FROM: THE FACULTY SENATE
Meeting on March 10, 1969

RE: I. Formal Resolution (Act of Determination)
II. Recommendation (Urging the fitness of)
III. Other (Notice, Request, Report, etc.)

SUBJECT: Freshman Honors Program.

Motion made: Recommending approval in principle of the
document as amended with the provision that a more detailed
program be presented to the Committee before May 1, 1969.

Motion Carried.

TO: THE FACULTY SENATE
FROM: PRESIDENT ALBERT V. BROWN

RE: I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION
   a. Accepted. Effective Date
   b. Deferred for discussion with the Faculty Senate on
   c. Unacceptable for the reasons contained in the attached explanation

II, III. a. Received and acknowledged
         b. Comment:

DISTRIBUTION: Vice-Presidents:

Others as identified:

Distribution Date: 4/17/69

Signed: (President of the College)

Date Received by the Senate: _______________
Revision of Proposal for a Freshman Honors Program

Under II. Implementation, delete first two sentences on page 3 and substitute new sub-head as follows:

E. Instructors -- One instructor for each seminar section will be drawn from the English department for the first year of the Honors Program. No additional staff will be needed to support the program.
January 15, 1969

TO: Undergraduate Academic Policies Committee

FROM: Armand Burke

RE: Proposal for a Freshman Honors Program

I. Rationale

In the past Brockport, like many other colleges, has shown a special concern for helping the academically disadvantaged or marginal student to achieve scholastic success. At the same time, the college has attracted many students of unusually high scholastic ability. No special sections or programs have ever been created for the latter because it was agreed by some faculty members, with justification, that the presence of bright students created a stimulating classroom environment for the average student who is and has been our major concern. However, with the recent sharp increase in the number of particularly able freshmen enrolling in the college, there has been frequent questioning of the relevancy of conventional instruction and course content for those very capable students.

Although one could argue interminably as to the merit of this concern, it seems reasonable to assume that a college should provide course content and learning situations which do challenge the top ten per cent of its student body. Furthermore, developing and testing such a program ought to serve as a pilot project for innovation in the regular curriculum of the college. Therefore, it is proposed that a Freshman Honors Program be developed which would (1) incorporate those flexible features of the current curriculum now available to Brockport juniors and seniors, (2) include a freshman seminar (preferably team-taught by faculty from various disciplines) as the unifying course in the program.
II. Implementation

A. Selection of Students - Early in the spring of 1969 the top ten per cent of the entering freshman class (90 students) would be invited to participate in the Freshman Honors Program. On the basis of objective criteria and other factors, approximately 40 to 45 students would be selected to join the program. (Each application would be reviewed by an Honors Committee working with the Director of Admissions.)

B. Summer Orientation - Besides participating in the regular activities of the summer orientation program, each Honors Program student would meet with a special advisor to develop his schedule for the first semester.

C. September orientation - Prior to attending classes, students in the Freshman Honors Program would meet with faculty involved in the program.

D. Curriculum - Only one course, Freshman Seminar would be required; otherwise a number of free options would be available including:

1. Directed Study
2. Independent Study (second semester)
3. A Pass/Fail course option. (It is assumed that further flexibility would be possible through advanced placement.) A typical first semester schedule might be as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Seminar</td>
<td>3 credit hours</td>
</tr>
<tr>
<td>Directed Study</td>
<td>3 credit hours</td>
</tr>
<tr>
<td>Pass/Fail Course</td>
<td>3 credit hours</td>
</tr>
<tr>
<td>Core Courses</td>
<td>6 credit hours</td>
</tr>
</tbody>
</table>

(During the second semester, Independent Study would provide a fourth option.)

Since Freshman Seminar is common to the program of all students, it is designed to play a key role in the Honors Program. Briefly, the Seminar would involve the close study and discussion of a number of books deemed especially pertinent to an understanding of the problems of our time.)
Instructors from four different disciplines—one teaching a different seminar section each quarter—would be responsible for the course. Except for one book, jointly selected by the instructor and the students, all students would study the same books.

III. Evaluation

Because of the permissive design of the Freshman Honors Program, and because it can serve as an experimental pilot study for innovation and change in the current curriculum of the college, continuing evaluation of the strengths and weaknesses of the program seems essential. Such evaluation would be conducted by students and faculty involved and by the Undergraduate Academic Policies Committee.

IV. Beyond the First Year

After an experimental honors program has been launched under the auspices of the faculty and administration, future planning for its development ought to rely heavily on the interests and suggestions of the students involved. If evaluation sessions are held during the first year on a regular basis, indications as to how to modify the initial honors program should become very apparent. These meetings should also be helpful in any planning to extend the program into the sophomore year and beyond. It seems logical that a two-year honors program will evolve through which students may meet the requirements for the general education core and also begin initial preparation for a major and minor.

*It is anticipated that students will be permitted to move freely from the Honors Program to a conventional program without delaying their progress toward graduation. Transfer students would not ordinarily be permitted to enroll in the program.