



MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: 02/27/2021

SUBJECT: Curriculum Proposal #20-21-04

The purpose of this proposal is to do the following:

- Create HONR 4400 (Honors Thesis Design), which will be a required component of the Honors senior thesis project;
- Create HONR 2200 (Honors Mentoring) in order to formalize the Honors Program mentor program;
- Establish HONR 3350 (Seminar in Special Topics) as a required course;
- Revise the Honors Program requirements in order to meet the needs of current students;
- Establish a distinct “Honors track” for students majoring in Nursing and Education (Elementary and Secondary) to accommodate issues related to program-specific accreditation.

cc: Rick Stephens
Lori Schoonmaker
Stephanie Gabor
Laura Ransom
Robin Payne

PREPARING CURRICULUM PROPOSALS

INSTRUCTIONS

Draft your proposal in accordance with the guidelines below and the format shown on the following pages. Should any item under the several headings not pertain to your proposal, write N/A. **Number the second and subsequent pages of your proposal.**

Supply the preliminary information about the proposal as indicated below:

PROPOSAL NUMBER: Leave this space blank. A number will be assigned to the proposal by the Executive Director of Academic Programs.

SCHOOL: Enter the name of the College or School (e.g., *Liberal Arts*), Department (e.g., Language and Literature), and Program (e.g., English).

PREPARER/CONTACT PERSON: Enter the name of the person who prepared the proposal and his/her telephone extension number.

COPIES OF MEMOS SENT TO AFFECTED DEPARTMENTS: Attach these to the back of your proposal.

LETTERS OF SUPPORT FROM DEANS OF AFFECTED DEPARTMENTS: If the Curriculum Committee requests these letters, attach them to the back of your proposal.

DATE SUBMITTED: The Curriculum Committee meets on the fourth Tuesday of each month. **Proposals are due in the Office of the Executive Director of Academic Programs on or before the second Tuesday of the month.**

REVISION SUBMISSION DATE: If changes are required to the original proposal, enter the date the proposal was resubmitted.

IMPLEMENTATION DATE REQUESTED: Enter the first day of the semester (or summer term) and year in which the proposed curriculum change(s) would take effect.

CURRICULUM PROPOSAL (Submit one electronic copy to the Executive Director of Academic Programs by the second Tuesday of the month.)

Proposal Number: 20-21-04

School/Department/Program: Honors Program

Preparer/Contact Person: Robin K. Payne

Title of Degree Program: N/A

Telephone Extension: ext. 4197

Date Originally Submitted: November 4, 2020

Revision (Indicate date and label it Revision #1, #2, etc.): Revision #2

Implementation Date Requested: Fall 2021

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- I. **PROPOSAL ABSTRACT.** Write a brief abstract, not exceeding 100 words, which describes the proposed changes.

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- Establish HONR 3350 (Seminar in Special Topics) as a required course;
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- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-G, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

I. Deletion of course(s) or credit(s) from program(s) Total hours deleted: ____3-5____

II. Addition of course(s) or credit(s) from program(s) Total hours added: ____4____

III. Provision for interchangeable use of course(s) with program(s)

N/A

IV. **Course Description Revision:** Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog

N/A

- V. **Course Changes:** Identify changes to existing courses such as changes to title, course number, learning outcomes, and elective or required status.

HONR 3350 (Interdisciplinary Seminar in Special Topics) will now be a required course for Honors students. It will be repeatable for credit up to four times.

- VI. **Create a New Course(s)** information (if applicable): For each new course complete the following:

1. **Course Catalog Information:**

a. Course prefix (subject area) and number:	HONR 4400
b. Course title:	Honors Thesis Design
c. Course term(s) (e.g., Fall, Summer only):	
d. Credit hours/Variable credit:	2-3
e. Repeatability (number of repeat credit hours):	0
f. Prerequisite/Corequisites/Restrictions/Cross-listings: If none, simply indicate with N/A (Not Applicable):	Junior or Senior standing
g. Co-requisite (include subject prefix and course number):	
h. Cross-listings (e.g., PSYC 2230 and SOCY 2230):	
i. Grade Type: Indicate whether students will be assigned a standard A-F final grade or Credit/No Credit (CR/NCF) grade:	Standard A-F grading
j. Required Course or Elective Course:	Required
k. Course Fees (Indicate amount):	\$25 per credit hour

2.

l. Course prefix (subject area) and number:	HONR 2200
m. Course title:	Honors Mentoring
n. Course term(s) (e.g., Fall, Summer only):	
o. Credit hours/Variable credit:	1
p. Repeatability (number of repeat credit hours):	4
q. Prerequisite/Corequisites/Restrictions/Cross-listings: If none, simply indicate with N/A (Not Applicable):	Sophomore Standing
r. Co-requisite (include subject prefix and course number):	
s. Cross-listings (e.g., PSYC 2230 and SOCY 2230):	
t. Grade Type: Indicate whether students will be assigned a standard A-F final grade or Credit/No Credit (CR/NCF) grade:	Standard A-F grading
u. Required Course or Elective Course:	Elective

v. Course Fees (Indicate amount):	\$25 per credit hour
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2. **New Course Supplemental/Supporting Documentation:**

- a. **Course Catalog Description:** Include, as an appendix, a course catalog description written in complete sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description.
- b. **Course Learning Outcomes (CLO's):** These should be stated in terms of what new knowledge and/or skills students should be able to demonstrate upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with "Upon successful completion of this course, students should be able to..."
- c. **Course Outline:** Attach a course outline consisting of at least two levels.
- d. **Assessments:** Describe generally how student's achievement of the course learning outcomes will be assessed

HONR 4400 (Honors Thesis Design) – See Appendix B
HONR 2200 (Honors Mentoring) – See Appendix C

- 3. **Shared Course:** If this is a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for course being shared.

VII. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

This proposal will reduce the required numbers of Honors credits to be completed from 30-33 credit hours to 25-30 credit hours. This remains in line with national standards, established by the National Collegiate Honors Council, that Honors Programs require 20-25% of degree work to be completed in Honors courses.

III. RATIONALE FOR THE PROPOSAL

- A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

As it becomes increasingly common for students to enter college with dual enrollment and/or AP exam credits, a growing number of Honors students begin their program of study with a good portion of their Core Curriculum requirements already satisfied. The current Honors Program requirements (as outlined in Appendix A) are closely tied to the university's Core Curriculum. As a result, it has become increasingly difficult for Honors students to satisfy their Honors requirements without potentially repeating classes or seeking "Honors seats" in non-Honors classes to serve as substitutes. The proposed change will therefore offer students greater flexibility in achieving their Honors requirements by providing more options outside of the Core Curriculum.

- B. **Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

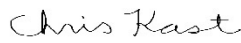


In addition to better enabling students in the Honors Program to complete their requirements without repeating classes or seeking course substitutions, as outlined above, this proposal will also address concerns related to program assessment by providing opportunities to assess Honors students at various points throughout the program. The Honors Seminar (HONR 1100) and the senior thesis project currently serve as benchmarks for the beginning and end of the program. The addition of a requirement for Honors students to take at least one section of HONR 3350 (Interdisciplinary Seminar in Special Topics), ideally during their junior or senior year, will provide a means of assessing Honors students' progress through the program. Similarly, the proposed HONR 4400 (Honors Thesis Design) will allow for more comprehensive program assessment as required by the HLC and a standardization of the Honors senior thesis component of the Honors Program.

Finally, the Honors tracks outlined for students pursuing degrees in nursing and education, which have to follow certain guidelines for purposes of accreditation, will enable students in those programs to participate in the Honors Program while continuing to satisfy their specific degree requirements.

IV. APPROVAL

Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature
College of Liberal Arts	Chris Kast	
School of Education / Health and Human Performance	Amanda Metcalf	
School of Business and Aviation	Tim Oxley	
School of Nursing	Laura Clayton	Laura Clayton 11/4/2020
College of Science and Technology	Steve Roof	Steven Roof 11/4/2020

- V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

N/A

- VI. ADDITIONAL COMMENTS.

APPENDIX A
Honors Program
Current Program

Students must complete the Honors Program Curriculum requirements and maintain a GPA of 3.4 or higher in order to graduate from the Honors Program.

Honors Curriculum Requirements

Total Core Curriculum Credits: 16-27 credit hours

- Honors Seminar: 1 credit
- Honors Basic Skills: 6-10 credits
- Honors Critical Reasoning in the Disciplines: 6-10 credits
- Honors Personal Development: 3-6 credits

Total Elective Courses: 0-8 credit hours

- Honors BSBA 3306 Business Law I: 3 credits
- Honors BSBA 3330 Leadership: 3 credits
- Honors HONR 3301 Study/Travel: 3 credits
- Honors HONR 3330 Empowering Leadership: 3 credits
- Honors WGST 2201 Introduction to Women's and Gender Studies: 3 credits
- Honors INTR 3330 Empowering Leadership: 3 credits
- Honors INTR 3331 Great Ideas of Leaders: 3 credits
- Honors POLI 3360 / PSYC 3393 / TECH 3393 Future Global Crises: 3 credits
- Honors HONR 3350 Honors Seminar in Special Topics: 3 credits

Honors Senior Project

Honors Senior Project: 6 credits

Total Honors Credits: 30-33 credit hours

**APPENDIX A
Honors Program
Proposed Program**

Students must complete the Honors Program Curriculum requirements outlined below with a total of 25-30 credit hours in courses with an Honors designation. Students majoring in programs with special accreditation will have slightly different requirements as outlined below. All Honors students must maintain a GPA of 3.4 or higher in order to graduate from the Honors Program.

Honors Curriculum Requirements

Honors Core Requirements:

- HONR 1100 Honors Seminar 1 credit hour
- HONR 3350 Honors Seminar in Special Topics 3 credit hours

- Honors Senior Thesis Project:
 - HONR 4400 Honors Thesis Design 3 credit hours
 - Honors Thesis Project in Student's Major Field 3 credit hours
 - Honors students will determine an appropriate project in consultation with the Honors Director and their faculty mentor. Students will be required to present their project in an appropriate venue upon its completion.

- Total Credits Required for Honors Core 10 credit hours

Core Curriculum / Elective Honors Requirements:

In addition to the Honors Core outlined above, Honors students will complete an additional 15-20 credit hours through a combination of courses with an Honors designation, including but not limited to:

- Core Curriculum in Basic Skills, Critical Reasoning, and Personal Development with Honors designation
- HONR 2200 (Honors Mentoring) – repeatable for credit
- HONR 3301 (Honors Study/Travel) – repeatable for credit
- HONR 3350 (Honors Seminar in Special topics) – repeatable for credit
- Major Requirements or Electives with Honors designation

Total Credit Hours Required 25-30 credit hours
Minimum GPA 3.4

EXCEPTIONS FOR TRANSFER STUDENTS AND STUDENTS IN PROGRAMS WITH SPECIAL ACCREDITATION NEEDS

Honors Requirements for Transfer Students

Students who transfer into the Honors Program from another institution with at least 60 credits must complete 15-20 credit hours in the Honors curriculum. Requirements include:

- HONR 3350 Honors Seminar in Special Topics 3 credit hours
- Honors Senior Thesis Project:
 - HONR 4400 Honors Thesis Design 3 credit hours
 - Honors Thesis Project in Student's Major Field 3 credit hours

- Honors students will determine an appropriate project in consultation with the Honors Director and their faculty mentor. Students will be required to present their project in an appropriate venue upon its completion.
- Courses with Honors designation in the Core Curriculum, major field of study, or the HONR course prefix 6-11 credit hours

Honors Requirements for Nursing Students

Students completing the RN-BSN Nursing degree will undertake the following program of study for their core Honors requirements:

- HONR 1100 Honors Seminar 1 credit hour
- HONR 3350 Honors Seminar in Special Topics 3 credit hours
- NURS 3380 Evidence Based Practice 3 credit hours
 - With Honors designation
- NURS 4400 Practicum 5 credit hours
 - With Honors designation
- Honors Core Curriculum / Electives 13-18 credit hours

Honors Requirements for Education Students

Students completing the Elementary Education degree will undertake the following program of study for their core Honors requirements:

- HONR 1100 Honors Seminar 1 credit hour
- HONR 3350 Honors Seminar in Special Topics 3 credit hours
- HONR 4400 Honors Thesis Design 2 credit hours
- EDUC 4485 Action Research 1 credit hour
 - With Honors designation
- EDUC 4491 Elementary Education Student Teaching 5-10 credit hours
 - With Honors designation
- Honors Core Curriculum / Electives 15-20 credit hours

* Students completing Secondary Education degrees will determine in consultation with the Director of Honors and their academic advisor the best course of action for satisfying their senior thesis requirement.

APPENDIX B
New Course Supplemental / Supporting Documentation
Honors Program
HONR 4400 – Thesis Design

Catalog Description:

HONR 4400 Honors Thesis Design 2-3 credit hours
Honors students will complete this course in preparation of their Honors Senior Thesis project. The course will introduce them to different research methodologies and provide them with information about the appropriate parameters for a senior thesis project. Students will complete the preliminary work necessary for the successful completion of their Honors senior thesis, including the identification of a faculty mentor in their field and the production of a formal thesis proposal. Junior Standing Required.

Course Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. Identify the essential components of a successful thesis project;
2. Identify an appropriate senior thesis project and establish an appropriate faculty mentor in light of your academic and/or career plans;
3. Produce a comprehensive senior thesis proposal that outlines your goals, preliminary research, and timeline for completion

Course Outline:

Honors Thesis Design will be delivered in a hybrid format. Students will meet together as a group once a week for purposes of discussion and workshopping; however, the majority of their time will be spent developing their own project ideas with the end goal of producing their senior thesis proposal at the end of the semester. They will work closely with the Honors Director and the faculty member they select as their senior thesis mentor throughout the semester.

- I. Exploring Different Approaches to the Senior Thesis Project
 - i. During this unit, students will engage in the following activities:
 1. Read a sampling of successful senior theses completed by alumni of the Fairmont State University Honors Program;
 2. Discuss the components of an effective senior thesis;
 3. Discuss different types of thesis projects as applicable to their academic and/or career goals;
 4. Brainstorm potential ideas for their own senior thesis project.
- II. Laying the Foundation for a Successful Senior Thesis Project
 - i. During this unit, students will engage in the following activities:
 1. Attend in-class presentations on different research methodologies;
 2. Determine appropriate methodologies for their field of study;
 3. Narrow down potential thesis project idea(s);
 4. Establish contact with a potential faculty mentor.
- III. Writing the Proposal
 - i. During this unit, students will engage in the following activities:
 1. Produce a working draft of their proposal;
 2. Workshop their proposals with their peers in class;
 3. Receive feedback from the Honors Director and their faculty mentor;
 4. Produce a final draft of their proposal;

5. Make necessary arrangements to put their plan into action during the senior year.

Assessments:

Assessment	Outcome(s) Measured
Students will read a sampling of successful senior theses and write a reflective analysis identifying and assessing effective components of a senior thesis.	1
Students will produce successive written assignments outlining potential thesis topics, addressing appropriate research methodologies, and reporting on progress made so far.	1 and 2
Students will produce a final Honors thesis proposal that identifies a faculty mentor, establishes a timeline, and outlines the parameters for completion of the project.	3

APPENDIX C
New Course Supplemental / Supporting Documentation
Honors Program
HONR 2200 – Honors Mentoring

Catalog Description:

HONR 2200 Honors Mentoring 1 credit hour

The Honors Mentoring course is for Honors students serving as mentors to incoming students in the Honors Program. Honors Program Mentors help incoming students acclimate to life in college, become familiar with the processes of the Honors Program, and become involved with the Honors community. This course may be repeated for credit. Sophomore standing required.

Course Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. Help new students feel welcomed into the community of the Honors Program;
2. Orient new students to the requirements and opportunities in the Honors Program;
3. Familiarize new students with the campus and services of Fairmont State University;
4. Help new students become aware of the skills they need to master to get the most out of college;
5. Build the *esprit de corps* of the Honors Program.

Course Outline:

The Honors Mentoring course is an on-line course with most of the required work completed independently by the student mentors. Mentors will be expected, however, to attend periodic meetings and to accompany their mentees to Honors Association activities.

- I. Establish contact with assigned mentee(s) prior to start of the fall semester
- II. Assist with welcoming of new Honors students to campus
 - a. Activities include, but are not limited to:
 - i. Assisting with move in at Prichard Hall, the Honors LLC
 - ii. Attending the Honors Welcome Dinner
 - iii. Assisting with Welcome Weekend Activities
- III. Check-In with Mentee(s) at regular intervals throughout the semester
 - a. Check-Ins will require that mentors provide their mentee(s) with information related to services available on campus, social and cultural activities on campus, and registration and advising.
- IV. Help to create a sense of community throughout the semester
 - a. Honors mentors will be required to attend a number of Honors Association activities with their mentee(s), including (but not limited to) general meetings of the Honors Association, Lobby Talks, and social activities.

Assessments:

Assessment	Outcome(s) Measured
Honors Mentors will submit brief reports throughout the semester documenting their work with their mentees	1-5
Honors Mentors will attend activities scheduled by the Honors Association, where attendance is recorded.	1-5
Honors Mentors will be evaluated by their mentee(s) at least twice during the semester.	1-5