academy. I heard numerous comments about his crucial role in obtaining honors courses (even without a budget with which to compensate departments) and his willingness to be available to meet with students at any time. The students, faculty, and staff most familiar with his work in the Honors Academy on a regular basis were uniformly complimentary in their comments. Finally, I should note that Dr. King was elected to the NCHC Board of Directors in the 2011 fall elections—the only professional at-large Board member elected who did not represent a large research university (the others elected in 2011 were from the University of Iowa, Iowa State University, and Texas Tech University).

D. Submission of Draft Version of the Report — In an effort to avoid inadvertent errors on matters of fact, a confidential working draft of this report was provided to Dean Linville by e-mail so that he could call any such errors to the consultant's attention before the final version of the report was submitted electronically.

II. GENERAL OVERVIEW

There are many good things to report about the Honors Academy at Radford University. Operating with relatively meager resources for honors education *per se* the Honors Academy has managed to provide a wide range of honors courses for its students over the last several years (Fall 2007 to Spring 2012), but there are signs that some departments are becoming unable or unwilling to provide faculty for honors

courses. While it is of course understandable that public institutions of higher education in recent years have been faced with significant—and sometimes severe—budgetary constraints, it should be noted that the entire Honors Academy budget (a large portion of which goes toward non-honors activities) constitutes a very small fraction of the overall Radford University budget. If the higher administration were to decide to make honors education a key component of the university's mission over the next few years, a significant increase in the Honors Academy budget would constitute only a very minor shift within the university's overall fiscal resources.

Those members of the administration, faculty, professional staff, and students who indicated that they have regular contact with the Honors Academy in one form or another expressed general satisfaction with many aspects of its operations. The faculty and professional staff among this group also indicated that the Honors Director's position has been one to which other non-honors duties (such as undergraduate and even graduate research and travel) have been added in past years. Most recently the Honors Director has been tasked with a major role in the upcoming accreditation review. The university administration has recognized that the addition of these SACS responsibilities is of such magnitude that the position of Interim Associate Director of the Honors Academy has been created to offset in part the reduction in the time the Director can devote specifically to honors education.

In this context, I was asked about the staffing and budget situations for The Honors College at Oklahoma State University (an institution with approximately twice the number of undergraduate students as Radford University). In FY12, our total budget (salaries plus operating expenses) comes to \$702,508, or approximately \$702 per capita for the 1,001 active participant Honors College students in the 2011 fall semester. Of this amount, \$32,635 is for (purely honors) operating expenses, and \$383,493 is pass-through funding that goes to departments for faculty time (for HONR-prefix courses such as our team-taught interdisciplinary honors seminars and for overflow honors sections of departmental courses—for example American History—when the first honors section has been filled to capacity). The Honors College staff includes the Director, the Assistant Director, three Honors Academic Counselors (all five positions are full-time, 12-month appointments), and several part-time student assistants who serve as office receptionists. Please note in this context that Oklahoma is not a particularly wealthy state and that state dollars for higher education have decreased in recent years while the Honors College's enrollment and budget have grown.

Because Radford's Honors Academy does not have budgetary resources from which to compensate academic units for the release of faculty to teach honors sections, the Director is put in the position of a mendicant attempting to build honors course offerings on the charity of department chairs and other campus administrators. The wide range of honors courses offered between Fall 2007 to Spring 2012 is rather remarkable in this context. It is my understanding from one department chair that funding is available for faculty release to teach in the Core Curriculum sections (as opposed to teaching honors sections) in the form of funds to hire adjunct replacement instructors. This lack of Honors Academy budget for faculty time may be one of the factors that has led to the increasing use of adjuncts—rather than tenured or tenure-track faculty—to teach honors courses, although the Honors Director and Associate Director both indicated that only around 20% of recent honors courses have been taught by adjunct faculty. To the extent that the use of adjunct faculty in honors sections can be minimized or eliminated completely, this definitely is the recommended path.

In Dr. Samuel Schuman's consulting report about the Radford University Honors Program (as it was then known) in 1987, he remarked on the personal nature of the program in that faculty and students alike often indicated that long-time Honors Director Dr. (Earl) Brown was the personification of the Honors Program and that he could be contacted to resolve any problems. After two Honors Directors who had relatively short tenure, the current Director has served for an extended period and much the same situation that was true under Dr. Brown appears to exist today in that most on campus refer to Dr. King personally

as much as they do to the Honors Academy as a campus academic unit. As is often the case in honors programs and honors colleges that have grown rather informally over the years, the collection of longitudinal data may not have been mandated by the university administration. In this context, it will be noted that the Honors Academy does not have a formal policies and procedures document that has been approved at the Provost's level, and the lack of such a mandate can well lead to less than enthusiastic support by other campus units that may view the Honors Academy as peripheral to their own missions in particular or the university's academic mission in general. Similarly, the Honors Academy does not have a formal comprehensive strategic plan approved by the central administration that contains measurable success factors, nor does it prepare and disseminate a comprehensive annual report for each academic year.

The reports shared with me were succinct and no doubt accurate in terms of the picture that they painted, but they were not particularly "data heavy" in their content (although "Honors Academy Accomplishments 2005-2009" presents some comparative data over this time period). The readers of this consulting report might wish to go to <http://www.okstate.edu/honors/assets/annualreport.pdf> for the most recent annual report of The Honors College at Oklahoma State University. Included in this annual report are data reflecting the strategic plan success factors that are tracked every year. Please be aware, however, that this simply is one example of a detailed annual report that Radford University might find helpful in devising its own plans for developing more detailed annual reports—and it is by no means suggested that this is the only viable type of annual report.

The honors students with whom I met generally were quite positive about their experiences in the Honors Academy (and in fact approximately two-thirds of these students said they would not have attended Radford University if the Honors Academy were not available). This also was true for most faculty, although there was some faculty concern about the quality of students admitted to the Honors Academy (some of whom were said to be marginal at best while it was said of others that they would be outstanding students at any college or university).

Students indicated that their honors *courses* generally were positive experiences, more challenging than regular classes, and taught by some of the best professors on campus—but they noted a wide range among faculty in terms of expectations for honors *contracts*. Students commented that apprehension about the capstone requirement may be a factor in the attrition rate experienced in the Honors Academy, and they also indicated that it can be difficult to complete the capstone requirement in some majors with extremely restrictive curricula.

The curricular requirements of the Honors Academy are well defined, and a detailed Honors Academy Guidebook has been prepared. The Guidebook is well organized, the information is presented clearly, and sample forms are provided by way of reference.

The definition of "active status" in the Honors Academy allows students to obtain special benefits such as priority enrollment without necessarily doing any honors work every semester. This definition certainly should be examined in the broader context of Honors Academy requirements, course offerings, and availability of honors contracts.

The Task Force already has undertaken questionnaires as well as focus groups on campus, and although I have not seen the responses generated by these efforts I assume that this process is moving along appropriately. The "State of the Academy Report – 2011" lays out a number of well-thought-out questions and possible alternative approaches to answering those questions. No doubt the Task Force will carefully consider this report, so my comments that follow will overlap with many of these questions (but not necessarily all of them) in the context of National Collegiate Honors Council guidelines.

III. THE RADFORD UNIVERSITY HONORS ACADEMY IN THE CONTEXT OF THE NATIONAL COLLEGIATE HONORS COUNCIL'S BASIC CHARACTERISTICS OF A FULLY DEVELOPED HONORS PROGRAM

This section of the report places the Radford University Honors Academy in the context of the National Collegiate Honors Council's Basic Characteristics of a Fully Developed Honors Program. These characteristics are viewed generally within NCHC as agreed-upon best practices in honors education, but they should in no way be viewed as a one-size-fits-all model. With more than 800 institutional members including community colleges, small colleges, mid-size universities, and comprehensive doctoral institutions, the National Collegiate Honors Council is the largest national organization concerned with honors education—but it does not at present serve as a formal accrediting or certifying body for Honors Programs or Honors Colleges. As noted above, the consultant is an NCHC Recommended Site Visitor. This document, however, should not be construed to constitute a report from the National College Honors Council as an organization.

BASIC CHARACTERISTICS OF A FULLY DEVELOPED HONORS PROGRAM

***(Approved by the NCHC Executive Committee on March 4, 1994;
amended by the NCHC Board of Directors on November 23, 2007;
further amended by the NCHC Board of Directors on February 29, 2010)***

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

1. The honors program offers carefully designed educational experiences that meet the needs and abilities of the undergraduate students it serves. A clearly articulated set of admission criteria (e.g., GPA, SAT score, a written essay, satisfactory progress, etc.) identifies the targeted student population served by the honors program. The program clearly specifies the requirements needed for retention and satisfactory completion.

The Honors Academy specifies the criteria for admission for new freshmen as having two of three of the following: an SAT score of 1100 (combined verbal and quantitative scores) or a 24 composite ACT score, a 3.50 high school grade point average, and a ranking in the top 20% of the high school graduating class. If voluntarily submitted by prospective freshmen, essays and reference letters also will be considered. For second-semester freshmen at Radford University, a 3.30 college grade point average is required. These criteria are clear and presumably easy to apply to prospective Honors Academy students.

There were a few comments during my visit that the Honors Academy should consider increasing its entrance requirements, and it may be that one way to grow the Academy in the future is to shrink it in the short run. Anecdotally, I can relate that honors colleagues across the country report that every time they have increased entrance requirements the number of applicants has actually increased within a relatively short time. Before attempting to modify the entrance requirements, however, I would urge that Radford University study the academic records of those students who have completed all of the requirements of the Honors Academy by the time they graduated and conduct an analysis of the predictive value of each of the current requirements (or possible new requirements) in terms of likelihood of ultimate success in the Honors Academy.

The Honors Academy has clearly-specified criteria for continued eligibility. Students must have obtained a 3.20 cumulative grade point average by the end of the freshman year, a 3.30 cumulative grade point average by the end of the sophomore year, a 3.40 cumulative grade point average by the end of the junior

year, and a 3.50 grade point average by the time they graduate.

The requirements for graduation as a Highlander Scholar are likewise clearly delineated: 27 honors credit hours including 6-12 hours of honors core curriculum courses (including CORE 103), 12-15 credit hours of honors contract work in the student's academic major, and 3-6 honors credit hours in the honors capstone project.

2. The program has a clear mandate from the institution's administration in the form of a mission statement or charter document that includes the objectives and responsibilities of honors and defines the place of honors in the administrative and academic structure of the institution. The statement ensures the permanence and stability of honors by guaranteeing that adequate infrastructure resources, including an appropriate budget as well as appropriate faculty, staff, and administrative support when necessary, are allocated to honors so that the program avoids dependence on the good will and energy of particular faculty members or administrators for survival. In other words, the program is fully institutionalized (like comparable units on campus) so that it can build a lasting tradition of excellence.

The Honors Academy has a mission statement that it has fashioned. As far as I can determine, however, the Honors Academy never has had a clear mandate or charter approved by Radford University's highest administrative officials. Lacking such a clear statement, it is quite understandable that there is a lack of general understanding on campus about the scope and role of the Honors Academy. *By way of example only*, Appendix B to this report contains the formal policies and procedures of The Honors College at Oklahoma State University.

Although at first the budget information for the Honors Academy indicated a healthy budget commitment, this turned out to be illusory in that the operating budget appears to be devoted overwhelmingly to undergraduate (and even graduate) research that includes the printing of posters and travel to academic conferences by student researchers. As laudable as student research support undoubtedly is, this is a function that is quite distinct from the operation of an honors program or honors college (the more common terminology employed nationally). It also is worth noting that the time of the Honors Academy Administrative Assistant is devoted almost entirely to supporting these student research efforts—to the extent that the student assistant in the Honors Academy Office is performing most of the duties for which one would anticipate that the Administrative Assistant would be responsible.

The Honors Director has the added responsibilities for the student research activities and, more recently, the task of playing a major role in the upcoming SACS accreditation review for Radford University. These responsibilities would seem almost by definition to reduce the amount of time available for Honors Academy duties. The fact that an Interim Associate Director has been provided this year is an indication of support for honors administration, but even then the positions allocated to the Honors Academy seem inadequate.

As noted above, the Honors Director does not have a budget from which to compensate academic departments for assigning faculty to teach honors courses (although the English Department Chair reported that such funding is available for the core curriculum courses). Recapitulating what I have written elsewhere, a variety of models exist across the nation in terms of funding honors courses. A few institutions have designated tenure-track faculty lines in the Honors Program or Honors College leading to tenure *in Honors* rather than in a regular academic department, but with perhaps one exception, even at these institutions not all honors courses are taught by these faculty. A variation on this approach is the appointment of Honors Program Faculty Fellows who are released from their departmental responsibilities for a set period (two or three years) for a budgeted full-time assignment in the Honors

Program to develop and teach honors courses and also sometimes to do some of the honors advising for Honors Program students.

The opposite end of the spectrum is the institution such as Radford University at which the Honors Director must rely on the generosity of departmental administrators and his or her own negotiating skills.

Another, less common, approach is for the central administration to recapture faculty lines across campus when they become vacant and assign those lines to the Honors Program under a model in which the Honors Director reassigns the lines to academic departments that show a willingness to participate fully in the university's honors educational efforts while at the same time serving their own majors and service courses.

Yet another model is one in which the Honors Program is responsible for funding special honors courses and seminars (by providing released-time funding to the departments) but in which the academic departments already offering honors courses fund the first honors section of regular disciplinary courses (Calculus, American History, etc.) from their own budgets with the Honors Program providing funding for additional honors sections of a disciplinary course if needed.

This cost-sharing model allows for a cooperative working relationship between the Honors Program and academic departments rather than placing the entire "budget burden" on either. Supplemental to this approach is sufficient budget to allow the Honors Program to provide "seed money" in the form of course development grants or funding for an initial offering of an honors course, followed by a cost-sharing arrangement in subsequent semesters.

Under this shared-responsibility model the funding provided for faculty released time should be determined in such a way that there is a positive incentive for the department chairs and deans. Ideally, it should give the department chair some budgetary flexibility by providing more dollars than the minimum needed to hire someone else to teach the course from which the honors course faculty member will be released. If a department cannot release a willing faculty member, another option can be to allow that faculty member to teach an overload course with department "banking" the Honors Program funds to provide the faculty member with salary support in the subsequent summer for research, instructional development activities, or professional travel.

Having salary dollar incentives can be extremely beneficial to the Honors Director in dealing with departments, but it probably is overly optimistic to believe that all departments will be willing to cooperate. For this reason, it may be necessary for the Provost to have a "stick" to employ if cooperation is not forthcoming—perhaps in the form of a budget reduction for departments that do not contribute to the institutional goal of having an outstanding Honors Program fully available to students across campus.

3. The honors director reports to the chief academic officer of the institution.

Radford University's reporting line for the Honors Academy Director is consistent with this characteristic.

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

Numerous and varied specialized honors courses have been offered in recent years, although the Honors

Director reports that the Music and Sociology Departments have stopped offering honors sections in the last two years because of budget constraints.

Honors contracts may be undertaken in upper-division courses in partial fulfillment of Honors Academy requirements.

Undergraduate research is fostered (in fact in some ways this function overshadows the honors aspects of the Honors Academy), and a capstone requirement is in place as part of the graduation requirements for Highlander Scholar designation. Some Honors Academy students will be presenting their research at the Southern Regional Honors Council's spring conference.

In the context of this Basic Characteristic, it may be noted that study abroad credit as well as credit hours earned in internship experiences may be substituted for honors courses or honors contract work at some institutions. (It would seem almost self-evident that a semester-long study abroad experience is a more enriching educational experience than writing a short paper to fulfill the requirements of an honors contract.)

5. The program requirements constitute a substantial portion of the participants' undergraduate work, typically 20% to 25% of the total course work and certainly no less than 15%.

The Radford University Honors Academy's requirement of 27 honors credit hours is consistent with this characteristic in that it represents 22.5% of the students' work in the typical 120-credit-hour degree program.

6. The curriculum of the program is designed so that honors requirements can, when appropriate, also satisfy general education requirements, major or disciplinary requirements, and pre-professional or professional training requirements.

Most of the honors courses offered appear to relate to general education requirements, and honors contracts may be undertaken in courses that satisfy a portion of the students' major requirements. The capstone course requirement normally would be related to a student's academic major. Some students commented that in Nursing it might be more valuable to have the capstone experience tied to their practicum work rather than being a research project *per se*.

Special care should be taken to assure that students entering Radford University with advanced standing or concurrent enrollment credit are not faced with situation in which they must repeat work for which they already have earned college credit. Without such accommodations, it is possible that some very good students may effectively be closed out of the Honors Academy.

7. The program provides a locus of visible and highly reputed standards and models of excellence for students and faculty across the campus.

Unfortunately, it did not appear during my campus visit that there is a consistent understanding on the Radford University campus about the role of the Honors Academy. In part, this no doubt is a result of the significant understaffing of the Honors Academy Office and the many tasks assigned to the Honors Director above and beyond what ordinarily would be expected of the incumbent in that position—and of course it would be unreasonable to expect a monolithic response to questions about honors education at any particular institution. Still it was somewhat disconcerting that some of the deans with whom I met,

while expressing support for the Honors Academy, seemed to believe that “honors” simply means “more difficult.” Within the National Collegiate Honors Council, there is widespread agreement that honors means “different” rather than “more difficult.” Typically, honors courses are expected to be interactive, involve a great deal of discussion, and facilitate close student-student and student-faculty interaction. Fortunately, Dean Gilbert (Business and Economics) was able comment on the successes achieved by the Sally McDonnell Barksdale Honors College at the University of Mississippi as it has employed the NCHC approach of “different, rather than just more difficult.”

While walking through the university bookstore and the food court area in Dalton Hall, I asked six students and two faculty members not on my schedule of meetings about their perceptions of the Honors Academy. Four of the students were not aware of it at all, one student who indicated that she had a 3.8 grade point average as an English major was under the impression that honors courses were more expensive than regular courses at Radford and thus were beyond her financial reach, and one Geology student who had been invited to join the Honors Academy after matriculating at the university indicated that he already was quite busy with his academic work and could not add even more work that would be required for honors classes. Lack of information or misperceptions such as these are not beneficial to the Honors Academy.

Neither of two faculty members I approached in the food court area (Dr. Ian Barland and Mr. Don Braffitt, Information Technology) had taught honors courses, but both had worked with students on honors contracts and reported that they had positive experiences with honors students in this context.

Apparently neither the Admissions Office nor the News and Events Office is regularly apprised of successes of Honors Academy students, and the deans indicated that they do not regularly receive information about which of their students are participating in the Honors Academy. Timely and widespread distribution of this information can be of great value to the Honors Academy and the students it serves.

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

As noted above, the Honors Director must rely on persuasion and goodwill to secure faculty to teach honors classes. This necessarily gives him less leverage with department chairs in the selection of these faculty than would be the case if he had funds with which to compensate those departments. Although the students with whom I visited and the Honors Director expressed overall satisfaction with the level of instruction in honors courses, stand the situation this year at Radford University approximately 20% of honors courses are taught by adjunct faculty. While one can understand that last-minute changes can lead to the necessity of having honors courses taught by non-tenure-track faculty, presumably this should be a rare exception and not seen as a regular means of meeting the need for honors courses.

Unfortunately, my schedule did not involve a meeting with the faculty who regularly teach honors courses and thus I am unable to speak to their level of commitment to the mission of the Honors Academy or to their enthusiasm for their honors teaching. Such a meeting is typically a part of a campus visit by an NCHC Recommended Site Visitor, but I understand that the Task Force may already have covered this ground in its questionnaires and focus groups.

9. The program is located in suitable, preferably prominent, quarters on campus that provide both access for the students and a focal point for honors activity. Those accommodations include space for

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

One searches in vain for exterior signage at Radford University that directs a visitor (or prospective student) to the Honors Academy Office. Once the office has been located, however, it provides a very welcoming setting. In addition to the Director's Office, there is an open reception area, storage and work spaces, and a spacious conference room. The furniture is relatively new, quite attractive, and well maintained. One drawback of current office space is that the Associate Director's office is located in a different building. When the Associate Director is not in that office, the best he can do is post a note on his door indicating where he can be found. Another drawback is that there is no informal gathering space for honors students, but because it is located in a residence hall at least the students who live there have alternative gathering space.

The classrooms allocated for some Honors Academy classes are not nearly so attractive or suitable. The classroom that I visited was in the basement of the residence hall where the Associate Director's office is located. The computer equipment appeared to be significantly behind the times, and broken tables were stacked against the back wall of the room (something that I was told is a rather common occurrence). Materials belonging to residential life were stacked in the windows, giving the room a disorderly appearance. The Associate Director related that he frequently finds that residence students have completely rearranged the room's furniture in the evening or over the weekend so that he must do his best to put the room back into its intended configuration as a classroom before the next honors class can meet. A question that seems appropriate at this point is whether Radford University would be proud to show this classroom to prospective Honors Academy freshmen as part of an on-campus recruiting visit.

There was mention of the possibility of moving the Honors Academy to a recently acquired house across the street from the new College of Business and Economics building. At a larger institution, I would almost immediately express reservations about moving from a relatively central campus location to one on the periphery, but given the compact nature of the Radford University campus and the fact that I was told that future campus growth most likely would be in the direction of this house, such a new location could provide more adequate office, classroom, and informal student space.

In terms of the "honors space," I am told that James Madison University is a competitor institution for prospective Radford students. I would like to direct attention to the Honors Program facilities at JMU at http://www.flickr.com/photos/jmu_honors/sets/72157625822994743/show on its web site. This centrally-located former president's home is something to keep in mind when it comes to improving the space available to the Honors Academy.

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

My understanding is that there has not been an active council of faculty working with the Honors Academy in recent years. If such a group has fallen to disuse, this would be a good time to review the composition and role of such a group. One question to be asked is what is the appropriate mechanism for selection of the members of such a council so that it is not seen as the creature of the Honors Director but rather engages faculty from across campus in a positive and meaningful way.

11. Honors students are assured a voice in the governance and direction of the honors program. This can be achieved through a student committee that conducts its business with as much autonomy as possible but works in collaboration with the administration and faculty to maintain excellence in the program. Honors students are included in governance, serving on the advisory/policy committee as well as constituting the group that governs the student association.

There is an honors student organization, but it does not appear to have a formal role in governance of the Honors Academy. I would recommend that at least two Honors Academy students be voting members of the faculty committee discussed above.

12. Honors students receive honors-related academic advising from qualified faculty and/or staff.

The provision of quality honors advising is essential to the success of any honors program or honors college, and there should be a systematic approach to student evaluation of honors advising. In terms of the need for mentoring and guidance, it would be a major error to assume that honors students are bright enough to handle college life themselves without the need of special advising assistance. As Dr. Samuel Schuman (who served as an external consultant for the Radford University Honors Program in 1987) has written elsewhere:

An important point to keep in mind as regards honors advising is that honors students can be expected to have at least as many, and as complicated, problems as other students. It is sometimes tempting to envision all honors students as especially well-rounded, balanced, thoughtful, mature, and self-possessed. This vision does not seem particularly accurate or helpful despite its attractiveness and allure. Honors students, just like their non-honors peers, are sometimes plagued with doubts about their academic careers and their futures; they are going to have problems with their love lives, fights with roommates, scheduling conflicts, health problems, or intrusive parents. In fact, because their academic expectations and goals are oftentimes higher than those of their non-honors peers, honors students will sometimes have more academic and personal counseling needs than other students.”
(Samuel Schuman, *Beginning in Honors*, NCHC 2006, 62-64)

Given the high percentage of first-generation students at Radford University, it is quite likely that honors advising will be even more important for Honors Academy students than might be the case at some other types of colleges and universities. Serving these first-generation students is a commendable part of the university’s mission, and I would encourage careful thought as to how to provide outstanding honors advising.

The National Academic Advising Association (NACADA) has reported that the average load for a full-time advisor at a four-year institution is just over 280 students. In some honors programs, the honors program professional staff provides honors advising—and a few institutions including Oklahoma State University require that honors advisors themselves have earned honors degrees as undergraduates. At other institutions, honors advising is handled by carefully selected faculty advisors in academic departments. Yet another model is for key advisors in centralized advising centers to provide honors advising, especially before students declare their academic majors. A few institutions make use of peer advising in which selected honors students provide honors advising. Some institutions mix and match two or more of the elements discussed here.

My own experience has led to me to believe that Oklahoma State University’s commitment of funding for honors advising in our Honors College has been one of the key factors in our success and growth. With

just over 1,000 active participant honors students, we have three full-time professional honors academic counselors who each advise approximately 250 honors students, and both the Honors Director and Assistant Director advise approximately 100 honors students.

Regardless of the approach adopted, those providing honors advising should be fully committed to the goals of the Honors Academy and fully conversant with its policies and procedures. It is important that the Honors Director be able to influence the selection of honors advisors and have full access to the results of evaluations of honors advisors.

13. The program serves as a laboratory within which faculty feel welcome to experiment with new subjects, approaches, and pedagogies. When proven successful, such efforts in curriculum and pedagogical development can serve as prototypes for initiatives that can become institutionalized across the campus.

I am not aware of instances at Radford University in which honors courses or pedagogies have spread beyond the Honors Academy into the wider campus community.

14. The program engages in continuous assessment and evaluation and is open to the need for change in order to maintain its distinctive position of offering exceptional and enhanced educational opportunities to honors students.

The Honors Academy has engaged in assessment activities on a periodic basis, and the appointment of the Honors Academy Task Force by Provost Minner indicates strong university commitment to more extensive assessment and evaluation. Similarly, although less regularly, NCHC Recommended Site Visitors have been brought to campus to serve as outside consultants.

15. The program emphasizes active learning and participatory education by offering opportunities for students to participate in regional and national conferences, Honors Semesters, international programs, community service, internships, undergraduate research, and other types of experiential education.

Undergraduate research is certainly encouraged at Radford University, as is participation in conferences by its students. There is less indication of support for international study and off-campus internships engaged in by Honors Academy students, and further there is no direct link between such valuable experiences and Honors Academy requirements.

16. When appropriate, two-year and four-year programs have articulation agreements by which honors graduates from two-year programs who meet previously agreed-upon requirements are accepted into four-year honors programs.

Although I understand that a significant number of Radford University students are transfer students, no such articulation agreements exist with the two-year institutions from which these students come. Such articulation agreements are extremely useful in spelling out how transfer honors credit will be counted toward the receiving institution's honors requirements. I would be happy to share a copy of one of our articulation agreements if requested.

17. The program provides priority enrollment for active honors students in recognition of scheduling difficulties caused by the need to satisfy both honors and major program(s) requirements.

Radford University provides a system of priority enrollment for Honors Academy students who have “active” status (but I should note that the definition of an “active” student is less than demanding). At many institutions, students must be undertaking honors work every semester to continue to be considered active honors students.

IV. SOME RECOMMENDATIONS FOR RADFORD UNIVERSITY AND THE HONORS ACADEMY TASK FORCE

In light of the comments made above and Provost Minner’s expressed desire to boost the profile of honors education at Radford University, it seems that the institution would be well advised to undertake a thorough analysis of its level of commitment to and expectations of the Honors Academy over the course of the next academic year to lay the groundwork for the 2013-14 academic year and thereafter. Several recommendations below are provided in this context for consideration by the Honors Academy Task Force.

A. Campus-wide Retreat on Honors Education — The Task Force already has utilized questionnaires and focus groups in gathering information about the Honors Academy. At most institutions, there is no knowledge base with regard to the faculty who themselves were honors students as undergraduates or who have taught honors courses at other institutions. For this reason, a potential campus resource may well be overlooked. Early in the 2012 fall semester, I recommend that President Kyle and Provost Minner convene a campus-wide retreat of all faculty who have (1) been undergraduate honors students themselves, (2) taught honors courses, supervised honors contracts, or directed honors theses at other institutions before coming to Radford University, and (3) taught honors courses, supervised honors contracts, or directed honors capstone experiences after joining the faculty at Radford University. Preliminary work could be done at the central administration level late in the current spring semester so that unit administrators could poll their faculty to determine who should be added to the invitation list. Although this retreat should be convened by those highest in the university administration in order to give it campus-wide importance and credibility, Dr. King should be involved from the outset in mapping out the structure of such a faculty retreat so that the discussions can be as wide-ranging as possible. As a member of the NCHC Board of Directors, Dr. King is familiar with the rather informal approach used for NCHC strategic planning. It should be understood by all concerned that such a faculty retreat should not be seen as a decision-making body, but rather as an effort to engage more faculty in the conversation about honors education and give them the opportunity to share their experiences and what they conceive to be “best practices” in honors education.

B. Approval of Honors Academy Policies and Procedures at the Highest Level — After the review of the Honors Academy has come to a close, I recommend that detailed policies and procedures for the Honors Academy be prepared and submitted through the appropriate channels for formal approval by Provost Minner.

C. Nomenclature — The terminology “Honors Academy” is quite unusual in that the vast majority of NCHC institutions employ the term “honors program” or “honors college” for the administrative unit responsible for honors education. Although I asked a number of people about the rationale for the use of “Honors Academy” at Radford University, no one was able to provide a definitive explanation. I was, however, told that academic advisors across campus refer to it generically as the “honors program” and that students typically say that they are “in honors.” One student indicated that it sounded something like one of the military academies, and another said that it was reminiscent of high school (interestingly

enough, the same term had been used in this student's high school). I understand that it may very well be that there is a persuasive argument to be made for the use of the term "Honors Academy," but it is at least worth considering whether having terminology outside the "honors mainstream" might be detrimental to the recruiting of future honors students.

Similarly, the designation of students who complete the requirements of the Honors Academy as "Highlander Scholars" may have some cachet on campus, but the question of the immediate relevance of this terminology to prospective employers as well as to graduate and professional schools probably is worth asking. Might there be a different wording choice that would immediately draw attention to the fact that the student has successfully completed the *honors* requirements at Radford University?

D. Staffing and Budget — Careful attention must be given to the budget and staffing provided for honors *per se* at Radford University and how the undergraduate (and even graduate) research function has drawn personnel time and budget toward non-honors functions. As requested, I have provided data from The Honors College at Oklahoma State University earlier in this report.

Assuming that Radford University wishes to make a demonstrably stronger commitment to the honors education of some of its finest students, its budgetary commitment to the Honors Academy necessarily must be increased substantially to provide for Honors Academy staff whose responsibilities are not diluted by other tasks, for enhanced recruiting activities, and for funding that can be provided to academic departments in compensation for the assignment of faculty to teach honors courses. As I noted to a few people during my visit, a crucial moment in the history of the University Honors Program (as it was then known) at Oklahoma State University was when Provost Ray Bowen—who went on from OSU to become President of Texas A&M University—announced what was essentially a doubling of the honors budget during a time in which the university was suffering from a significant mid-year budget cut because of declining state revenues. This dramatic and highly visible action by Provost Bowen made an extremely important statement to all concerned that honors education was central to the educational mission of the university, and the vast majority of the new funds were used to "buy out" faculty time to teach an increasing number of honors courses each academic year.

E. Honors Director's Position — There is no generic job description for an Honors Director, but a few years ago I was part of an external review team that was asked to comment on the position description and qualifications of the administrator responsible for honors education. Because this guidance may prove helpful to the Task Force, it seems appropriate to include it as part of this report.

Responsibilities

The responsibilities of Honors Director might well include the following (in an attempt to achieve what has sometimes been called a "one stop shop" for high-achieving students):

- (1) Having responsibility and accountability for the central honors budget and for the [Honors Facilities].
- (2) Developing and funding campus-wide interdisciplinary honors courses, special honors seminars, and "overflow" honors sections when departmentally-funded sections reach enrollment capacity.
- (3) Providing general supervision for the co-curricular and extracurricular activities [in Honors].

- (4) Coordinating the junior- and senior-level college and departmental/college honors experience, including meeting with departmental personnel (who are clearly the backbone of this experience, and whose function might be continued with much support from the central office), and encouraging honors courses in the departments and colleges.
- (5) Disseminating information on the honors experiences for recruiting purposes and to assist students to graduate with honors by being an authoritative central clearinghouse for honors information.
- (6) Supervising a parallel honors advising system for students with regard to honors requirements, honors courses, and transition from General to Departmental/College Honors in a manner that supplements the academic advising already provided in departments with regard to the major and degree requirements.
- (7) Developing and supervising a system for tracking and maintaining records on honors students as well as responding to administration requests for honors information (including statistics on the programs, students, scholarships, and potential recruits).
- (8) Certifying students for all honors awards on the transcript and diploma.
- (9) Providing the staff to groom students from the freshman year to be competitors in national scholarship competitions (Rhodes, Truman, Fulbright, Goldwater, Madison, Udall, etc.).
- (10) Serving as the spokesperson and advocate for the high-ability students in the appropriate councils and forums.
- (11) Preparing the honors narrative and data for the [Regional Accrediting Agency] self-study and accreditation efforts.
- (12) Serving as a focal point for efforts to raise [additional funds], solicit scholarship funds, and the like.
- (13) Teaching honors courses and seminars.

Qualifications

- (1) A terminal degree in a recognized academic discipline.
- (2) Tenure or tenurability at [Institution].
- (3) Significant successful administrative and managerial experience, including budgeting.
- (4) Outstanding honors classroom experience.
- (5) Substantial interpersonal skills, including verifiable rapport with students and faculty.

Term of Appointment

Many of us in the national honors community can attest to the fact that Honors College Deans and Honors Directors at other institutions who remain in their positions for a

number of years have a greater rate of success and national visibility than those whose commitment to Honors is only for a short period. Longevity is important for continuity and community. A Director/Dean must establish close working relationships with students, other faculty, administrators, the community, alumni, and other state, regional and national honors organizations in order to thrive. In addition, he/she must continue to develop curricula, policies, traditions, and many other facets of honors education that take time. (For this reason, I would encourage the Honors Academy Task Force to explore the possibility of changing the Honors Director's term from a three-year renewable appointment to serving at the pleasure of the Provost for an indefinite term while retaining the 12-month full-time nature of the appointment.)

F. Honors Advising — The Task Force should carefully consider the needs of Honors Academy students for *honors* advising—something that is separate and distinct from regular academic advising—and how this honors advising is going to be provided on a consistent basis over time. (My own recommendation is that the use of graduate assistants in this capacity is something to be avoided.)

G. Curricular Enhancements — As the materials provided in advance of my visit indicated, the Honors Academy is considering the creation of a junior-level seminar to serve as a jumping-off point for the honors capstone course. This is an excellent idea, and it certainly should be supported if for no other reason than providing a way to lessen or eliminate the fear of the capstone experience as a reason for non-completion of Honors Academy requirements. An important component of this junior-level course could be the review of the results of capstone work by students who have successfully completed this requirement. (I have heard of honors programs elsewhere in which the reading of an honors thesis in the student's intended major is made part of honors freshman orientation.)

I encourage the Task Force to consider a wider range of ways in which to complete Honors Academy requirements—including substantial study abroad experiences, internships, NCHC Honors Semesters, and other similar experiences in lieu of some of the current requirements.

In light of the significant portion of Radford University students who transfer from other institutions, I also recommend that the Task Force carefully consider the best way to enter into honors articulation agreements with its major “feeder” institutions as part of a more broadly based review of the question how best to accommodate these transfer honors students and facilitate their progress toward completion of Honors Academy requirements.

Closer monitoring of requirements for honors contracts may be a matter worthy of review by the Task Force in that students indicated that expectations vary substantially from course to course and professor to professor.

H. Faculty Teaching Honors Courses — To the maximum degree possible, honors courses should be taught by tenured or tenure-track faculty. In addition, the university's promotion and tenure process, as well as its method for evaluating faculty performance in other ways, should be examined by the Task Force to be certain that successful honors teaching is counted as meritorious work.

I. Data Gathering and Archiving — There does not appear to have been a history of compiling comprehensive annual reports or archiving Honors Academy data. I would encourage the Task Force to consider the kinds of data necessary to track Honors Academy progress over time, how best to include these data in comprehensive annual reports, the proper dissemination of such reports on and off campus, and how best to archive these data for easy access and analysis in the future.

J. Recruiting of Honors Academy Students — At present, the Honors Academy does not invite students to participate until after they have been admitted as Radford University students. Almost by definition, this means that the Honors Academy is not being used as much as it should in terms of encouraging students to apply to the university in the first place. Earlier recruiting by the Honors Academy may well generate higher enrollment, as the excerpt from the 2011 Annual Report of The Honors College at Oklahoma State University suggests:

Acceptance into The Honors College continues to be important to the overall recruiting efforts of Oklahoma State University. The following data were compiled from the 427 new students who had applied for and been accepted into The Honors College before their New Student Orientation and Enrollment session for the 2011 fall semester—and who responded to the following questionnaire item: “In selecting OSU as your university, how important was it that you were accepted into The Honors College?”

Very Important	239	56.0%
Somewhat Important	172	40.3%
Not Important	16	3.7%

Working together, the Honors Academy and the Admissions Office should be able to develop attractive materials to be sent to prospective Radford University freshmen during their high school senior year (or perhaps in their junior year) to acquaint them with the honors educational opportunities at the university and encourage them to apply as early as possible. As is the case now, however, admission to the Honors Academy should be separate from admission to the university *per se*.

In addition, I would suggest that the Honors Director work closely with those responsible for university publications to include Honors Academy students—identified as such—in the university’s materials used to communicate with alumni as well as those used in recruiting new students.

Another activity that is well worth undertaking is regular communication with high school counselors to acquaint them with the qualifications for and advantages of participation in the Honors Academy.

K. Exterior Signage — As noted above, there is no exterior signage to direct one to the Honors Academy Office. Unless there is some campus-wide policy forbidding such signage for academic units, I urge the Task Force to include the installation of such signage as part of its recommendations to the Provost.

L. Library Privileges — Many universities provide extended library checkout privileges to honors students, and this is a no-cost way to enhance the experience of Honors Academy students.

M. Honors Academy Scholarships and Stipends — Ms. Robyn Porterfield from the Advancement Office indicated that she was aware of a potential donor who might be interested in funding scholarships for students based on their work ethic. I would encourage the Honors Academy to pursue this possibility by exploring the criteria that might be utilized to award scholarships to sophomore students who did not receive major scholarship support as freshmen but who excelled in their freshman year at Radford University and in the Honors Academy. Similarly, one can imagine that such a donor might be interested in funding stipends for Honors Academy students’ capstone projects that almost by definition involve students with a strong work ethic.

N. Student Recognition — In addition to recognizing students at Commencement, Honors Academy recognition of student achievement can be extremely important to the university’s overall honors educational efforts. Close ties should be maintained with the News and Events Office so that the

accomplishments of Honors Academy students are regularly communicated to hometown newspapers, both to recognize those students and also to provide a subtle form of recruitment for additional outstanding students. Similar efforts should be undertaken with the campus newspaper. In addition to the annual research day, other events might be considered. For example, President Kyle volunteered that she would be willing to host Honors Academy students (perhaps those completing their honors requirements) in her home as a way to celebrate their achievements. If the Board of Visitors were so inclined and the university's administration were supportive, it might be advantageous to have exemplary Honors Academy students meet with them in some appropriate venue (especially if the students selected are from areas in which the Visitors live or work).

O. The Honors College Question — A recent trend in honors education is transition from honors programs to honors colleges at many larger institutions (and some smaller ones). While the current Task Force is charged with reviewing the Honors Academy (presumably the functional equivalent of an honors program), it may well be that at some point in the future Radford University will wish to explore the possibility of developing an honors college. For that reason, Appendix C is included to provide NCHC's Basic Characteristics of a Fully Developed Honors College.

APPENDIX A

CHECKLIST FOR AN EXTERNAL HONORS PROGRAM OR HONORS COLLEGE REVIEW

1. Please provide a self-study containing a brief history of the Honors Program or Honors College. As part of your self-study, use of the National Collegiate Honors Council's "Basic Characteristics of a Fully Developed Honors Program" and (if applicable) "Characteristics of a Fully Developed Honors College" to help the site visitors assess how the Honors Program or Honors College meets or does not meet each of the characteristics. Please specify any short-term or long-term goals with regard to these characteristics.

2. Additional documents to be provided in advance of the visit if not contained in the self-study report:

- a. college (university) catalog
- b. mission statement of the Honors Program/College
- c. Honors Program (Honors College) strategic plan [if applicable]
- d. position descriptions for Honors director (dean) and Honors office staff
- e. recruiting materials for the college (university) in general and the Honors Program (Honors College) in particular
- f. Honors Program (Honors College) budget for the past five years, including salary for the Honors director and an average salary figure for assistant or associate deans and directors across campus (or of the Honors dean and an average salary figure for deans across campus)
- g. Honors Program (Honors College) policies and procedures documents
- h. Honors Program (Honors College) annual reports for past five years
- i. listing and description of Honors courses offered in past five years (if not included in annual reports)
- j. longitudinal data of Honors course offerings and student participation in the Honors Program (Honors College) over the past five years (if not included in annual reports)
- k. participation in NCHC and Regional Honors Council activities (if not included in annual reports)
- l. evaluation materials used for Honors classes
- m. evaluation materials used for Honors advising
- n. Honors Program (Honors College) assessment approaches and results
- o. information about any scholarships or scholarship programs dedicated to Honors students
- p. information about links between Honors and overseas programs
- q. guidelines or manuals for thesis or creative projects
- r. information about any privileges (early enrollment, etc.) that Honors students receive
- s. information on role, if any, of the Honors Program (Honors College) in promotion and tenure decisions
- t. structure of and administrative policies concerning the student Honors organization
- u. facilities of the Honors Program (Honors College)
- v. prior review reports, if applicable.

3. Conversations while on Campus

- a. college (university) president and the chief academic officer of the college (university)
- b. vice provost for academic affairs
- c. deans of undergraduate colleges involved with Honors program (Honors college)
- d. Honors Program (Honors College) director (dean)
- e. Honors Program (Honors College) office staff
- f. open meeting with faculty for Honors courses [limited to these faculty]
- g. faculty and student Honors committees
- h. open meeting with Honors students [limited to these students]
- i. representatives of honors alumni organization (in person or by conference call), if applicable
- j. others thought appropriate by those responsible for the review process

NOTE: Please provide a draft schedule of meetings as far in advance as possible. Upon arrival of the Site Visitor(s) on your campus, please provide a more detailed schedule of meetings that includes the names and titles of those likely to be in attendance at each meeting.

APPENDIX B

POLICIES & PROCEDURES OF THE HONORS COLLEGE Oklahoma State University

Approved by the Provost on December 9, 2010 [All previous editions are superseded.]

Section 1 — The Honors College Mission Statement

Section 2 — Honors Councils

- 2-1. University Honors Council
- 2-2. University Student Honors Council

Section 3 — Admission, Continued Eligibility, and General Honors Award Requirements

- 3-1. Admission
 - 3-1-1. Entering Freshmen by ACT (SAT) Score, High School Grade Point Average, and Optional Essay
 - 3-1-2. Entering Freshmen by Petition
 - 3-1-3. Transfer and Continuing Students
- 3-2. Eligibility for Continued Enrollment in Honors Courses
 - 3-2-1. Grade Point Averages Required
 - 3-2-2. Review of Records and Notification of Ineligible Students
 - 3-2-3. Appeals Committee for Extraordinary Circumstances
 - 3-2-4. Regaining Honors College Eligibility
 - 3-2-5. Violation of University Academic Integrity Policy (F! on Transcript)
 - 3-2-5-1. Honors College Eligibility
 - 3-2-5-2. Honors College Awards and Degree
- 3-3. Requirements for General Honors Award (Certificate and Transcript Entry)
 - 3-3-1. Breadth Requirements
 - 3-3-2. Honors Seminar/Interdisciplinary Honors Courses
 - 3-3-3. Additional Honors Hours
 - 3-3-4. Grade Point Average
 - 3-3-5. Honors Contracts
 - 3-3-6. Transfer Honors Credit
 - 3-3-7. OSLEP Credit
 - 3-3-8. Special Experience Option
 - 3-3-9. Certificate and Transcript Entry

Section 4 — College or Departmental Honors Award Requirements (Transcript Entry)

- 4-1. College or Departmental Honors Award Requirements
 - 4-1-1. International Study Option Credit Toward College or Departmental Honors Award
- 4-2. Double Majors with Honors Awards in Both Majors
- 4-3. Grade Required for Honors Credit
- 4-4. Cumulative and OSU Grade Point Averages Required
- 4-5. Application for College or Departmental Honors Award
- 4-6. Defense of Creative Component
- 4-7. Colloquium Presentation
- 4-8. Filing of Approved Copy and Abstract
 - 4-8-1. Provision for Electronic Archiving of Honors Theses
- 4-9. Transcript Entry

Section 5 — The Honors College Degree (Transcript Entry, Special Diploma)

- 5-1. General Requirements for The Honors College Degree
 - 5-1-1. Special Experience Option Credit Toward Honors College Degree
 - 5-1-2. International Study Option Credit Toward Honors College Degree

- 5-2. Grades Required in Honors Work
- 5-3. Top Ten Percent Option for College
- 5-4. Hoods for The Honors College Degree Candidates
- 5-5. Community Service Option
- 5-6. International Study Option
- 5-7. AP and CLEP Credit Option
- 5-8. International Study Endorsement to Honors College Degree

Section 6 — Honors Courses

- 6-1. Definition
- 6-2. Faculty Teaching Honors Courses
- 6-3. Honors Laboratory and Discussion Sections
- 6-4. Content and Grading in Honors Courses
- 6-5. Enrollment in Honors Courses
- 6-6. Maximum and Minimum Enrollment for Honors Courses
 - 6-6-1. Maximum Enrollment
 - 6-6-2. Minimum Enrollment
- 6-7. Evaluation of Honors Courses

Section 7 — Honors Contracts

- 7-1. Content
- 7-2. Course Instructor with Faculty Rank Required
- 7-3. Deadlines
- 7-4. Grades in Courses with Honors Contracts
- 7-5. Reporting
- 7-6. Maximum Number of Contracts
- 7-7. Honors Contracts Permitted Only in Courses Acceptable for Degree Credit
- 7-8. Honors Contract Permission After Non Completing Honors Contract in Earlier Semester

Section 8 — Honors Academic Advising

- 8-1. Qualifications for Honors Advisors
- 8-2. Evaluation of Honors Advising

Section 9 — Honors Status Reports

Section 10 — Privileges Earned by Active Participants in The Honors College

- 10-1. Definition of an Active Participant in The Honors College
- 10-2. Priority Enrollment
- 10-3. The Honors College Study Lounge
- 10-4. Extended Library Check-out Privileges
- 10-5. Active Participant Status—Exceptions Under Extraordinary Circumstances

Section 11 — Honors Alumni Board

- 11-1. Purpose of the Board
- 11-2. Membership Selection and Terms
- 11-3. Board Chair or Co-Chairs

SECTION 1. THE HONORS COLLEGE MISSION STATEMENT

The mission of The Honors College is to provide an enhanced and supportive learning environment for outstanding undergraduate students. This goal will be accomplished through the active involvement of faculty noted for their excellence in undergraduate teaching in small honors sections of regular catalog courses, interdisciplinary Honors courses, special Honors seminars, and opportunities for research. The Honors College shall be a unit with its own budget with a Director who is administratively responsible to the Provost through the Associate Vice President for Academic Affairs. The Director shall work in close cooperation with a faculty University Honors Council and a

University Student Honors Council to establish and review policies and procedures for The Honors Colleges. Consistent with these policies and procedures, The Honors College shall:

- (1) disseminate information about Honors requirements, benefits, awards, and Honors College Degree recipients to prospective Honors students and other interested publics through direct communication, university publications, teleconferencing, and the news media;
- (2) admit students to The Honors College, maintain records concerning their continued eligibility for The Honors College and their progress toward Honors College awards, and certify their Honors College awards and Honors College Degrees to the Registrar;
- (3) provide special Honors academic advising through The Honors College Office by faculty and professional staff who themselves have earned Honors Program or Honors College degrees;
- (4) encourage and coordinate the creation and scheduling of Honors sections of courses taught in the undergraduate colleges;
- (5) develop, schedule, and budget interdisciplinary Honors courses and special Honors seminars using the HONR course prefix;
- (6) promote Honors students' involvement in research which will culminate in a senior Honors thesis or project and public presentation of the research;
- (7) facilitate communication within the OSU community among students, faculty, staff, and administration with regard to Honors matters;
- (8) arrange special programs and events for the larger university community;
- (9) equip and maintain The Honors College Study Lounge and computer facility in Old Central; and
- (10) participate fully in the activities of the National Collegiate Honors Council and the Great Plains Honors Council.

SECTION 2 — HONORS COUNCILS

2-1. UNIVERSITY HONORS COUNCIL. The University Honors Council shall be composed of the Director of The Honors College (*ex officio* chair of the Council) and seven faculty members whose budgeted assignment includes at least 0.25 FTE undergraduate instruction and who have a demonstrated interest in The Honors College, appointed by the Provost upon recommendation by the Deans of the OSU undergraduate colleges, as follows: Agricultural Sciences and Natural Resources (1), Arts & Sciences (2), Business Administration (1), Education (1), Engineering, Architecture and Technology (1), and Human Environmental Sciences (1). Members shall serve a term of three calendar years, beginning in the fall semester, and they may be reappointed.

Terms shall expire at the beginning of the fall semester of the years indicated below and every three years thereafter: Agricultural Sciences and Natural Resources, 1991; Arts & Sciences (#1), 1992; Arts & Sciences (#2), 1993; Business Administration, 1991; Education, 1992; Engineering, Architecture and Technology, 1991; and Human Environmental Sciences, 1993.

The University Honors Council shall be chaired by the Director of The Honors College and shall: (1) recommend to the Provost policy concerning course requirements and other criteria for Honors College awards; (2) represent the interests and concerns of faculty in the members' respective colleges concerning The Honors College; (3) represent The Honors College to the faculty of the members' respective colleges and serve as contact points for faculty; (4) serve, along with two members of the University Student Honors Council, as a committee to which students may appeal, in extraordinary circumstances, to be permitted to continue enrollment in Honors courses even though their cumulative grade point averages do not meet normal requirements under Honors College policy; (5)

provide recommendations to the Director on any special situations concerning admission, etc., which may be referred to it by the Director; (6) review faculty proposals for honors seminars and other special honors courses which are to be funded through The Honors College; and (7) encourage and support faculty members seeking external funding through grants and contracts related to Honors College development.

2-2. UNIVERSITY STUDENT HONORS COUNCIL. The University Student Honors Council shall be composed of seven undergraduate students active in The Honors College, appointed by the Director of The Honors College upon recommendation by the Deans of the OSU undergraduate colleges, as follows: Agricultural Sciences and Natural Resources (1), Arts & Sciences (2), Business Administration (1), Education (1), Engineering, Architecture and Technology (1), and Human Environmental Sciences (1). Members shall serve a term of one calendar year, beginning in the fall semester, and they may be reappointed. The University Student Honors Council shall elect its own chairperson at the first meeting of the fall semester.

To serve on the University Student Honors Council, a student must have completed a minimum of fifteen honors credit hours prior to appointment, have Oklahoma State University and cumulative grade point averages of at least 3.50, and continue to be an active participant in The Honors College as defined in Section 10-1, below. It is recommended that Deans nominate students who have completed the requirements for the General Honors Award or, if such students are not available, students who will complete the requirements for the General Honors Award at the conclusion of the semester in which they begin service on the University Student Honors Council.

The University Student Honors Council shall: (1) represent the interests and concerns of honors students in the members' respective colleges; (2) represent The Honors College to the students of the members' respective colleges and serve as a contact point for student concerns with regard to The Honors College; (3) meet, as appropriate, in joint session with the faculty University Honors Council to discuss matters of common concern; (4) provide two of its members to serve with members of the University Honors Council as a committee to which students may appeal, in extraordinary circumstances, to be permitted to continue enrollment in Honors courses even though their grade point averages do not meet normal requirements under Honors College policy; (5) recommend and plan special events for Honors College students; and (6) make recommendations to the Director on any other matters concerning The Honors College.

SECTION 3 — ADMISSION, CONTINUED ELIGIBILITY, AND GENERAL HONORS AWARD REQUIREMENTS

3-1-1. Entering Freshmen by ACT (SAT) Score, ~~and~~ High School Grade Point Average, and Optional Essay

Regular Admission: Entering freshmen whose applications are postmarked or submitted electronically by February 1 prior to the fall semester in which they enter Oklahoma State University shall be eligible by meeting the following criteria: a composite score of 27 or higher on the ACT (or comparable SAT score) and a high school grade point average of 3.75 or higher. (Weighted high school grade point averages certified by high schools may be used for this purpose.)

Effective with freshmen matriculating in the 2012 fall semester an optional essay in response to a variety of prompts designed to elicit evidence of traits not measured by the ACT (SAT), but correlated with success in college and life after graduation, may be submitted as part of the application to The Honors College. The Honors College may consider the optional essay as part of a review of the student's application if it provides additional evidence of potential for success.

Entering freshmen who are not admitted based on these criteria may petition for admission according to Section 3-1-2 below.

Conditional Admission: Entering freshmen whose applications are postmarked or submitted electronically after February 1 prior to the fall semester in which they enter Oklahoma State University who meet the criteria above shall be considered for admission on a rolling basis and be eligible for admission dependent upon a projection of the number of regularly-accepted freshmen likely actually to enter the university, enrollment dates actually scheduled

for regularly-accepted freshmen, and anticipated number of continuing Honors College students. Conditionally-admitted freshmen may enroll for honors classes during the summer enrollment period as long as space is available.

3-1-2. Entering Freshmen by Petition.

Entering freshmen who fall just short of the criteria specified above may submit a written petition for admission to The Honors College, using a form provided by the College at the request of the student. The Director shall review the petition and supporting documents provided by the student and, in consultation with a University Honors Council faculty representative from the undergraduate college in which the student proposes to major (if a faculty representative is available), determine whether the student appears to demonstrate high potential for success in The Honors College and merit admission under this section. The number of new freshmen entering by petition shall be limited to no more than approximately five percent of the number of entering freshmen admitted to The Honors College.

3-1-3. Transfer and Continuing Students. Transfer and continuing students who have earned at least seven (7) college credit hours will be eligible on the basis of a cumulative college grade point average which meets eligibility requirements for honors course enrollment. [See §3-2-1.] Students other than new freshmen who do not meet the OSU and cumulative grade point average requirements because of grades earned at least two years prior to application for admission to the College may petition for provisional admission on the basis of a written OSU faculty recommendation and at least one semester's academic performance at Oklahoma State University which shows to the Eligibility Appeals Committee (see Section 3-2-3) that it is highly probable that the student's OSU and cumulative (not "retention") grade point averages will be at least 3.50 at the time of graduation.

3-2. ELIGIBILITY FOR CONTINUED ENROLLMENT IN HONORS COURSES

3-2-1. GRADE POINT AVERAGES REQUIRED. To be eligible for continued enrollment in honors courses (defined as courses, sections, seminars, etc., with section numbers in the 700-range), students must maintain the following minimum OSU and cumulative (not "retention") grade point averages:

- | | |
|-----------------------------------|------------------------|
| 1. Fewer than 60 hours earned | 3.30 (See note below.) |
| 2. 60 - 93 hours earned | 3.40 |
| 3. 94 hours earned and thereafter | 3.50 |

Note: Freshmen failing to earn at least 3.00 OSU and cumulative grade point averages during the fall semester shall not be eligible for continued enrollment in honors courses in the subsequent spring semester unless truly extraordinary circumstances justify approval of continuation in The Honors College by the appeals committee.

3-2-2. REVIEW OF RECORDS AND NOTIFICATION OF INELIGIBLE STUDENTS. At the end of the fall semester, the Director of The Honors College shall review the academic records of all freshmen and all students granted one-semester appeal eligibility. [See §3-2-3.] In the case of freshmen who failed to achieve Oklahoma State University and cumulative grade point averages of at least 3.00, and in the case of students granted one-semester appeal eligibility who failed to achieve the cumulative grade point average required for continued enrollment in honors courses, the Director shall notify the students by mail at their permanent addresses and by e-mail sent to their OSU e-mail addresses in the files of The Honors College that they are no longer eligible for honors course enrollment and that they will be dropped from their spring semester honors courses unless truly extraordinary circumstances have contributed to their failing to maintain the minimum grade point average required at the end of the fall semester. The Director also shall notify the Registrar to drop these ineligible students from the class rolls for spring semester honors sections in which they had enrolled unless an electronic appeal is filed by the second day university offices are open after December-January holidays.

At the end of the spring semester, the Director of The Honors College shall review the academic records of all students in the files of The Honors College to determine whether they meet the Oklahoma State University and cumulative grade point average criteria for continuation in the College. If it is determined that ineligible students have pre-enrolled for honors courses for the fall semester, the Director shall notify those students by mail at their permanent addresses and by e-mail sent to their OSU e-mail addresses on file with The Honors College that they are no longer eligible and that they must arrange to drop the honors courses within fourteen days. If the students fail to

make the schedule changes within the time period specified, the Director shall notify the Registrar to drop the ineligible students from the class rolls of the honors courses for the fall semester.

3-2-3. APPEALS COMMITTEE FOR EXTRAORDINARY CIRCUMSTANCES. At the time students are notified of their ineligibility to continue in the honors courses for the fall semester, they also shall be notified that if their ineligibility is the result of truly extraordinary circumstances they may petition a faculty-student committee made up of members of the University Honors Council (with the Director not voting) and two students from the University Student Honors Council (if they are available) for an exception to the Oklahoma State University and cumulative grade point average requirement for continuation in honors courses. The student must notify the Director of The Honors College (in writing, in person, or by telephone) of his or her intention to petition for an exception within the fourteen-day period specified in the ineligibility letter. (Upon receipt of such notification, the Director shall refrain from directing the Registrar to drop the student from honors courses for the fall semester until the committee has reached a decision.) The student shall then transmit to the Director of The Honors College a written statement outlining his or her extenuating circumstances in time to be received within seven days from the end of the fourteen-day period specified above. The committee shall consider the petition, and a majority of those voting shall be necessary to grant an exception to the cumulative grade point requirement. The committee, at its discretion, may grant a one-semester exception or a two-semester exception to the OSU and cumulative grade point requirements for continued enrollment in honors courses. The Director shall notify the student of the committee's decision and, if an exception is not granted, shall direct the Registrar to drop the student from class rolls of fall semester honors courses in which the student had pre-enrolled. (In the case of appeals by freshmen at the end of the fall semester, appeals specifying in detail the truly extraordinary circumstances must be sent by e-mail to the Director of the Honors College by 5:00 p.m. on the second day university offices are open after December-January holidays.)

3-2-4. REGAINING HONORS COLLEGE ELIGIBILITY. If a student becomes ineligible for continuation in The Honors College and later regains eligibility by improved OSU and cumulative grade point averages, the student may reenter The Honors College and enroll in honors courses which are available at that time. The student must provide The Honors College Office with official verification of the additional work which will restore the OSU and cumulative grade point averages to the level required for eligibility. (In the case of work appearing on the student's OSU transcript, such verification may be obtained electronically in The Honors College Office.)

3-2-5. VIOLATION OF UNIVERSITY ACADEMIC INTEGRITY POLICY (F! GRADE ON TRANSCRIPT)

3-2-5-1. HONORS COLLEGE ELIGIBILITY. No student who receives a grade of F! as a result of violation of the university's academic integrity policy shall be eligible to continue in The Honors College until the ! has been removed from his or her transcript. It shall be the responsibility of the student to notify The Honors College when the ! has been removed.

3-2-5-2. HONORS COLLEGE AWARDS AND DEGREE. No student who receives a grade of F! as a result of violation of the university's academic integrity policy shall receive any Honors College Award or Honors College Degree until the ! has been removed from his or her transcript.

(A) If an F! is recorded for a course in the same semester in which an Honors College award or Honors College Degree is certified to the Registrar, that Honors College award or Honors College Degree shall be removed from the student's transcript.

(B) If an F! is recorded for a course in a semester subsequent to the semester in which an Honors College award or Honors College Degree was certified to the Registrar, the Honors College award or Honors College Degree shall remain on the student's transcript.

3-3. REQUIREMENTS FOR GENERAL HONORS AWARD (CERTIFICATE & TRANSCRIPT ENTRY) — 21 HOURS

3-3-1. BREADTH REQUIREMENTS. Twelve hours of honors credit (grade of “A” or “B”) with a minimum of three credit hours per area from four of the following areas:

- [1] Courses Required of All OSU Students (English Composition, American History, American Government)
- [2] Humanities (courses designated “H”)
- [3] Mathematics, Statistics, Computer Science, Management Sciences & Information Systems, and Other Courses Designated “A”)
- [4] Natural Sciences (courses designated “N”)
- [5] Social Sciences (Courses designated “S”)
- [6] Other Courses with Honors Credit (which are not included in areas 1 through 5, above)
- [7] Approved Special Experience Option (study abroad, off-campus internship, cooperative education semester, research or other creative activity, or leadership or service)

In the case of students for whom, because of AP or CLEP credit, it is impossible to earn honors credit in four breadth requirement areas without adding hours to their undergraduate degree requirements, the Director of The Honors College may waive one (1) of the four areas of the breadth requirement.

3-3-2. HONORS SEMINAR/INTERDISCIPLINARY HONORS COURSES. A minimum of two honors seminars or interdisciplinary honors courses with a minimum of four credit hours in honors seminars or interdisciplinary honors courses (which also may be used to satisfy a portion of the breadth requirement), grade of “A” or “B” required.

3-3-3. ADDITIONAL HONORS HOURS. Sufficient additional hours of honors credit (grade of “A” or “B” required), including at least three honors credit hours in upper-division work, to reach total of twenty-one credit hours. [Note: This amendment becomes effective for freshmen matriculating in Fall, 2008, and thereafter.]

3-3-4. GRADE POINT AVERAGE. At the time of completion of the requirements for the General Honors Award, a minimum cumulative grade point average of 3.50 must have been maintained. In the case of students who have transferred hours from other institutions, a 3.50 grade point average in all hours earned at Oklahoma State University must have been maintained as well as a cumulative grade point average of 3.50 for all college work undertaken.

3-3-5. HONORS CONTRACTS. Under normal circumstances, no more than nine credit hours within the 21-hour General Honors requirement may be earned by honors contract. In the case that scheduling conflicts make it impossible for a student to meet the 12-hour minimum in honors sections, courses, or seminars (all designated by section numbers in the 700-range), upon recommendation of the student's academic college the Director of The Honors College may permit an additional three hours of honors contract credit. Honors contracts may not be utilized by transfer students to meet the minimum of six hours of honors credit earned at Oklahoma State University for the General Honors Award. [See §3-3-6, below.]

3-3-6. TRANSFER HONORS CREDIT. In meeting the breadth requirements and honors seminar/interdisciplinary honors course requirements for the General Honors Award, students who have transferred from other institutions may utilize a maximum of fifteen (15) transfer honors credit hours, including hours graded “P,” “S,” etc., when letter grades are not awarded in these honors courses at the institution from which the credit has been transferred. The remaining six (6) honors credit hours must be earned at Oklahoma State University through honors sections or honors seminars/interdisciplinary courses. Honors contracts may not be used for these six hours.

3-3-7. OSLEP CREDIT. With the approval of the Director of The Honors College, up to four (4) credit hours graded pass (“P”) earned through the Oklahoma Scholarship-Leadership Enrichment Program (OSLEP) may be

utilized toward the General Honors Award. The Director shall designate the area(s) in which such hours may be counted on a case-by-case basis.

3-3-8. SPECIAL EXPERIENCE OPTION. Students who complete (1) a study abroad experience, (2) an off-campus internship, (3) a cooperative education semester, (4) research or other creative activity, or (5) leadership or service may use one of these experiences as one of the four distribution areas for the General Honors Award.

If academic credit is granted for the experience, a grade of “A” or “B” shall be required, unless the experience is graded pass-fail, in which case a grade of “Pass” shall be required. If academic credit is granted for the experience, the student may be exempted from an equal number of General Honors Award hours, up to a maximum of three (3) credit hours.

If academic credit is not granted for the experience, the student shall petition for Honors College approval in advance of the experience and then provide documentation of successful completion of the experience as well as a reflective paper about what he or she learned as a result of the experience and how this knowledge may be used in his or her future as well as for the benefit of others. The Director of the Honors College may exempt the student from up to three (3) credit hours of the requirements for the General Honors Award on the basis of the documentation and reflective paper. If the Director does not approve the exemption, the student may appeal the decision to the University Honors Council.

3-3-9. CERTIFICATE AND TRANSCRIPT ENTRY. Upon the student's completion of the curricular requirements for the General Honors Award with the necessary grade point average, the Director of The Honors College shall prepare an appropriate certificate of award and notify the Registrar that the student is entitled to the “General Honors Award” transcript entry.

SECTION 4 — COLLEGE OR DEPARTMENTAL HONORS AWARD REQUIREMENTS (TRANSCRIPT ENTRY) — 12 HOURS

4-1. COLLEGE OR DEPARTMENTAL HONORS AWARD REQUIREMENTS. A college may elect to utilize a single College Honors Award, separate Departmental Honors Awards, or provide a choice between the College Honors Award and the Departmental Honors Award in the student’s academic major, all subject to college-established minimum requirements. Criteria for admission to college/departmental honors programs and for continuation in those programs shall be established by the academic colleges, subject to the general requirement of 3.50 OSU and cumulative grade point averages and a minimum of twelve hours of upper-division honors credit including a creative component. In the case of students who have transferred hours from other institutions, a 3.50 grade point average in all hours earned at Oklahoma State University must have been maintained as well as a cumulative grade point average of 3.50 for all college work undertaken. [See “Top Ten Percent” alternative calculation in Section 4-4, below.]

4-1-1. INTERNATIONAL STUDY OPTION CREDIT TOWARD COLLEGE OR DEPARTMENTAL HONORS AWARD. With the advance approval of the student’s college, up to three (3) upper-division credit hours earned using the International Study Option (Section 5-6, below) may be counted toward the College or Departmental Honors Award without honors credit being required in these credit hours. These credit hours may not also be used for the waiver provision of Section 5-6, but additional credit hours may be used for that waiver provision.

4-2. DOUBLE MAJORS WITH HONORS AWARDS IN BOTH MAJORS. In the case of students seeking to earn a double major with honors (any combination of Departmental and/or College Honors Awards), the student shall fulfill the requirements for both awards (including a creative component in each) and shall earn a minimum of six (6) upper-division honors credit hours beyond the requirement for the College Honors Award or Departmental Honors Award for the student's first major. The student may count a particular course toward the honors requirements in both majors if the course may be counted in the curricular requirements for both majors, subject to the requirement that six additional honors hours must be earned beyond the first major's honors requirements.

4-3. GRADE REQUIRED FOR HONORS CREDIT TOWARD AWARD. A grade of “A” or “B” shall be required in all work counting toward College or Departmental Honors Awards.

4-4. CUMULATIVE AND OSU GRADE POINT AVERAGES FOR AWARD. At the time of completion of the requirements for the College or Departmental Honors Award, a minimum 3.50 cumulative grade point average must have been maintained. In the case of students who have transferred hours from other institutions, a 3.50 grade point average in all hours earned at Oklahoma State University must have been maintained as well as a cumulative grade point average of 3.50 for all college work undertaken.

A college may, at its option, adopt a “Top Ten Percent” calculation for the College or Departmental Honors Award (for the entire college or for specified degree programs) to provide an alternative to the grade point average criteria specified in Sections 4-1 and 4-4, subject to a 3.25 OSU and cumulative grade point average minimum. Such a “Top Ten Percent” policy shall be specified in writing by the college, approved by the dean, and submitted to the Director of The Honors College. It shall be the responsibility of the college to determine which, if any, students qualify for the College or Departmental Honors Award under the alternative calculation and to notify the Director of The Honors College of the names and class rank of students meeting the criteria established by the college.

4-5. APPLICATION FOR COLLEGE OR DEPARTMENTAL HONORS AWARD. Candidates for the Departmental or College Honors Award shall file an award application form, as specified by The Honors College Office, before the beginning of their final semester or summer session. The award application form shall contain a working title for the senior honors thesis, report, or creative component as well as the names of two faculty members who will serve as the student’s committee. Prior to submission to The Honors College Office, the award application shall be approved and signed by the faculty member responsible for directing the senior honors thesis, report, or creative component and by the Honors Director of the student’s College. If credit hours earned under the International Study Option are counted toward the College or Departmental Honors Award, they shall be specified as such on the award application form.

4-6. DEFENSE OF CREATIVE COMPONENT. The senior honors thesis, report, or other creative component shall be defended before a minimum of two members of the faculty who have been selected to serve as the student’s committee by the Department or College.

4-7. COLLOQUIUM PRESENTATION. Candidates for the Departmental or College Honors Award shall make a public presentation of a summary of their thesis, project, or creative component in a colloquium sponsored by a Department, one of the undergraduate Colleges, or The Honors College. The method of presentation shall be that deemed appropriate for the discipline by the faculty members who serve on the student’s committee. Only in circumstances in which the Dean or Honors Director of a College petitions the Director of The Honors College for a waiver of the presentation requirement may a student be excused from this requirement.

4-8. FILING OF APPROVED COPY AND ABSTRACT. Candidates for the Departmental or College Honors Award shall file one approved copy of the thesis, report, or other creative component and a one-page abstract of findings with The Honors College Office. In addition to the text, in a style and format appropriate to the discipline, the copy filed shall include an approval page as specified by The Honors College which shall contain the original signatures of at least two faculty members and of the Honors Director of the student’s College along with the date of the successful defense of the senior honors thesis, report, or creative component. The deadline for filing the approved copy of the thesis, report, or other creative component shall be the last day on which grades may be reported for the semester or summer session.

4-8-1. INCLUSION IN ELECTRONIC DATABASE. At the written request of the student (and with the written recommendation of the faculty thesis director and the Honors Director of the student’s College), the student’s thesis, report, or other creative component along with the student’s one-page abstract and the approval signatures page may be provided to the Edmon Low Library for inclusion in the electronic database of theses. In such case, the student shall provide electronic copies of the thesis, report, or other creative component and of the one-page abstract to The Honors College. The Honors College shall provide a form with which the student may make such a request and on which the faculty thesis director and the Honors Director of the student’s College may indicate their recommendation for inclusion on the electronic database of theses.

4-9. TRANSCRIPT ENTRY. Upon completion of the College or Departmental Honors Award, a transcript entry shall be made indicating “College Honors in [College]” or “Departmental Honors in [Department].”

SECTION 5 — THE HONORS COLLEGE DEGREE (TRANSCRIPT ENTRY, SPECIAL DIPLOMA) — 39 HOURS

5-1. GENERAL REQUIREMENTS FOR THE HONORS COLLEGE DEGREE. A student who completes a minimum of thirty-nine (39) honors credit hours with a grade of “A” or “B,” including the requirements for both the General Honors Award and for the College or Departmental Honors Award in his or her academic major with a minimum 3.50 cumulative grade point average at the time of graduation, shall receive The Honors College Degree. A special honors diploma shall be prepared, a transcript entry showing “Honors College Degree” shall be made, and the interpretative information provided by the Registrar along with transcripts shall indicate that an Honors College Degree is earned by meeting the curricular requirements of The Honors College as well as the requirements for the bachelor’s degree. In the case of students who have transferred hours from other institutions, a 3.50 grade point average in all hours earned at Oklahoma State University must have been maintained as well as a cumulative grade point average of 3.50 for all college work undertaken.

5-1-1. SPECIAL EXPERIENCE OPTION CREDIT TOWARD HONORS COLLEGE DEGREE. Students who are exempted from General Honors Award credit hour requirements under the Special Experience Option (Section 3-3-8, above) are exempted from the same number of credit hours for the Honors College Degree requirement.

5-1-2. INTERNATIONAL STUDY OPTION CREDIT TOWARD HONORS COLLEGE DEGREE. Up to three (3) upper-division credit hours earned using the International Study Option (Section 5-6, below) and counted toward the College or Departmental Honors Award (Section 4-1-1, above) may be counted toward the Honors College Degree without honors credit being required in these credit hours. These credit hours may not also be used for the waiver provision of Section 5-6, but additional International Study Option credit hours may be used for that waiver provision.

5-2. GRADES REQUIRED IN HONORS WORK. A grade of “A” or “B” shall be required in all work counting toward the Honors College Degree.

5-3. TOP TEN PERCENT OPTION FOR COLLEGE. A college may, at its option, adopt a “Top Ten Percent” calculation for the Honors College Degree (for the entire college or for specified degree programs) to provide an alternative to the grade point average criteria specified above, subject to a 3.25 OSU and cumulative grade point average minimum. Such a “Top Ten Percent” policy shall be specified in writing by the college, approved by the dean, and submitted to the Director of The Honors College. It shall be the responsibility of the college to determine which, if any, students qualify for the Honors College Degree under the alternative calculation and to notify the Director of The Honors College of the names and class rank of students meeting the criteria established by the college.

5-4. HOODS FOR HONORS COLLEGE DEGREE CANDIDATES. Colleges may elect to hood candidates for The Honors College Degree at their respective convocation exercises. If they elect to do so, only those students who are candidates for The Honors College Degree shall receive the undergraduate hood. (Colleges wishing to recognize students who have earned the Departmental or College Honors Award at their convocation exercises may do so, but some form of recognition clearly distinct from the honors hood shall be employed.) The Director of The Honors College shall transmit to the Student Union Bookstore a list of candidates for The Honors College Degree at a point near the middle of the semester.

5-5. COMMUNITY SERVICE OPTION. During the sophomore and junior years, an honors student with OSU and cumulative grade point averages of at least 3.50 may undertake community service with an agency or organization in Stillwater or its immediate vicinity to earn waiver of one (1) to three (3) of the thirty-nine (39) honors credit hours required for the Honors College Degree (not including any honors hours used toward the General Honors Award or the Departmental or College Honors Award). Such community service must be undertaken while the student is enrolled on campus. A minimum of fifteen (15) hours of verified satisfactory

community service shall be required for each honors credit hour to be waived, and no more than thirty (30) hours of community service may be counted from any one semester or summer session. Community service hours shall be verified by a supervisor from the agency or organization on a form approved by the Oklahoma State University Volunteer Center or by The Honors College. With the exception of tutoring performed through University Academic Services, on-campus activities shall not be considered community service under this option. The student must certify to The Honors College that the community service hours are not being used for any course, program, requirement, or assignment on or off campus other than The Honors College's community service option under this section. Approval from the Director of The Honors College must be obtained before beginning volunteer service with an agency or organization that is not approved through the Oklahoma State University Volunteer Center. Freshmen and seniors are not eligible for this option.

5-6. INTERNATIONAL STUDY OPTION. Honors students are encouraged by The Honors College to participate in international study. An OSU honors student with 3.50 OSU and cumulative grade point averages may earn a waiver of up to six of the six honors credit hours required for the Honors College Degree beyond the General Honors Award and the Departmental or College Honors Award requirements.

This waiver will be awarded for college credit earned while participating in the Reciprocal Exchange Program through the OSU Study Abroad Office. One honors hour will be waived for each three (3) semester credit hours earned (with grade of "A" or "B," or the equivalent grades in the institution attended) that count toward OSU graduation requirements. Courses completed with grades of "P," "S," etc. will be acceptable for this option when regular letter grades are not awarded in the courses at the international institution from which the credit has been transferred. The student is obligated to provide a detailed explanation of the grading system when applying for a waiver under this section.

Permission to make use of this option must be obtained in advance from the Director of The Honors College or the University Honors Council.

Students wishing to earn a waiver under this Section by participating in international study other than through the Reciprocal Exchange Program administered by the OSU Study Abroad Office must petition the Director of the Honors College or the University Honors Council in advance to do so and must demonstrate that the educational experience will be the equivalent of that offered through the Reciprocal Exchange Program in terms of classes at an international institution taught by that institution's faculty and with that institution's students.

5-7. AP AND CLEP CREDIT OPTION. Students who earn credit hours by examination through the College Board's Advanced Placement Program (AP) with a score of four (4) or higher or an equivalent score on the College Level Examination Program (CLEP) may earn waiver of one (1) to six (6) of the thirty-nine (39) honors credit hours required for the Honors College Degree (not including any honors hours used toward the General Honors Award or the Departmental or College Honors Award). One honors hour will be waived for each three (3) semester credit hours earned by AP and/or CLEP. This option applies only for courses that may be counted for credit toward the student's undergraduate degree.

5-8. INTERNATIONAL STUDY ENDORSEMENT TO HONORS COLLEGE DEGREE. Honors College students may earn the "Honors College Degree with International Study Emphasis" transcript entry and diploma notation by meeting one of the following sets of requirements:

(1) Completion of the requirements for one of the following academic minors with a minimum of three (3) credit hours earned in a study-abroad experience (which may be in an independent-study format): African American Studies, American Indian Studies, Ancient and Medieval Studies, Asian Studies, Central Asian Studies, Classical Studies, Foreign Language, Hispanic and Latin American Studies, Russian and East European Studies, International Business, or International Studies. The Honors College shall provide appropriate forms for this option.

(2) Completion of an international study program approved by The Honors College that includes a minimum of eighteen (18) credit hours of related courses, at least six of which must meet the requirements of the International Study Option (Section 5-6, above). The Honors College shall provide appropriate forms for this option. The student shall submit the proposed plan of study before undertaking the international study portion of the plan. If the Honors

College Director does not approve a proposed international study program, the student may petition the University Honors Council and University Student Honors Council for approval of the proposed program.

SECTION 6 — HONORS COURSES

6-1. DEFINITION. An honors course is any undergraduate course, section, seminar, tutorial, or other academic credit offering designated as such by the college in which it is offered by assignment of a section number in the 700-range. The designation of an honors course is the prerogative and responsibility of the college granting credit.

6-2. FACULTY TEACHING HONORS SECTIONS. Honors courses normally shall be taught only by persons holding tenured or tenure-track faculty appointments. Upon recommendation by a department head and with approval of the Director of The Honors College, visiting or adjunct faculty at the rank of visiting, adjunct, or clinical assistant professor and other persons holding terminal degrees appropriate to the discipline may teach honors sections when appropriate tenured or tenure-track faculty are not available. Honors laboratory sections may be taught by graduate students when there is a separate and distinct honors theory section taught by a person qualified to teach honors courses as provided in this section.

Except in highly unusual circumstances with the advance approval of the Dean of a college and notification of the Director of The Honors College, honors sections shall not be taught by faculty members in their first year on the faculty at Oklahoma State University.

6-3. HONORS LABORATORY AND DISCUSSION SECTIONS. When the honors component of a course is an honors laboratory or an honors discussion section (with honors students having the same theory section experience as other students in the course), the honors laboratory section or honors discussion section must be taught by a person holding faculty rank.

6-4. CONTENT AND GRADING IN HONORS SECTIONS. Consistent with National Collegiate Honors Council institutions, the term “honors section” at Oklahoma State University denotes a different type of learning experience rather than a necessarily more difficult course in terms of grading expectations. Honors sections may well cover more sophisticated material than that covered in the regular sections of the same course, more active student participation should be encouraged, and the method of evaluation of students' work (examinations, reports, etc.) may be different. The grading standards at the end of the course, however, should not be designed to force a normal or otherwise preconceived distribution of grades.

6-5. ENROLLMENT IN HONORS COURSES. Only undergraduate students eligible to participate in The Honors College may enroll in honors courses (those with section numbers in the 700-range). The student's eligibility is certified to the Registrar by a trial study form stamped “Honors” by the student's academic college and also stamped “Approved” by The Honors College Office. If a student uses the drop-and-add process to add an honors course, the drop-and-add card must be stamped “Honors” and “Approved.” Simply having a copy of a trial study form stamped “Honors” and “Approved” will not allow the student to add an honors course at a later date through the drop-and-add process without having both required stamps on the drop-and-add card.

In the case of upper-division honors courses, if space remains after eligible undergraduate students have completed early enrollment, a dean or college honors program director may, at his or her discretion, permit participation by graduate students along with the undergraduate students from The Honors College under the following conditions: (a) the graduate student has earned an Honors Program or Honors College Degree or maintained at least a 3.50 cumulative undergraduate grade point average, (b) the graduate student enrolls in a non-honors section of a course number other than that of the honors course, (c) such enrollment is approved by the honors course faculty member on an individual basis, and (d) the total combined enrollment does not exceed the maximum originally established for the honors course. There is no right or presumption in favor of graduate student participation under the conditions specified in this section of The Honors College policies and procedures.

6-6. MAXIMUM AND MINIMUM ENROLLMENT FOR HONORS COURSES.

6-6-1. MAXIMUM ENROLLMENT. The anticipated maximum enrollment for an honors course is twenty-two (22) students, provided however that the Director of The Honors College may, with the approval of the responsible department head, permit additional enrollment when it is likely that the normal attrition of the drop-and-add process will bring the maximum size to twenty-two students early in the semester or when requested to do so in special circumstances by the Dean of one of the college offering the course.

6-6-2. MINIMUM ENROLLMENT. The anticipated minimum enrollment for an honors course is twelve (12) students in lower-division (1000- and 2000-level) and eight (8) students in upper-division (3000- and 4000-level) honors courses and seminars. These minima are not applicable to independent study, supervised research, tutorial, or senior thesis/project courses, nor shall they preclude a department or college from offering smaller honors courses with the approval of the dean of the college.

6-7. EVALUATION OF HONORS COURSES. All faculty members teaching honors sections shall be encouraged to participate in the course evaluation process by distributing the University Student Honors Council's course evaluation questionnaire in their honors sections shortly before or during pre-finals week and having the questionnaires returned to The Honors College Office. In the case of faculty teaching honors sections funded by The Honors College, participation in the University Student Honors Council's evaluation process shall be required. Participation by faculty in the University Student Honors Council's evaluation process will be a factor taken into consideration for future funding by The Honors College.

SECTION 7 — HONORS CONTRACTS

7-1. CONTENT. Approval of the content of honors contracts shall be obtained from the dean or honors program director of the academic college of the faculty member responsible for the course. The honors contract project should be one that can be completed with 20 to 25 hours of work. In the case of undergraduate students enrolled in graduate courses as part of their undergraduate program, an honors contract may be filed indicating that the students are being graded by the same standards as graduate students in the course without requiring additional work for the honors contract.

7-2. COURSE INSTRUCTOR WITH FACULTY RANK REQUIRED. Honors contracts may be undertaken only in courses taught by persons qualified to teach honors sections under the provisions of Section 6-2, above. Petitions for exception to this policy may be considered by the University Honors Council and University Student Honors Council only in those cases, verified by the student's honors advisor, in which it is not possible for the student to maintain active participant status in The Honors College by other means. In the case of courses taught by persons not holding faculty rank as specified above, if the student's petition is granted, the faculty member responsible for the course or some other faculty member designated by the department head shall be responsible for all aspects of the honors contract and the evaluation of the contracted work.

7-3. DEADLINES. Honors contracts must be approved by the appropriate academic dean or honors program director (see Section 7-1, above) and filed by the student with the Director of The Honors College not later than the end of the third week of the semester or the end of the second week of the summer session. The Director of The Honors College may approve the late filing of an honors contract on the recommendation of the student's academic college if the faculty member supervising the contract verifies that sufficient time remains in the semester or summer session to complete the contracted work.

7-4. GRADES IN COURSES WITH HONORS CONTRACTS.

If a student violates the university Academic Integrity Policy on an honors contract portion of a course in such a manner that would justify a grade of F! in the course if it were a graded assignment, the student may be awarded a grade of F! in the course as well. In all other cases, a student's grade in a course in which an honors contract is undertaken shall not be affected by the honors contract work but any other violation of the Academic Integrity Policy on an honors contract not meriting an F! may result in denial of honors contract credit for the course. A grade of A or B must be earned in the course before any honors credit will be reflected on the student's transcript.

7-5. REPORTING. The Director of The Honors College shall be responsible for obtaining reports on completion of honors contracts from faculty and shall submit to the Registrar a list of all students for whom honors credit should be reflected on the students' transcripts, regardless of the college in which the faculty member is housed. The Registrar shall enter "honors" for each course so reported.

7-6. MAXIMUM NUMBER OF CONTRACTS. Honors contracts may not be undertaken in more than two courses in a semester or summer session. The Director of The Honors College may make exceptions to this limit on the basis of a student's outstanding record in The Honors College, but no more than two honors contracts in a semester may be counted toward the number of honors credit hours required for active participant status in The Honors College.

7-7. HONORS CONTRACTS PERMITTED ONLY IN COURSES ACCEPTABLE FOR DEGREE CREDIT. Honors contracts are permitted only in courses that, at the time they are taken, may be counted for credit toward the student's undergraduate degree.

7-8. HONORS CONTRACT PERMISSION AFTER NOT COMPLETING HONORS CONTRACT IN EARLIER SEMESTER. Students who undertake honors contracts are expected to complete the contracts. When a student fails to complete an honors contract in a course in which she earns a grade of "A" or "B," the following procedures shall apply:

After not completing the first honors contract, the student's Honors Advisor shall contact the student concerning honors contract expectations. The correspondence or other communication shall ask the student for a brief explanation of the reason that the contract was not completed and shall inform the student that upon receipt of such explanation, verbally or in writing, additional honors contract work may be undertaken.

After not completing a second honors contract, the student shall be required to petition of the University Honors Council and the University Student Honors Council in writing to request permission to undertake a subsequent honors contract. Based upon the explanation contained in the written petition, the Councils (with the Honors Director not voting) shall determine whether or not the student will be permitted to undertake a subsequent honors contract. If the Honors Councils approve the student's petition, the deadline for filing the honors contract shall be extended to one week following approval by the Councils.

SECTION 8 — HONORS ACADEMIC ADVISING

8-1. QUALIFICATIONS FOR HONORS ADVISORS. The Director of The Honors College and the Administrative and Professional Staff of The Honors College shall provide honors academic advising to Honors College students concerning the requirements for The Honors College awards. Honors College personnel who provide honors academic advising shall have earned an undergraduate Honors Program or Honors College Degree.

8-2. EVALUATION OF HONORS ADVISING. Active participants in The Honors College shall be provided an opportunity to evaluate honors advising at least once each academic year using an evaluation form approved by the University Honors Council and University Student Honors Council.

SECTION 9 — HONORS STATUS REPORTS

The Director of The Honors College shall report to each of the academic colleges the names of their students active in The Honors College at least once a semester and, following the conclusion of the semester, shall prepare a status report on each student to be distributed to the student, the student's college, and the student's academic advisor.

SECTION 10 — PRIVILEGES EARNED BY ACTIVE PARTICIPANTS IN THE HONORS COLLEGE

10-1. DEFINITION OF AN ACTIVE PARTICIPANT IN THE HONORS COLLEGE. An active participant in The Honors College shall be defined according to the standards set forth below:

(1) For students who have completed 0-59 credit hours (and who will not at the end of the current semester have earned the General Honors Award and six additional honors hours (including hours waived under the Community Service, International Study, and AP-CLEP Options), a minimum of six honors hours in each semester as well as a minimum of twelve honors hours in each two consecutive semesters shall be required to maintain active participant status. Calculation of the twelve-hour-per-two-consecutive-semesters minimum shall include the honors hours earned (grade of “A” or “B” required) in the immediately preceding semester and the number of honors hours in which the student is currently enrolled (in honors courses or by honors contracts). Summer session honors hours shall not be included in the computation.

(2) For students who have earned (or at the end of the current semester will earn) the General Honors Award and six additional honors hours (including hours waived under the Community Service, International Study, and AP-CLEP Options), and for students who have completed 60 or more credit hours, a minimum of three honors hours in each semester shall be required to maintain active participant status, subject to the exceptions provided in Sections 10-1(3) and 10-1(4).

(3) Students who have earned the General Honors Award and six additional honors hours (including hours waived under the Community Service, International Study, and AP-CLEP Options), and who continue to be eligible for Honors College participation based upon their OSU and cumulative grade point averages, may be considered active participants for one subsequent semester without enrollment in honors courses or undertaking honors contracts by submission of a written request received by the Director of The Honors College not later than the end of the third week of classes during the fall or spring semester.

(4) Students who have completed all of The Honors College curricular requirements for the Honors College Degree but have not yet graduated (and who remain eligible for Honors College participation based upon their OSU and cumulative grade point averages) may be considered to be active participants until their graduation by submission each semester of a written request received by the Director of The Honors College not later than the end of the third week of classes during the fall or spring semester. Students who have completed all of The Honors College curricular requirements for the Honors College Degree except the senior honors thesis or senior honors project (and who plan to complete the senior honors thesis or senior honors project prior to graduation and remain eligible for Honors College participation based upon their OSU and cumulative grade point averages) also may be considered to be active participants by filing the same form of written request.

(5) Part-time students (defined as students enrolled for fewer than twelve credit hours in either the fall or spring semester), upon their request, shall be considered active in The Honors College if the number of honors hours successfully completed in the immediately preceding semester and the number of honors hours in which the student is currently enrolled (in honors sections or by honors contracts) is equal to the proportion of honors hours normally required of a full-time student enrolled in twelve hours per semester under subsections (1) and (2), above.

(6) Students participating in the International Study Option of The Honors College (Section 5-6, above) who are enrolled in at least as many credit hours at the international institution as would be required by Oklahoma State University to be considered a full-time student for the current academic semester.

(7) Students participating in a fall or spring semester special experience option (Section 3-3-8, above).

10-2. PRIORITY ENROLLMENT. The Director of The Honors College shall report to the Registrar, through appropriate channels, the names and student identification numbers of those students who meet the definition of an active Honors College student (see Section 10-1, above) during a given semester and therefore qualify for priority enrollment for the next academic semester and/or summer session.

Active Honors College students will be permitted to begin priority enrollment at 7:00 a.m. on the date specified by the Registrar.

10-3. HONORS COLLEGE STUDY LOUNGE. Active participants in The Honors College are entitled to use The Honors College Study Lounge in Old Central.

10-4. EXTENDED LIBRARY CHECK-OUT PRIVILEGES. Active participants in The Honors College are entitled to check out materials from the Library on the same basis as graduate students.

10-5. ACTIVE PARTICIPANT STATUS — EXCEPTIONS UNDER EXTRAORDINARY CIRCUMSTANCES. In the event of extraordinary circumstances that prevent a student from undertaking the necessary number of honors credit hours for active participant status in a given semester, a student may submit a written petition the Director of The Honors College to be considered an active participant in The Honors College.

The petition process under this section may not be used by students who have failed to earn the OSU and cumulative grade point averages required for eligibility in The Honors College.

Approval for such petitions shall be limited to unusual circumstances in which no reasonable alternative exists for the student.

Such petition may be approved by the Director of The Honors College or referred at the student's request to the University Honors Council and University Student Honors Council for a decision on the basis of the student's petition and record of performance in The Honors College.

SECTION 11 — HONORS ALUMNI BOARD

11-1. PURPOSE OF THE BOARD. The Honors College may establish an Honors Alumni Board for the purpose of obtaining advice concerning special alumni events, career as well as graduate and professional school opportunities for Honors College graduates, ways to strengthen The Honors College, and cooperation with the OSU Foundation in developing external support for scholarships for Honors College students and external support for other appropriate projects.

11-2. MEMBERSHIP SELECTION AND TERMS. The Board shall consist of nine to twelve Honors alumni members appointed by the Director of The Honors College after consultation with the University Honors Council. Each of the six undergraduate colleges shall be represented on the Honors Alumni Board if possible. Members of the Honors Alumni Board may be reappointed. Initial appointments shall be designated for one-, two-, or three-year terms. Thereafter, members shall be appointed to three-year terms with approximately one-third of the Board being appointed each year. Terms shall expire on December 31. In the event of a vacancy, the Director of The Honors College may appoint another member.

11-3. BOARD CHAIR OR CO-CHAIRS. The Director of The Honors College shall designate the chair or co-chairs of the Honors Alumni Board for its first year. Thereafter the Honors Alumni Board shall select its own chair or co-chairs each November for the following calendar year.

APPENDIX C

BASIC CHARACTERISTICS OF A FULLY DEVELOPED HONORS COLLEGE (Approved by the NCHC Executive Committee on June 25, 2005, and amended by the NCHC Board of Directors on February 19, 2010)

The National Collegiate Honors Council has identified these best practices that are common to successful and fully developed honors colleges.

1. An honors college incorporates the relevant characteristics of a fully developed honors program.
2. The honors college exists as an equal collegiate unit within a multi-collegiate university structure.
3. The head of the honors college is a dean reporting directly to the chief academic officer of the institution and serving as a full member of the Council of Deans if one exists. The dean has a full-time, 12-month appointment.
4. The operational and staff budgets of honors colleges provide resources at least comparable to those of other collegiate units of equivalent size.
5. The honors college exercises increased coordination and control of departmental honors where the college has emerged out of a decentralized system.
6. The honors college exercises considerable control over honors recruitment and admissions, including the appropriate size of the incoming class. Admission to the honors college may be by separate application.
7. The honors college exercises considerable control over its policies, curriculum, and selection of faculty.
8. The curriculum of the honors college offers significant course opportunities across all four years of study.
9. The curriculum of the honors college constitutes at least 20% of a student's degree program. The honors college requires an honors thesis or honors capstone project.
10. Where the home university has a significant residential component, the honors college offers substantial honors residential opportunities.
11. The distinction achieved by the completion of the honors college requirements is publically announced and recorded, and methods may include announcement at commencement ceremonies, notations on the diploma and/or the student's final transcript, or other similar actions.
12. Like other colleges within the university, the honors college may be involved in alumni affairs and development and may have an external advisory board.