

TO: Honors Program Committee
Patricia Hart, Chair
Lauren McConnell, Chair, HSAB
Matthew Brookhart, Vice Chair, HSAB
Stephan Flores, Director
Alton Campbell, Assoc. Director
Eric Aston

Mary DuPree
Mark Nielsen
Diane Prorak
Sandra Reineke
David Roon
Cheryl Wheaton

RE: Minutes of meeting held April 13, 2009

The meeting was called to order at 10:33 a.m. by Chair Hart with the following members present: Eric Aston, Alton Campbell, Mary DuPree, Stephan Flores, Lauren McConnell, Pat Hart, Mark Nielsen, Diane Prorak, David Roon, and Cheryl Wheaton. Pat Hart suggested that with this perhaps being the last meeting of the committee there be a wrap up of decisions that had been made during the academic year as well as discussion of any on-going agenda items that will need to be considered by next year's committee members. She noted that this could be accomplished at a future meeting or by email, whichever was most convenient for members.

AGENDA ITEMS

1. **Honors Service Points Proposal.** Stephan Flores led off the discussion by noting that the Honors Service Points proposal hadn't received full approval by the committee and so he had taken the liberty to use both the committee's recommendations as well as borrowing/tightening the model used by Nevada Reno to present a somewhat revised proposal to the committee for further discussion and perhaps approval from the committee. Stephan explained that he had reviewed all points considered by the sub-committee and then added details on how the proposal might work out. Some of the minor details might change (such as proposed dates that realistically might not work), but these are things that wouldn't change the overall proposal. Discussion followed on the various points of the proposal with two major areas of concern emerging. Members of the committee felt that the 5th point of the agreement form, stating "Each Honors point constitutes a minimum of 32 hours of service" should be changed to read, "...a minimum of 32 hours of focused service." Regarding the description of Service Learning Points, the third sentence in the paragraph might better read, "Students are awarded Honors service points for volunteer community service in which honors students engage in meaningful, reciprocal service activity with a single sponsor/agency, typically for a non-profit or public institution." The Service Points Agreement form was discussed, with recommendations made that the Activity Address be changed to the Sponsor's Address; the Sponsor's Email and/or Website be listed; some form of de-briefing be part of the agreement so that the student might be able to give feedback on the project activity, both its positive and negative effects and outcomes.

As a way of comparison between the proposed self-reflective essay and an actual example, Stephan asked Alton Campbell to give feedback to the committee on the self-reflective essay that he required of the students who participated in the Honors Alternative Spring Break to Cedar Rapids, Iowa. Alton first summarized the group's trip, emphasizing that he found evening reflections by the trip goers to be most astounding and that rather than half hour sessions, the

participants often engaged in two to three hour discussions, covering a range of topics, and that students had found the trip to be a very meaningful experience. He asked participants to write in-depth, self-reflective essays on how the trip had affected each student. He noted that although they hadn't encountered others that there were 600 Alternative Spring Break students in Cedar Rapids while they were there.

Mark Nielsen wondered about the possible number of students who might submit the self-reflective essays, to which Alton responded that he anticipated perhaps five to 10 students who would participate. Lauren McConnell suggested that, in order to save time and since the essays wouldn't be graded, the student submissions might be placed on the HSAB's online "Looking Glass" publication for other students to read and comment upon, a suggestion that other committee members found interesting and worth considering. Mary Dupree inquired about the Center for Volunteerism and whether it might be a clearinghouse for possible Service Learning activities. Stephan responded that he had looked into the Center, hoping that it might track students' progress while working on service projects but found that they don't keep track of the students' participation. The Center, however, would certainly be a good option for students seeking appropriate community service opportunities.

The motion was made by Mary DuPree and seconded by Diane Prorak to accept the Honors Service Learning Points proposal as presented. Motion unanimously carried.

2. Proposed Revisions to UHP Certificate and Core Award. Stephan explained the rationale for revising the certificate requirements, noting in particular that the revisions would 'streamline' and allow for more flexibility in the social science/humanities areas with the outcome being less frequent substitutions for HON courses/credits. The total number of honors social science and humanities credits would be adjusted down from 12 to 9 credits, retaining the distribution requirement of those credits between one course in social science, one in humanities, and the third course coming from either of those categories. The minimum number of HON credits remains the same (20 credits), perhaps providing students the incentive to include 'points' in the remaining seven elective credits earned through service-learning "points" or other forms of learning occurring outside of class that might be developed and approved. The revisions also include Stat 251 and 301 as Elective Agreement course options, along with Phil 202, which serves as a substitution for Math 315. (See proposed revision in handout included.)

Honors elective credits may be satisfied by courses from the Honors Curriculum (HON designation). Study Abroad credit may be received and typically counts toward no more than 6 upper division course credits (3 per semester) within the honors curriculum.

Finally, as part of the revisions proposal, use of the Honors Elective Agreement for courses that are not designated as part of the honors curriculum and which are typically outside the student's major was changed in nature from 3 credits (the maximum for one course) to a maximum of 4 credits for two courses outside the honors curriculum (see enclosure for complete description of the Honors Elective Agreement). Several committee members spoke about the proposed change from 3 to 4 credits. Lauren stated that she had a problem with awarding 1 credit for work completed by one student while another student might receive 3 credits for the same work completed (because that student hadn't received previous Honors Elective Agreement credits); she felt this difference was not fair, and that students therefore might not choose to make use of

the elective agreement in a three credit class yet receive only one credit within the honors curriculum. Lauren suggested that it might be better to simply award the full credit, making a maximum of six credits of non-Honors elective course credits possible. Mark voiced strong objection to a student receiving too many credits for non-Honors course work and Alton Campbell said that he, too, struggled with the three and one point designation and felt that there would be misunderstanding among the students regarding that. He felt there was a simpler way in which to designate the points/credits, but wasn't sure what that might be. Mark once again objected to going to a six credit option for non-honors course work and wondered if students could receive honors credits for taking Math 315 multiple times since its title and content changed from year to year. Stephan pointed out that because the course is already very popular it might present a different kind of problem if students taking the class for a second time ended up squeezing out students who had not yet had a chance to take the class.

After further discussion Stephan stated that he would be willing to remove the language revising the Elective Agreement from the proposal and reinstate its original language that limits the maximum credits for one course to three credits. Mark suggested that the language be changed to points, rather than credits, to describe the kind of work earned. Stephan questioned the need for such language change. Mary DuPree asked if a sub-committee should be appointed to study the revision to the Honors Elective Agreement, to which Stephan replied that that he would rather remove the revised language in order to have the other and main aspects of the proposal come to a vote, and have the committee return to the discussion of the Elective Agreement at a later time. Several committee members agreed that more work and discussion was needed before changing the language of the Elective Agreement.

Eric Aston moved to accept the proposal to modify the Honors Certificate requirements as stipulated, minus the language referencing the Honors Elective Agreement, and that the language revising the Honors Elective Agreement be removed from the proposal. The motion was seconded and Chair Hart called for a vote. Approval was unanimous.

Meeting adjourned at 11:30 a.m.

Respectfully submitted,

Cheryl Wheaton

cc: Douglas Baker, Provost
Jeanne Christiansen, Vice Provost
Karen Guilfoyle, Chair, Faculty Council
John A. "Jack" Miller, Chair, Committee on Committees
Rod Hill, Faculty Secretary
ASUI President
Special Collections, Library

University Honors Program Honors Service Learning Points Guidelines

Agreement form submission deadlines: Sept. 20 (fall), Feb. 20 (spring)

1. Prior to activity, complete Honors Service Learning Points Agreement form
 - Points are not awarded retroactively
 - Points are not awarded for class requirements
 - Points are not awarded for paid activities
 - Points credits vary for each activity
 - Each Honors point constitutes a minimum of 32 hours of focused service
 - Accumulated 3 points maximum during Honors career
 - Up to 3 “Honors Service Points” may count toward the 27-credit Certificate
 - Up to 2 “Honors Service Points” may count toward the 19-credit Core Award
2. Consult with Honors Program Director or Associate Director and submit form with proper signatures by September 20 or February 20 for Director’s approval
3. Complete Honors points service activity as outlined on agreement form
4. Honors Program verifies project completion with project sponsor and a UHP staff member will meet with the student to discuss the service learning experience
5. Submit 4-5 page reflective essay on the service learning experience (see separate guidelines for this assignment) by December 20 or May 20: essays will not be accepted after these dates

Further Information and Guidelines on Earning Points

Service Learning Points: Service learning is a combination of service with learning beyond the classroom. Honors students use their abilities and talents to demonstrate a commitment to an ethic of civic responsibility by engaging in an activity that benefits both the student and the community. Students are awarded Honors service points for volunteer community service in which honors students engage in meaningful, reciprocal action in local communities with a single sponsor or agency, typically for a non-profit or public institution. Examples: the volunteer tutor program that UHP students staff at McDonald Elementary School, the Moscow Mentor Program within the public schools, or serving on a significant university level, organized outreach project, such as the UI War on Hunger campaign

University Honors Program
Honors Service Learning Points Agreement

Honors points activities and projects must be pre-approved by the Director of the Honors Program. No Honors points will be awarded retroactively. The fall semester deadline is September 20th. The spring semester deadline is February 20th.

Student's Full Name _____

Student's ID# _____ Phone _____ E-mail _____

Current semester and Year: Fall 20 _____ Spring 20 _____

Major(s) _____

Title of Activity

Sponsor's Name/Agency

Sponsor/Agency Address

Sponsor's Phone _____ **E-mail** _____

Website address _____

Brief description of the Honors points service activity or project and timetable for completion:

Student's Signature _____ Date _____

Activity/Project Sponsor Signature

Honors Program Director Signature

TO BE COMPLETED BY THE ACTIVITY/PROJECT SPONSOR BY THE DATE THAT GRADES ARE DUE.

Did the student complete the activity or project to your satisfaction? _____

Comments: _____

Activity/Project Sponsor Signature _____

Date _____

[current] University Honors Program Certificate requirements:

Six honors humanities credits and

Six honors social science credits, selected from at least three different disciplines;

Three honors science credits;

Math 315 or honors Philosophy 202 (via Honors Elective Agreement*);

Six upper-division [300-400 level] honors course or seminar credits (note that Math 315 carries upper-division credits);

Additional credits as needed to reach 27 credits, including at least 20 credits with the HON designation, with an average GPA of 3.0 or above in honors coursework completed, and an overall cumulative GPA of 3.2 or above for those entering fall 2001-fall 2007, or an overall GPA of 3.3 or above upon graduation for those entering the program fall 2008 and later.

Rationale for revision: an increasing number of freshmen have AP, transfer, or dual-credit coursework that carry social science or humanities core credits; rather than take 'extra' core credits not strictly necessary for degree, some students seek permission to count seminar level credits to satisfy part of the UHP certificate's six humanities credits and six social science credits requirement. The proposed revision 'streamlines' and provides a bit more flexibility in the SS/HUM requirements so that the need for this kind of substitution may be less frequent. This is accomplished by adjusting the total honors social science and humanities credits from 12 to 9, and by retaining the distribution requirement by requiring at least one course from each category (SS & HUM), with a third course from either category. Because Core Discovery courses are designed to introduce students to several disciplinary perspectives, either or both semesters of a Core sequence may count toward the three discipline requirement. But, for example, a student could not satisfy the three discipline requirement by taking honors English 257 and 258, and honors History 101 and 102.

Further observation: the minimum number of regular HON credits for certificate remains at 20, which may provide some incentive for students, in future if an honors points system for service-learning or for recognizing other forms of learning that occurs outside of class that might be developed and approved, to include such 'points' in the elective seven credits (for example, a student with 20 HON credits in appropriate categories might then study abroad for a semester, use the Honors Elective Agreement for another three credits, and then satisfy the criteria for one-honors point—or some variation among these options).

Finally, this revision also extends the use of the Elective Agreement to Stat 251 and 301 for use in the category within the honors curriculum that now is limited to Phil 202 Symbolic Logic, and the Honors course Math 315 Topics in Pure Mathematics. The demand/need for such an option is considerable, because Math 315 is offered once a year, and because Stat 251 and 301 fulfill requirements for so many different majors. The chair of Statistics, Dr. Rick Edgeman, has agreed to accommodate honors students in his Stat 251 section who wish to make use of the Honors Elective Agreement, and we expect appropriate assignments also to be developed for students in Stat 301 sections.

Revision:

University Honors Program Certificate

Within the requirements listed below, students must complete six upper division honors credits, and complete courses from at least three different disciplines within the social sciences and humanities. Either or both semesters of a Core Discovery sequence may count toward the three discipline requirement.

Requirements:

Three honors humanities credits;

Three honors social science credits;

Three honors science credits;

Three credits in analytical and quantitative reasoning, satisfied by honors Math 315, or via Honors Elective Agreement* used in conjunction with Philosophy 202, Statistics 251, or Statistics 301;

Additional elective credits, including up to three UHP volunteer service points, to total 27 credits/points: the 27 credits/points must include at least 20 credits with the HON course designation, with an average GPA of 3.0 or above in honors coursework completed, and an institutional cumulative GPA of 3.3.

[additional clarification]:

Honors elective credits may be satisfied by courses from the Honors Curriculum (HON designation). In addition, students absent from campus for an exchange at either a U.S. or a foreign university may qualify for a reduction of 3 credits per semester (maximum of six credits total over two semesters) in the 27 credit Honors Certificate requirement, with the exchange credits typically used to satisfy upper-division credits within the honors curriculum. Students on domestic exchange are encouraged to explore the possibility of enrolling in one or more honors courses at the host university.

*Elective credits may also include arranging to use the Honors Elective Agreement in order to receive honors credit for an upper-division course outside the major; if a student has more than one major, the elective may be from one of the majors; students must consult with the Director or Associate Director prior to enrolling in a non-honors course or directed study course for which they wish to use the Honors Elective Agreement to receive credit towards the UHP curriculum (three credits maximum). An elective course that is not designated as part of the honors curriculum is subject to the final approval of the Director; the instructor shall also confirm in writing how the course fulfills the spirit of an honors course. Such an elective will include an exploration of the subject in substantial depth; coursework may culminate, for example, in a critical essay, project, or presentation.