Resolution #29, 1984-85

TO:  President John E. Van de Watering

FROM:  The Faculty Senate

MEETING ON 4/15/85

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

SUBJECT:  Honors Program Revision

(see attached)

Signed  Date Sent 4/17/85

(For the Senate)

TO:  The Faculty Senate

FROM:  President John E. Van de Watering

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:  See attached list - Cover page only

Others:

Distribution Date: 4/9/85  Signed:  (President of the College)

Date Received by the Senate: ________

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STATE UNIVERSITY OF NEW YORK
College at Brockport

Faculty Senate Meeting: 4/15/85
Agenda Item VII. C. 1.

AMENDMENT TO THE "HONORS PROGRAM" (1984 REVISION)*

Proposed by the Undergraduate Curriculum Committee

1. The position of Honors Director shall be reinstated. The Honors Director shall be a member of the teaching faculty on a reduced teaching load. The Honors Director shall report to the Dean of General Education.

2. The "responsibilities of the Dean" listed in Section IV. A. of the proposal shall be assigned to the Honors Director. The term "Honors Director" shall be substituted for "Dean of General Education" in IV. B. The sentence:

"The Honors Director shall recommend to the Dean of General Education faculty members for the Honors Program Faculty."

shall be added at the beginning of III. E. The term "Honors Director" shall be substituted for "Dean" in sections III. A. 4., III. B. 2., III. C. 7. b. 1., III. C. 8. c.

3. In fulfilling the duties listed in IV. A. 4. ("Publicizing and recruiting for the Honors Program"), the Honors Director shall have advice and access to data provided by the Admissions Office and assistance in publicity from the Community Relations Office.

4. The Honors Director shall have appropriate budgetary and secretarial support to administer the Program.

5. The Honors Director's teaching duties will be:

— teaching the Honors Academic Planning Seminar
— teaching one disciplinary course each semester (this may be either a regular course or an Honors Breadth or Contemporary Issues course)
— moderating the sessions at which students give their oral progress reports in GEP 498 and GEP 499, and moderating the public seminars at which students present the final results of their research in GEP 498-499.

These shall be the Honors Director's only teaching duties.

*The Committee's support of the Honors Program Revision is contingent upon approval of this amendment.
HONORS PROGRAM (1984 Revision)

I. BACKGROUND

An Honors Program has been in existence at Brockport since 1975, and there are about 75 students currently enrolled.

The Honors Program, along with the General Education Program and the Alternate College, was consolidated into a Division of General Education which is administered by a Dean. With that consolidation, the Honors Director position was eliminated and the Dean became responsible for administering Honors. That development, accompanied by an increasing number of Honors students and a continuing problem of identifying faculty and courses to serve the Honors Program, necessitates a revision of the Honors Program. The proposed revisions described herein are largely administrative and structural; the Honors Program objectives remain the same. Revisions to the 1979 Honors Program (resolution number 10, 1979-80, 11-19-79) are underlined.

II. OBJECTIVES OF THE HONORS PROGRAM

A. To provide an enriched program of studies which will challenge the ability and broaden the academic perspectives of both the Honors students and faculty.

B. To provide a program of study which will allow for a variety of teaching methods, such as interdisciplinary courses, traditionally designed courses, sequential courses, team teaching, etc., which could lead to a richer learning experience.

C. To provide a program of studies that will promote collegiality among Honors students, within the college faculty, and between the students and the faculty in general.

III. THE STRUCTURE OF GENERAL HONORS (a sample schedule for a General Honors student is contained in Appendix A).

A. ADMISSION OF STUDENTS INTO THE GENERAL HONORS PROGRAM.

1. General Honors students should be actively recruited for the entering freshman class. Primary weight should be given to proven academic ability.
2. Students who have completed their first semester courses may also apply for admission to the Honors Program. In special circumstances, students who have completed their freshman year may apply to the Honors Program. However, these students will be expected to fulfill all General Honors Program requirements.

3. A group of between 50-60 new Honors students each year, i.e., in each freshman class, would provide the critical number of students necessary to ensure a successful General Honors Program.

4. Students who are not officially enrolled in the General Honors Program would also have the opportunity to take Honors courses with the permission of the Dean and course instructor. However, classes should not be allowed to expand beyond designated enrollments.

B. OFFICIAL RECOGNITION OF HONORS COURSES AND PROGRAMS

1. Honors courses will be identified with the designation "HON" on transcripts and in the course schedule.

2. Those students who have been admitted into General Honors and successfully complete all General Honors requirements will have their transcripts stamped "GENERAL HONORS." In addition, special letters by the Dean will be placed in their placement folders.

3. If possible, special scholarship funds, perhaps raised by the Alumni or Brockport Foundation, should be made available on a competitive basis to Juniors who have successfully completed General Honors. These scholarships should be awarded solely on the basis of a student's academic and personal achievements and not according to need.

C. GENERAL HONORS REQUIREMENTS

All General Honors students will be required to complete a general education core similar to that required for other Brockport students. Completion of the General Honors requirements will satisfy the SUNY Brockport General Education requirements.

1. Honors Academic Planning Seminar (1 credit hour)

This one credit hour course would be similar to the GE course Academic Planning Seminar. Its goals would also be to orient the student to the Honors Program, to examine the nature, purposes, and scope of a liberal education to introduce the wide variety of available
campus and community facilities, and to provide intellectual focus for the students.

a. It is desirable that this course be taught by the Honors Program Faculty. Hence, students would be brought into contact with this individual not only as a mentor/advisor, but also as a course instructor.

b. This course would be a major element in establishing a feeling of community among Honors Program students.

c. The course would introduce the students to some of the variety and values of the disciplines available at Brockport.

2. Cognitive Skills Requirements (9 credit hours)

Honors students will be expected to fulfill the cognitive skills requirements as outlined in the College's General Education requirements. Because the cognitive skills, Communications and Quantitative Skills, are competency-based, there will be no specially designated Honors courses in these areas. It is, however, expected that a significant number of Honors students will qualify for a waiver (D level) in one or more areas.

3. General Honors Breadth Requirements (24 credit hours)

a. Honors students will be expected to fulfill the General Education Breadth Requirements, i.e. eight courses (24 credit hours) in the four areas -- Arts, Humanities, Social Sciences and Natural Sciences and Mathematics -- with at least two courses in each area.

b. Honors Breadth courses will be developed in accord with the General Education guidelines.

1. Honors Breadth Component courses will be developed by teams of faculty, who comprise the Honors Program Faculty (see section El), representing the four discipline areas. Honors Breadth courses will be taught by the Honors Program Faculty. Such Breadth courses may be:
a. The normal Honors Breadth course that meets the General Education Breadth requirements in an enriched and more challenging manner.

b. Teams may develop and teach cluster courses that are sequential and enable the exploration of a single topic or problem in greater depth and from the perspectives of several disciplines. It is anticipated that such cluster courses will foster a sense of collegiality among students and faculty.

c. Honors students will be expected to complete four out of the required eight courses for the Breadth Component with Honors credit courses. One Honors course must be taken in each Breadth area.

1. Honors students will receive Honors Program credit for all Honors courses in which they earn a "B" or better.

4. Contemporary Issues (3 credits)

Honors students will be expected to fulfill the Contemporary Issues requirements as outlined in the College's General Education Requirements. Enriched and more challenging Contemporary Issues courses will be designed by the Honors Program Faculty.

5. Computer Literacy

Honors students will be expected to fulfill the Computer Literacy requirement of the General Education Program. However, this requirement may be fulfilled outside the scope of Honors.

6. Honors Thesis and Colloquium (4 credits)

Honors students will complete Research for Thesis and Honors Colloquium according to the Guidelines for Honors Thesis (Appendix B).
7. Other Honors Courses

a. Some Honors courses could be specially designated sections of multi-section courses. These Honors sections would be more demanding in terms of written assignments, laboratory work, readings, discussions, etc., in order to provide an enriched learning experience.

b. A limited number of contractual Honors courses may be developed by individuals or groups of students. Such courses could be enriched versions of already existing courses or new courses.

1. The Dean should work closely with the course instructor to assist in the design and implementation of an enriched program.

2. Honors students are limited to only one such contractual course for the fulfillment of the Honors Breadth requirement.

c. It is imperative that the size of Honors courses not be allowed to exceed a limit compatible with an enriched learning experience.

8. Criteria for Admission to all Honors Courses

a. Entering freshmen would be invited to participate in the General Honors Program on the basis of their high school records, Regents exams, SAT scores, or equivalent materials.

b. Students who have completed no more than 30 credit hours of college work may also petition for admission into the Honors Program.

c. All students with a "B" average or better would be able to enroll in an individual Honors course with the permission of the instructor and Dean.
D. COLLEGIALITY IN GENERAL HONORS

Close personal and intellectual relationships would be fostered by the program outlined above. The Honors Program Faculty would have immediate classroom and advisement contact with the entering freshmen. If the two semester cluster course were to be taught by the same instructor(s), closer student/teacher relationships could also develop here. The structured program for Honors students would put them in Honors courses less than half of their first two years of college work. Furthermore, collegiality would be enhanced if the Honors Program had a physical "home", perhaps a classroom or two set aside for many of the Honors courses and/or an office for the Honors Program Faculty.

E. FACULTY PARTICIPATION

The Dean of General Education will propose faculty members to the Academic Council for invitation to the Honors Program Faculty. These faculty members will be nominated from the entire faculty and represent the academic components of the General Education Program. e.g., Social Sciences, humanities, Natural and Mathematical Sciences, Fine Arts and Contemporary Issues. Generally, the Honors Program Faculty will serve a four (4) year term.

The role of the Honors Faculty will be:

1. Instruction

Within the area of instruction the Honors Program Faculty will be responsible for developing and teaching a coherent curriculum that achieves the objectives of the Honors curriculum. Specifically, the Honors Program Faculty will develop the content and methods of instruction for Honors Breadth Component, Contemporary Issues and Honors Thesals.

2. Advisement

The Honors Program Faculty instructor teaching the GEP 101: Honors Academic Planning Seminar will serve as the academic advisor for students while they are enrolled in the Honors Program. The advisor will assist each student in developing an academic program that achieves the student's academic, career, and personal objectives. The advisor will foster an atmosphere that leads to an intimate, enjoyable and enriching educational
experience for the student both in and out of the classroom. Students will eventually be assigned a major advisor. The Honors advisor and major advisor should work cooperatively for the student's benefit.

IV. ADMINISTRATION OF THE HONORS PROGRAM

A. Responsibilities of the Dean:
   1. Coordinating the curriculum.
   2. Coordinating advisement.
   3. Chairing the Honors Council which will be comprised of one member from each faculty team and two students.
   4. Publicizing and recruiting for the Honors Program.
   5. Handling administrative tasks connected with the Program.
   6. Overseeing the academic integrity of the Program as a whole.

B. Honors Program Council

A joint faculty-student-administration committee should meet once or twice a semester to review the status of the Honors Program, evaluate student work as necessary, review incoming freshmen's admission materials, invite qualified students into the Program, and award scholarships if a scholarship fund is established for outstanding Honors students. This committee should include one representative from each of the General Education areas (see II E), the Dean of General Education, and two students from the Honors Program.

C. Relationship of the Honors Program to the G. E. Steering Committee

1. Since the Honors Program has been designed to be consistent with Brockport's General Education requirements, facilitating transference into and out of the Honors Program, there will need to be a close relationship between the G. E. Steering Committee and the Honors Program Committee.

2. Honors courses that are intended to satisfy G. E. requirements will be reviewed by the Honors Program Council to ensure their enriched design and value in the total Honors Program and also by the G. E. Steering Committee to ensure they satisfy G. E. requirements.
APPENDIX A -- SAMPLE SCHEDULE OF A GENERAL HONORS STUDENT

FRESHMAN YEAR

Fall
QNT Skills
COM Skills
Honors Academic Planning Seminar
Honors Breadth (Humanities)
G.E. Breadth
Elective

Spring
QNT Skills
COM Skills
Honors Breadth (Soc. Sci.)
G.E. Breadth
Elective

SOPHOMORE YEAR

Honors Breadth (Natural Science)
G.E. Breadth
Electives

Honors Breadth (Arts)
G.E. Breadth
Electives

JUNIOR YEAR

Honors Contemporary Issues
Electives

Electives

SENIOR YEAR

Research for Thesis
Electives

Honors Colloquium
Electives
Appendix B

Guidelines for the Honors Thesis

Purpose

The Honors Thesis and Colloquium is intended to be the ultimate experience of the General Honors Degree. As much as any other element of the Program, it is intended to achieve Goal IX of the General Education Program which states:

"...introduce students to the ideals and standards of excellence, of creative endeavor, of scholarship and service—by providing them with opportunities to engage in such activities by personal association with scholars. Rationale: An appreciation of the ideals of scholarship, e.g., impartiality, accuracy, rationality, both for their sakes and for the sakes of consequent behavior are the universally recognized hallmarks of educated persons."

Selecting the Thesis

Upon entry into the Honors Program, each student will be assigned an Honors advisor who will advise the student regarding Honors until the student finishes the baccalaureate or otherwise leaves the Program. The Honors Program will send a copy of these guidelines to each student in the first semester of their junior year. Then, during the first two weeks of the second semester of the junior year, the Honors advisor will review the guidelines of the Honors Thesis with each student after which the student will:

1. A. Be provided with a list of professors who have agreed to supervise an Honors Thesis and a description of the projects that are available for students to pursue. The student will then meet with the prospective Thesis advisor to discuss the nature of the thesis.

or

2. B. Be advised of the option to develop his/her own project in conjunction with a Thesis advisor. In this case, the Honors advisor will work with the student to identify a possible Thesis advisor. The student will then discuss the nature of the Thesis with the prospective Thesis advisor.

2. Students will file a Registration of Thesis Title form, signed by the Thesis advisor. The registration form must be submitted before or simultaneously with Step 3. The submission of the Title Form constitutes an agreement between the Thesis advisor and the student.

3. Students will pre-register for SEP 498 Research for Honors Thesis during Major Reservation week. Therefore, IA/IB and I must be completed by the Major Reservation period, usually the tenth or eleventh week into the semester.
4. The responsibility for making sure that each Honors candidate has a Thesis advisor rests with the Honors Program. However, the Brockport Faculty, by approving the Honors Thesis requirement through its Senate, endorses the proposition that faculty who are asked to advise Honors Theses have a responsibility to do so, provided that (1) the Thesis falls within their area of expertise, and (2) they are not already advising an Honors Thesis. This responsibility is rooted in the belief that students who are willing to strive for academic excellence, and show promise of achieving it (by having maintained the grade point average necessary to remain in the Honors Program up to their junior year), deserve the individual attention that thesis advisement entails.

Students may pursue GEP 498 Research for Thesis within his/her major or minor, or an area in which the student has some expertise as evidenced by significant prior study or experience.

Students who expect to be off-campus during the junior year pursuing study abroad, internships, Co-operative Education, etc. should consult with their Honors advisor and the Dean to make satisfactory plans for completing the Thesis.

Preparation for GEP 498 Research for Honors Thesis

1. Immediately following pre-registration for GEP 498, the student should engage in an independent "program of preparation," usually reading, to become informed about the historic and current literature pertaining to the topic.

2. Should initiation of GEP 498 require the mastery of specialized methodologies/techniques, that must be so stated in the description of the projects (1A/1B). Students should master these methodologies/techniques prior to initiating GEP 498.

3. The student must submit an approved proposal to the Honors Program before initiating GEP 498. The proposal will include:
   - Title of Thesis
   - Introduction to the problem (literature review; statement of the thesis)
   - Methodology (how it will be done)
   - Special problems
   - Thesis advisor approval
   - Second reader approval (see evaluation section)

GEP 498 Research for Thesis (2 credits)

1. A Definition: An individual investigation that extends our current understanding of a problem. Such an investigation may:
- summarize and synthesize existing knowledge in such a manner as to bring an original, or new, perspective to the problem.

- generate new data and, thus, a new perspective on an existing problem

- formulate new concepts based on exploratory research, including creative works.

The investigations are meant to include those problems which are commonly pursued in the natural sciences and mathematics, social sciences, humanities, arts, physical education and professions.

2. Oral Presentation: GEP 498 includes one required oral preparation by each student. The first presentation is intended to describe the nature of the problem, the ways in which the student will study the problem, and if appropriate, the kinds of outcomes the study will produce. This presentation should be delivered in a 20 min. lecture to an audience of fellow students enrolled in GEP 498 and Thesis advisors. Presentations will commence the second week of the semester. The order of presentors will be determined by lottery toward the end of the prior semester, thus allowing ample time for preparation. One week before the student's presentation he/she will provide the class with an abstract of the presentation which includes a thesis statement, a background statement to orient the audience, an indication of how the problem will be investigated and a list of two to four key references that the audience will read prior to attending the class. The reference should be directed at a general audience and not so technical as to require previous extensive experience or course work in the area in order for the audience to acquire an informed acquaintance with the problem.

3. Guidelines for Research: The research is envisioned as a scholarly endeavor which explores a problem of some significance. The research should be of such a nature as to essentially be completed during one semester, although it is recognized that some final stages of investigation may run over into the early part (first five weeks) of the second semester of the senior year. Because of the nature of scholarly pursuit, it is recognized that many investigations are essentially "open-ended" and can be continued ad infinitum. Therefore, great care must be exercised by both the student and advisor to ensure that the research is focused on a soluble problem or portion of a problem that can be brought to closure within the allotted time.

The Ph.D. thesis is the ultimate expression of scholarly pursuit within the formal university, and the Master's thesis, in many cases, is commonly described as a mini-Ph.D. thesis. The Honors thesis is a distinctly undergraduate experience, and while it strives for the same scholarly ideals embodied in graduate research, it is distinguished from them principally by a lesser degree of magnitude and scope.

GEP 499 Honors Colloquium (2 credits)

1. A Definition: GEP 499 Honors Colloquium is the culminating experience of the Honors Program where the student presents the
results of GEP 498 Research for Thesis in a public seminar. Ideally, the public seminar will be held in conjunction with Scholar's Day. The public seminar will afford the student the opportunity for review and criticism of his/her scholarly pursuits by the academic community.

2. The Dissertation: The concept of "thesis" used here is one of advancing an original point of view, or proposition, as a result of research, or scholarly activity. The thesis takes its final and formal form in a written dissertation. The length of the dissertations will vary widely, depending on the nature of the thesis and the field of study. Theses in the sciences may tend to be shorter than those in the humanities, for example. In some fields the result of GEP 498 Research for Thesis may take the form of an artistic performance or product, in which case the performance or artifact will be augmented by a written dissertation.

3. Oral Presentation: An additional requirement of GEP 499 includes an oral presentation of a progress report to be delivered to fellow students and thesis advisors in much the same way as was done in GEP 498. Again, an abstract should be distributed a week prior to the oral presentation.

**Evaluation of GEP 498 Research for Honors Thesis**

**and GEP 499 Honors Colloquium**

1. The Thesis Advisor: The advisor-advisee relationship is the crucial element in a successful experience. The advisor brings an expert's understanding of the problem to the relationship and an expertise of conducting scholarly activity in the given field. The student should work very closely with the advisor, yet the student should pursue the research on an individual basis. The Thesis advisor will be the primary evaluator of the dissertation.

2. Second Reader: Soon after submitting the Registration of Thesis Title, the student in consultation with the Thesis advisor will secure a second reader. The second reader will serve as a complementary resource to the scholarly activity and the student should keep the second reader apprised of his/her progress.

3. Dissertation Approval: The final dissertation should be typed and submitted to the Honors Program after the public seminar and after it has been approved by the advisor and second reader. The typed copy must be submitted by the Honors Program on or before the day on which final grades are due.

4. Grading: Normally, students will receive a satisfactory/un satisfactory grade for GEP 498. The student will receive a letter grade for GEP 499 and simultaneously the S/U grade for GEP 498 will be changed to the same letter grade as was earned in GEP 499. In order to receive honors credit, and thus an Honors degree, the grade must be A or B. In the event of a C or D grade, credit will be awarded, but students will not receive an Honors degree.

5. Incomplete Grades: Students may receive incomplete grades according to the policies of the College. However, ad hoc public seminars will not be formed for the satisfaction of completing that requirement. Students will be required to offer a public seminar at a succeeding Scholar's Day. Incomplete grades must be completed within one year.
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