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PLAN FOR AN IUP HONORS COLLEGE

**A Report from the
IUP HONORS PLANNING COMMITTEE**

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TABLE OF CONTENTS

| | |
|---|-----------|
| An IUP Honors College--Some Highlights | 2 |
| Goals for IUP's Honors College | 6 |
| Leadership for the Honors College | 7 |
| Recruitment, Admission, and Retention of Students | 10 |
| Physical Facilities and Residence Life | 12 |
| Academic Program | 13 |
| Co-Curriculum | 15 |
| Community Service | 16 |
| Recognition for Honors College Work | 16 |
| Faculty | 17 |
| Orientation and Advising | 17 |
| Program Evaluation | 18 |
| Appendixes | |
| A. Charge to Honors Planning Committee (August 1990) | 19 |
| B. Explanation of Academic Program and Request for Senate Approval | 20 |
| C. Budget Projections, 1992-2000 | 25 |
| D. Tentative Job Descriptions and Committee Charges | 28 |
| E. Plan for an Honors Student Organization | 33 |
| F. Tentative Time Line for Implementation | 34 |

AN IUP HONORS COLLEGE -- SOME HIGHLIGHTS

Why an Honors College for IUP?

The best reason for having an Honors College is to provide enhanced opportunities for our most talented and motivated students. We envision an Honors College with an exciting intellectual and co-curricular environment tailored to the special needs of these students and dedicated to helping them reach the highest levels of achievement. Equipping today's talented students for leadership roles tomorrow is an important way that IUP can influence the future.

There will be, in addition, significant advantages that accrue to IUP as an institution and to the faculty who teach here; acknowledging these may seem less lofty and somewhat more self-serving, but it is not unimportant. An Honors College will encourage more admissions applications from highly talented students, and it will help us enroll a greater percentage of those who already apply; these new students will add to the number of exceptionally talented students who are already at IUP. An Honors College will also help with faculty recruitment, a matter of concern as we enter the late 1990s. Even faculty who are not teaching designated Honors courses will gain because these bright students will, of course, enroll in major courses and electives, too. We also expect the Honors College to benefit the campus more generally through the service and leadership of its students and opening of many of its programs to the entire IUP community.

How Can We Consider Another Expensive Program in a Time of Tight Budgets?

An IUP alumnus has committed to IUP a gift sufficient to endow an Honors College. As our committee charge stipulates, this endowment must support the additional costs created by the Honors College.

We agree that it is wise to be cautious about future costs of the College, and we have tried to build in checks to guard against their ballooning beyond what the endowment can sustain. First, to insure that this arrangement holds over the long term, we included a recommendation that the Honors College submit annually to the provost an audit of program costs and an analysis of the endowment's adequacy. Second, because the College must remain within its budget, this plan provides for a range of more and less costly instructional formats and for alternate staffing and faculty release time patterns. This is a flexible plan that can be adjusted by the permanent Honors College Committee to keep costs in line with income; it is not a rigid plan that must be funded whatever the future costs.

Moreover, we believe we have been conservative in our budgetary projections by anticipating only a modest return on invested funds and by adjusting costs according to expected salary increments and other inflationary considerations. Any increases in the Honors College's size or program will have to be supported by increased income from the endowment or future external augmentations to it.

We have provided, in Appendix C, budget projections extending from start-up costs in 1992-93 through full implementation of the program in 1997-98 and extending through the year 2000. Additional sections, replacement for faculty releases, recruiting costs, administrative, secretarial, and office expenses, travel, support for independent study, and program money will come from the Honors College budget, not from general IUP operating funds.

Isn't an Honors College "Elitist"?

This is one of the common and, we think, misleading questions about honors programs everywhere. An honors program is simply a recognition of the diversity that exists among our students. Students come to us with different abilities and different needs. We already recognize this in many parts of the curriculum, as with different entry levels into foreign language study or mathematics; we also provide remedial courses for students with minimal preparation. An Honors College, then, is no more than the acknowledgement that we also have students with superior preparation and unusually high levels of talent, and that it is our obligation to provide the best possible education for them, too.

If attention to our most talented students makes an honors college elitist, it does not do so in the pejorative sense of inherited privilege; admission to IUP's Honors College will be an earned, merited opportunity provided to an intentionally diverse group of students. Indeed, it could be argued that the existence of an honors college at a state university is ultimately "democratic" because it provides a superior education and leadership development to students who have traditionally been excluded from the nation's so-called elite institutions because of economic or social barriers.

Why Is This Called a "College" Rather than a Program?

The word "college" emphasizes the totality of the learning environment we hope to create--an environment that links the classroom, the residence hall, and the overall curriculum. We recognize that we are extending the meaning of the word "college" beyond its current IUP usage. Thus, we should clarify that we do not intend for students to be affiliated with the Honors College only; each honors student will also be enrolled in a major within one of IUP's existing academic colleges and must meet the requirements of that major and college. Nationally, "Honors College" is the preferred term when the intent is to include residential and co-curricular components; "program" implies an academic program of study only.

How Will the Honors College Affect IUP Departmental Honors Programs?

There are at least two IUP departments offering honors courses or independent study opportunities to their own majors. Nothing in this proposal will prevent them from continuing or other departments from beginning such departmental honors programs. Departments may design honors work and admit students as based on their own criteria, subject only to the normal oversight of the Senate. Such students may, if the department wishes, be recognized as graduating with departmental honors. We see no conflict between the university and departmental honors work; indeed, there are ample opportunities for each to enhance the other.

Can This Plan Be Modified to Meet Future Academic Needs?

Certainly. We believe that this plan is sound and will place the Honors College on a firm academic foundation, but nothing satisfies forever. The Honors College is charged with conducting periodic reviews of the program and finances and with recommending such modifications as may be necessary. The history of honors colleges across the nation is that they change as they mature and gain experience; we expect IUP's story will be no different.

How Soon Will the College Be in Operation?

First-year students will be admitted in September 1994. This will provide the necessary lead time for the Senate to approve the curriculum outline, for the Admissions Office to recruit students, for faculty to design courses, and for other details to be worked out. The opening date is also timed to the anticipated receipt of the endowment. Once we accept the first class of students, the full program will be phased in over four years. A tentative time table is attached to this report.

How Many Students Will the College Enroll?

Planning has been based on a total four-year enrollment of 300-400 students--that is, 75 to 100 per class. Initially, it will be nearer the lower end of that range than the upper; the number of students may be increased or decreased depending on the number of qualified applicants and upon the ability of the endowment income to support the associated costs. Honors students would be included within the current Admissions goals, and thus they would not increase total university enrollment.

How Did This Report Come to Be Written?

The Honors Planning Committee was appointed in September 1990 by Provost Hilda Richards to design an honors college for the university. Our charge (Appendix A) asked for recommendations on administration, budget, admissions, scholarships, curriculum and faculty, physical facilities, residence life, and co-curricular activities.

We began by examining brochures, admissions forms, and other documents from approximately forty institutions across the country. We also had an outline of honors activities at other SSHE institutions, and we made contact with the system-wide alliance of honors directors.

The National Collegiate Honors Council (NCHC) proved helpful in several ways. The NCHC's handbook, Beginning in Honors by Samuel Schuman, provided step-by-step advice and shaped our early discussions. In October 1990, five of us traveled to Baltimore for the NCHC annual meeting and a pre-conference workshop entitled "Beginning in Honors"; three members attended the October 1991 meeting in Chicago. Additional information from NCHC newsletters was duplicated and read. We also sought out articles, such as David DeCoster's "Housing Assignments for High Ability Students," on specific items of concern. Some members also visited a highly successful honors college at a nearby institution.

We submitted a progress report to the provost and president in January 1991, and a preliminary report to the university in August 1991. Many individuals and departments responded with helpful suggestions, challenging questions, and thoughtful insights; several groups generously invited us to their meetings for additional discussion. Based on this counsel, and upon our own further deliberations, we have prepared this report of our recommendations.

During the two years of our work, sabbatical leaves, the press of other duties, international study, and graduation have caused changes in the committee's membership, and we acknowledge and are grateful for the contributions of the following individuals: Willard Radell, Economics (1990); George Mitchell, Mathematics (1990-1991); Brian Stoltz, Provost's Scholar, Chemistry (1990-91); Krista Eyerly, Provost's Scholar, Environmental Health (1990-91); Ronald Juliette, Communications Media (1990-91); Janet Goebel, English (1990-91); and Gerald Buriok, Mathematics (1991).

PLAN FOR AN IUP HONORS COLLEGE

I. GOALS FOR IUP'S HONORS COLLEGE:

Mission Statement: The IUP Honors College provides an exciting intellectual and co-curricular environment that enables highly talented and motivated students to raise their expectations and fulfill their potential; the College provides opportunities and support for these students to achieve excellence in all aspects of their lives. By the extraordinary achievements of these students, the College seeks to influence the future.

The College's Goals:

The general goal of the IUP Honors College is to create a structure within the university to enhance the quality of intellectual and community life for highly talented students. Toward this end, the Honors College seeks:

- A. To stimulate intellectual growth and encourage high personal academic standards through environments that promote excellence and appreciate diversity.
- B. To offer a variety of formal and informal learning experiences in which students work collaboratively with faculty and peers.
- C. To foster a sense of community through a residential living environment and co-curricular activities.
- D. To provide opportunities for community service that will enhance self-confidence, ethical sensitivity, character, and commitment to others.
- C. To provide opportunities to discover, develop, and apply leadership abilities, talents and creative energy.
- E. To provide faculty, administrators and advisers who understand and challenge the motivated achiever.
- F. To serve the university community by sharing the talent and leadership skills of honors students and by opening many stimulating programs to the entire campus.

II. LEADERSHIP FOR THE HONORS COLLEGE:

A. Governance and Administration

The organizational structure of the College will include a Director, an Assistant Director, and an Honors College Committee. Because we do not want to overburden this committee, we are also recommending the establishment of an Honors Admissions Board. Appointment of the director and committee members will be made by the Provost, in consultation with the Senate Chairperson, the APSCUF President, and other appropriate groups (such as the honors student organization); appointment of the assistant director will be made by the provost, in consultation with the director and other appropriate groups. The College will provide from its own budget appropriate secretarial support and work study money.

The Director will be a faculty member appointed for a three-year, renewable term and will report directly to the provost. The director will receive an alternate work load and a summer contract in amounts determined by the College's needs and budget. This person will be responsible for the general administration of the College and for the academic curriculum and standards. [See tentative job description; Appendix D.]

The Assistant Director will be a staff member of the Honors College, with terms of contract to be determined by the College's needs and budget. This individual will assist the director with the general administration of the College and will assume primary responsibility for co-curricular programs, for community service opportunities, and for liaison with the Office of Housing and Residence Life, Student Activities and Organizations, and other appropriate areas within the Student Affairs Division. [See tentative job description; Appendix D.]

The Honors College Committee (HCC) will include the Honors Director, who will chair the committee, the Assistant Honors Director, and twelve others: six faculty members, two academic administrators, one Student Affairs administrator, and three Honors College students. The faculty and administrators will be appointed to staggered three-year terms; the students will be appointed to staggered two-year terms. The committee will review curricular proposals and other matters relating to program or policy. The committee will report its decisions to the University Senate, by way of its standing committees, or to other appropriate governing bodies. [See committee charge; Appendix D.]

The Honors Admissions Board will include the Honors Director, who will chair the committee, the Assistant Honors Director, one representative from the Admissions Office, and four others: two faculty members, one academic administrator, and one honors college student. The Board will act upon applications for Honors College admission in a manner consistent with policies established by the Honors College Committee and the IUP Admissions Committee. [See committee charge; Appendix D.]

An honors student organization, with a membership composed of all honors students and with officers elected by those students, will be organized to design and implement a portion of the co-curricular program, to make recommendations for improvement of the College, to foster a sense of self-direction and create opportunities for leadership, and to make any other self-regulations desired by the student community and consistent with general university regulations. [See Appendix E.]

The Honors College Committee will not supersede, but will supplement and assist, the university bodies which are now established. All curricular proposals will be submitted with the HCC's recommendation to the University-wide Undergraduate Curriculum Committee for appropriate action by the University Senate; all curricular proposals affecting or modifying Liberal Studies requirements will be reviewed by the Liberal Studies Committee and its recommendation submitted with the proposal to the UWUCC. Honors College policies falling within the mandates of other Senate committees, such as the Academic Affairs Committee or the Student Affairs Committee, will be submitted to the Senate through those bodies. Honors College admissions policies are subject to the oversight of the Admissions Committee.

B. Rationale and Recommendations for Leadership Positions

Decisions about the number and nature of Honors College leadership positions must take into account both the College's programmatic needs and budgetary capabilities.

The recommendation to appoint a director and an assistant director grows out of an understanding of the College's goals and mission. Because the College seeks to create an integrated living-learning environment (not just a list of courses), two different sets of skills, experience levels, and professional backgrounds are needed. The director's primary responsibilities are academic and require faculty rank and education. The assistant director's primary responsibilities are co-curricular and require experience and education appropriate to a student affairs professional.

The director will require adequate time and energy for planning and coordinating the academic program, recruiting students and building state-wide contacts with high school counselors, and providing general administration for the College.

The assistant director will need sufficient time and energy for planning and coordinating co-curricular and student development programs. In addition to assisting the director in the general administration of the College, this person will be involved on a day-to-day basis with the students. Studies and experiences at other colleges show that honors students tend to need more, not less, support from professional staff; they live more intensely, have a greater curiosity, struggle with more complicated career choices, and imagine and plan more challenging and more ambitious co-curricular activities.

While we do not think both positions need to be full time appointments, we nevertheless emphasize that, when considered together, the two must provide an adequate commitment of time to implement and sustain the College's comprehensive program. Here are three models that would work.

- Model A:** Faculty director with 1/2-time alternate work load release and a 6-week summer contract; Full-time assistant director with 11-month contract (technically a 9-month contract with full benefits and additional 2-months of summer contracts).
- Model B.** Faculty director with 3/4 alternate work load release and a 12-week summer contract; Half-time assistant director for 12 months. Note: It is unlikely that a professionally qualified person would come for a 1/2-time job; however, some honors colleges have arrangements whereby an assistant director has a joint appointment somewhere else in the university to make the contract full time. Such staffing model at IUP would most likely require the Honors College to reach an agreement with another university office.
- Model C.** Faculty director with 1/2-time alternate work load release and a 3-week summer contract; Full-time assistant director with a 12 month contract.

The costs of these three models vary, but not significantly; Models A and B are virtually identical, and C is between 3 and 4 percent lower in the first year of full implementation. The attached budget, which projects costs through FY 1999-2000, is based on Model A. We chose this model for budgetary purposes because we think it is the one which will ultimately prove most feasible at IUP; also, its cost by the last year of the budget is higher than the other two, and therefore its inclusion demonstrates their financial feasibility as well.

Other models undoubtedly can be imagined now or in the future and can be recommended by the Honors College Committee as the College's programmatic needs or budget change.

We caution, however, against any temptation to stint on leadership for the college. Inadequate commitment of staff time is a prescription for a program that will stumble, lose energy, and forego opportunities to meet students' academic and developmental needs. Programs that succeed are staffed for success.

Nor can it be convincingly argued that less leadership time is needed at first--that we can start small and add later. Large amounts of time and energy need to go into the starting of the College. Building a solid foundation can be even more time-consuming than maintaining a program, although there will be plenty to do later as well. The combined talents and time commitments of a director and assistant director are needed to ensure that the College meets its goals and that the endowment remains a good investment in IUP's future.

Because course development, schedule preparation, design of promotional materials, recruitment of students, and other preparations will need to begin well before the arrival of students, we recommend the appointment of a director beginning with the 1992-93 academic year and the appointment of an assistant director no later than May 1994. Secretarial support can start at a partial level in 1992-93 and move to full support in 1993-94 when the first student applications to the College will be processed.

III. RECRUITMENT, ADMISSION, AND RETENTION OF STUDENTS:

A. Recruitment

The College will develop and implement a plan to attract and encourage the matriculation of talented students of diverse backgrounds. Such a program might include, but is not limited to, published brochures, posters, contacts with high school counselors, invitations to IUP professors to recommend currently enrolled students, letters to prospective students, opportunities for student visits to the campus, personal interviews, and the participation of current honors students; the plan should take full advantage of existing opportunities like college fairs, IUP's annual open house, and Phase I Orientation. The College's recruiting program, if it is to be successful, must be undertaken with the collaboration and strong commitment of the IUP Admissions Office.

B. Admissions

Most students will join the College as entering freshmen, but places will also be allotted for transfer students and for students who become interested in the College after having already spent some time at IUP.

The College will admit only students who can excel academically, but it should define academic excellence broadly and use multiple measures for evaluation. Past academic achievement is important, but so are factors like energy, evident potential, motivation, and self-discipline. In addition to the normal IUP admissions application, the College should develop a supplementary application for review by the Honors Admissions Board; among the items that this application might include are a written essay and letters of recommendation from high school teachers.

An emphasis on multiple measures of academic excellence means that the Admissions Board will consider high school rank and SAT/ACT scores, but will not do so in isolation or in a purely mechanical way. The College should provide, as advisory information to applicants and high school counselors, an overall student profile, including test scores and class ranks, of previously admitted students. For the first year, the College may wish to indicate its best estimate of what will be needed if an applicant is to have a realistic chance of being successful.

We believe that the Honors College will be significantly enhanced by a diverse student body. In selecting among qualified students, the Admissions Board may choose to consider students' co-curricular activities, work experiences, hobbies, special talents, community service, and different backgrounds (gender, age, ethnicity) that would bring diversity to the College.

For admissions as well as recruiting, the College will need to establish a close working relationship with the IUP Admissions Office. The presence of an Admissions Office representative on the Honors Admissions Board will facilitate this cooperation. Although prospective students may submit an honors application together with the general university application and the two applications may be considered concurrently, admission to the College may not be granted prior to general IUP admissions by the Admissions Office. (Likewise, to avoid any possible misunderstanding by prospective students, the College will need to coordinate its admissions actions with the decisions on portfolios or auditions for College of Fine Arts students.)

Any IUP student or transfer student who has completed at least one semester of college work (12sh) may seek admission to the Honors College. Applications from these students might include, but not be limited to, letters of recommendation from college professors, chairpersons, or academic administrators. The College will use, as it does in its other admissions decisions, multiple measures of academic excellence and will consider the College's need for diversity when choosing among qualified applicants. The College should provide, for the information of prospective students and advisers, a profile of the QPAs of previously admitted transfer students.

C. Retention

To remain in good standing and to continue to enroll in honors courses, an honors student must achieve at least a 3.25 QPA by the end of the freshman year and maintain at least that average thereafter. Exceptions or extensions, if any, are at the discretion of the Honors College director. The director will work with faculty advisers to counsel any student whose good standing appears to be in jeopardy. Students who reestablish the minimum 3.25 QPA may apply for readmission to the College.

IV. PHYSICAL FACILITIES AND RESIDENCE LIFE:

At this point, we do not think that the endowment can support any major renovations of current physical facilities or the construction or purchase of additional space. Nor do we think it appropriate to use general IUP funds for costs that go beyond what the university would ordinarily expend to maintain a building regardless of who occupies the space. This means that we must use physical facilities within the bounds of those minor alterations that can be financed by the endowment income (or by any external grant money generated by the Honors College).

The College has, at minimum, a need for two kinds of discrete space: an office area and a designated honors residence area.

An honors residence area is essential to facilitate the increased integration of academic, personal, and community development among honors students. A living-learning environment will develop a tightly knit community of honors students and faculty; communities require a sense of place.

Whether this designated residence area is a floor or section of a current residence hall or a whole building will depend on the number of students and the size of the building which is chosen. Living in the hall will be strongly recommended to first-year students and available to upper-class students. The Office of Housing and Residence Life will be able to accommodate honors students' choices when making room assignments. We are not yet ready to recommend which residence hall is best suited for this purpose.

Depending on the choice of residence hall and the flexibility of space which it offers, the Honors College's office space could be in the residence hall itself. Otherwise, appropriate space will have to be located elsewhere on campus.

Whatever areas are chosen should be made as attractive as possible within the Honors College's budgetary means; the space need not be lavish, but it must be functional and appealing enough to allow successful recruitment and retention of highly sought students. Common space and traffic patterns should encourage interaction and a sense of community among students and faculty.

In the future, should additional funds become available, the residential space should be enhanced with such things as lounge areas, meeting room(s), a reading room, study areas, computer facilities, music practice rooms, space for co-curricular events, a guest room for visiting lecturers or artists, and recreational space.

V. CURRICULUM: ACADEMIC PROGRAM, CO-CURRICULUM, AND COMMUNITY SERVICE:

We believe that the Honors College has a responsibility to develop the whole person--character and values, leadership skills and self-confidence, as well as scholarship. The "curriculum" includes all the experiences that the student encounters in the College--the academic program, those activities traditionally understood as co-curricular, and community service.

A. ACADEMIC PROGRAM

There are certain general principles that guide our thoughts about the academic program. First, we want to put significant effort into a common course experience for beginning freshmen. Research shows that this is the point where highly talented students are most at risk and can most benefit from special attention. Second, because each major imposes different demands, we need to provide various options during the second and third years. Third, we want some culminating experience(s) in the senior year. Fourth, the program should allow students to leave the College and continue to pursue their chosen majors.

The curriculum outline below is one that we think is consistent with these principles; for a rationale and more detailed explanation, see Appendix B.

1. Honors College Academic Offerings.

a. Humanities/Fine Arts Core (First and Second Year Students)

| | |
|--------------------------|---|
| Year 1, Fall Semester: | Humanities I, 4sh Fine Arts Colloquium, 1sh |
| Year 1, Spring Semester: | Humanities II, 4sh Fine Arts Colloquium, 1sh |
| Year 2, Either Semester: | Fine Arts Colloquium, 1sh |

When augmented by an additional 3sh course in the humanities, the above courses substitute for the following Liberal Studies requirements: EN 101, Fine Arts course, and the three humanities courses. See details, Appendix B.

b. Types of Honors Courses Which May Be Offered (First through Fourth Year Students)

- (1) Designated Honors sections of existing courses. Example: GS 110-H General Astronomy (Honors)
- (2) Cross-disciplinary honors colloquia, added to the list for a Liberal Studies category. Example: SS 380 Honors Colloquium in the Social Sciences
- (3) Enriched options within regular courses. In this case, honors and non-honors students are enrolled in the same section; the honors students contract with the professor for alternate or additional enrichment assignments to receive honors credit.
- (4) Newly designed courses to meet the needs of honors students. Example: MA xxx Honors Mathematics, for non-technical majors.
- (5) Other options as designated by the Honors College Committee. Examples: international study or participation in regional or national honors seminars.

The five types of courses provide different academic experiences; they also have different costs. It is the responsibility of the Honors Director and the Honors College Committee to schedule a mix of opportunities that meet the academic needs of honors students and the constraints of the College's budget.

c. Culminating Experiences (Third and Fourth Year Students)

- (1) Honors Thesis
- (2) Honors section of LS499 Senior Synthesis

Neither of these experiences will be required of every student who participates in the Honors College, but an honors section of LS499 will be required for recognition as a graduate of the College, and both an honors synthesis section and a thesis will be required for recognition as a graduate with distinction of the College. See Section VI below for recognition requirements; see Appendix B for additional detail about these two culminating experiences.

2. Characteristics of Honors Courses.

Each educational opportunity offered in the academic program should exhibit the distinctive qualities of honors study. The primary characteristic of honors classes is, of course, that they are populated by outstanding students. The experience of other universities is that the presence of these students will itself change what happens inside the classroom. The students are engaged in qualitatively different work rather than simply assigned more work. There is no absolute list of criteria for honors courses, and many of the most frequently mentioned characteristics already appear in some non-honors classes at IUP. We expect, however, that in honors classes they would appear more consistently and by design.

Among these characteristics are (1) more student-centered, interactive pedagogy, (2) concern for affective as well as cognitive growth, (3) higher expectations for self-initiated learning, (4) integrative or synthetic approach to knowledge, (5) opportunities to enhance written and oral communication skills, (6) development of critical thinking skills, (7) movement at a pace appropriate to outstanding students, and (8) enhancements such as guest lecturers and trips, and (9) limited enrollment.

B. CO-CURRICULUM

The co-curriculum will consist of intentional learning experiences outside the formal classroom setting designed to enrich several aspects of the students' lives. It will involve cultural, intellectual, vocational, physical wellness, recreational, social, and diversity activities and will be flexible enough to be able to change relative to current student needs. Honors students will be encouraged to participate in campus-wide programs such as the Six O'Clock Series and other activities offered through campus organizations. These programs will be supplemented by learning opportunities specifically developed by the Honors College. Activities will be planned with the goal of promoting a spirit of community within the Honors College and to encourage interaction among honors and non-honors students.

The co-curriculum will enable, encourage and enhance personal growth through active participation in events, programs and leadership opportunities. Involvement challenges students to make decisions, solve problems, achieve personal and professional goals, and increase their levels of satisfaction and accomplishment. Together with the other parts of the curriculum, out-of-classroom education enhances employment potential and professional competence.

Although the Assistant Honors Director bears a large responsibility for the co-curricular program, there must be a high degree of student involvement in choosing, planning, and carrying out these activities; the honors student organization is one important way of achieving this participation.

C. COMMUNITY SERVICE

Community service is any activity undertaken by an individual in which the primary benefit is directed to enhancing the quality of life of a member or members of the campus, local, regional, national, or international communities. It can include things like tutoring, fund raising, neighborhood clean-up, volunteer work with youth, prisoners, the homeless, or the illiterate, and work for public interest groups.

Community service is a learning activity in which participants gain valuable knowledge about themselves as well as an understanding of the needs and realities of the world around them. It will help students develop a better understanding of and care for other human beings and thereby make them more accepting of our global interdependency.

The Honors College will encourage the idea that community service and volunteerism are life-long commitments and will provide and promote numerous and varied opportunities for local, national, and international community service participation. The College will also seek ways to acknowledge and express its gratitude to students who serve.

VI. RECOGNITION FOR HONORS COLLEGE ACADEMIC WORK

We believe that qualified students should be able take as many or as few of the College's offerings as their inclinations and their major requirements permit. Recognition for participation will occur at three levels:

- A. ALL PARTICIPANTS WILL HAVE EACH HONORS COURSE IDENTIFIED AS SUCH ON THEIR TRANSCRIPTS.
- B. STUDENTS MAY BE DESIGNATED AS A GRADUATE OF THE HONORS COLLEGE IF THEY MEET THE FOLLOWING MINIMUMS:

For Students Entering as First Year Students:

23 sh of honors course work, including:
 First/second-year humanities/fine arts core, 11sh
 Honors section of LS499 Senior Synthesis, 3sh
 Additional honors credits, 9sh
 Honors College Good Standing (3.25 QPA)

For Students Entering After Their First Semesters:

18 sh of honors course work, including:
 Honors section of LS499 Senior Synthesis, 3sh
 Additional honors credits, 12sh
 Honors College Good Standing (3.25 QPA)

C. STUDENTS MAY BE DESIGNATED AS A GRADUATE WITH DISTINCTION OF THE HONORS COLLEGE IF THEY MEET THE FOLLOWING MINIMUMS:

The requirements for a "Graduate" of the Honors College plus completion of an honors thesis with a grade of A or B, 3sh minimum

VII. FACULTY

Faculty who teach honors courses will be selected in these ways:

1. Faculty may submit proposals for honors courses or honors sections of courses through their departments and colleges to the Honors College Committee, which will make selections based on the quality of the proposals and the needs of the College.
2. The Honors College Committee may actively recruit faculty and invite their participation, with department and college concurrence, to meet needs of the College. Two examples that come to mind are the need for sufficient variety in course offerings and the need to put together a balanced teaching team for the first-year humanities core.
3. Honors students may choose the faculty mentors they want to work with on independent theses or creative projects--subject, naturally, to the faculty member's willingness.

VIII. ORIENTATION AND ADVISING

A strong orientation program is crucial for the College. Building a sense of community and setting clear expectations for achievement and involvement are important to what the College is trying to accomplish. Based on preliminary discussions with the leadership for IUP's current three-phase orientation program, we believe there are sufficient opportunities within this schedule to provide some discrete activities for incoming honors students and their parents without unduly setting them apart or disrupting the normal flow of the orientation programs. Additional orientation activities can be scheduled throughout the students' first year in the College.

Each honors student will have one academic adviser only; this adviser will be a faculty member in the student's major department. Ordinarily a department will designate one or more of its members who will become knowledgeable about the Honors College and will serve as advisers to honors students. In addition to assuring unified advising about both major and honors requirements, these advisers can become valuable liaisons between the Honors College and the department. In addition, honors students have a right to expect an open and willing helpfulness from the Honors College personnel and from faculty teaching honors courses. Advisers should encourage honors students to take maximum advantage of IUP's rich educational offerings, including foreign language study and international study, and of future opportunities for post-baccalaureate study and fellowships.

IX. PROGRAM EVALUATION

The Honors College will undergo a program review every five years. This review will evaluate the degree to which the Honors College is meeting its goals and may include, but need not be limited to, aspects indicated by the subheadings of this report. The review will include an assessment of student learning and satisfaction.

In addition, the College will submit annually to the provost an audit of its costs and an analysis of the adequacy of the endowment.

APPENDIX A
CHARGE TO THE HONORS PLANNING COMMITTEE

You should propose:

1. A university-wide Honors College that has enough flexibility to allow participation by students in various majors.
2. An Honors curriculum that provides at least an alternate track through Liberal Studies and probably the opportunity for departments to add a component in the major. Ideally an honors curriculum means students are involved in a qualitatively different experience rather than simply required to do extra work. In this regard, it might emphasize critical thinking, cultivate inquisitiveness and exploration, and foster the habit of constantly asking "why." As you design the program, you are encouraged to think creatively and to explore various options like team-teaching, interdisciplinary work, international experiences, community service, summer programs, visiting lecturers, mentoring programs, links with non-IUP institutions (such as Aspen Institute), and so forth.
3. A program that pays attention to the whole person--to character, ethical sensitivity, leadership, self-confidence, and other appropriate traits.
4. Appropriate recommendations regarding the whole university experience for honors students--including living arrangements and co-curricular activities.
5. An administrative structure for the Honors College.
6. An admissions policy that promotes diversity and that recognizes the possibility that SAT scores and class rank may not always be the sole, or the most accurate, indicators of giftedness.
7. Recommendations regarding the possible use of Honors College funds for scholarships.
8. The total package which you propose must be supported by the income from the anticipated endowment.
9. For planning purposes, you should think in terms of a program with a maximum enrollment of 300-400 students. You should plan to admit the first class of students in Fall 1993.

8/3/90

Provost's Office

**APPENDIX B
EXPLANATION OF ACADEMIC PROGRAM
AND REQUEST FOR SENATE APPROVAL**

FIRST-SECOND YEAR HUMANITIES CORE.

We believe that it is important for first-year honors students to have a common academic experience that will bind them together as a group and establish a firm foundation for later work. Because of very practical considerations, we chose the humanities and fine arts for this experience.

Intellectually, there is nothing that makes them intrinsically preferable to other disciplinary areas such as the social sciences or the natural sciences, but on this campus they do have the advantage of being unencumbered with specific course requirements by professional majors. They provide, therefore, our best opportunity to create a unified first-year core that virtually all majors can take without being thrown off sequence. Of course, additional honors courses in the natural and social sciences and other disciplines will also be available to students throughout their four years.

We recommend, for those entering the College as first-year students, an integrated package that will fulfill the Liberal Studies requirements for a first composition course, the three humanities courses, and the fine arts course. This core will be taught by a team of faculty from English, fine arts, history, and philosophy-religious studies.

This core will provide students with a more unified view of knowledge and of their own behavior. Team teaching can be a powerful demonstration that knowing is itself a social process that happens among people. The core will also emphasize learning skills, especially writing but also verbal communication and discussion skills and critical thinking habits. It will serve to introduce students to campus fine arts events. It will help to establish a "community of scholars" that extends through the classroom and residence hall and sets expectations and tone for life within the College. It will also show students how to learn and encourage them to take responsibility for their own learning.

Our survey of first-year schedules across campus indicates that we have a maximum of 5 semester hours per semester before cutting into course work needed for timely progress in at least some major programs. We propose to use the available credits in this way:

Four semester hours each semester will be devoted to Humanities I and II. One semester hour each semester will be in a fine arts colloquium. We do not have full proposals for these courses at this time; we can imagine several ways to organize content and activities. We ask that the Senate approve the basic concept of the core, with the understanding that once this happens, faculty from the appropriate disciplines will be called together for actual course design. The courses themselves will then be submitted to the Senate for approval in a second phase of the planning process.

Humanities I and II and the Fine Arts Colloquium will be integrally connected and under the guidance of the same faculty team. The fine arts colloquium will be an event-centered series tied to campus cultural life. For instance, there might be a pre-performance lecture on Handel's Messiah or a post-theater discussion with the director or cast members of a Theater-by-the-Grove production or an occasion to walk through an art exhibit accompanied by the artist.

This first year core adds to 10sh of work. In order that honors students will fulfill their Liberal Studies requirements with approximately the same number of credits as other students, students will take another 1sh of fine arts colloquium during their sophomore year (for a total of 3sh in the fine arts). They will also be required to take an additional 3sh humanities course at some point before they graduate. Depending on course availability, this additional 3sh may be an honors humanities course or it may be a 300 or 400 level upper-division course in one of the humanities disciplines. (Students majoring in the humanities would not be able to use courses in their majors for this requirement.)

A comparative summary of the two programs:

Regular Liberal Studies:

| | |
|--------------|-----|
| EN 101 | 4sh |
| HI 195 | 3sh |
| EN/FL 121 | 3sh |
| PH/RS course | 3sh |
| Fine Arts | 3sh |

| | |
|--------------|-------------|
| Total | 16sh |
|--------------|-------------|

Honors:

| | |
|-------------------|-----|
| Humanities I | 4sh |
| Humanities II | 4sh |
| 3 FA Colloquia | 3sh |
| Humanities Course | 3sh |

| | |
|--------------|-------------|
| Total | 14sh |
|--------------|-------------|

TYPES OF HONORS COURSES AVAILABLE TO HONORS STUDENTS IN ALL YEARS

To accommodate the needs of students with various majors, we recommend various options for honors work throughout the four years. The types of courses we are suggesting are fairly standard ways of providing honors experiences, and all of them should be available to the Honors College Committee as it plans its schedule of course offerings. Because the cost of delivering these options varies, the Honors College Committee will need to select among them to arrange a schedule which meets the academic needs of honors students and remains within the College's budget.

We recommend that the Senate approve these options in principle, with the understanding that the Honors College Committee will thereafter establish written criteria for each category; these criteria will be returned to the Senate for its approval; in some cases, new course approval will be necessary as well.

1. The most familiar format is the designated honors section of an existing course. Examples might be SO 151-H Principles of Sociology (Honors) or GS 110-H General Astronomy (Honors). In either of those cases, a Liberal Studies requirement would be fulfilled at the same time. This format could also be used for a major course as well, although it is unlikely that honors students will often be clustered in any one major in large enough numbers to make this cost-effective. Proposals to establish an honors section of an existing course would be approved by the Honors College Committee and submitted to the LSC (if applicable) and to the Senate for their information.
2. A second format is a thematic honors colloquium. We recommend that the Honors College Committee propose to the Senate a series of generic courses for addition to the list of possible Liberal Studies choices. Examples might be SS 380 Honors Colloquium in the Social Sciences or NS 380 Honors Colloquium in the Natural Sciences. This will open the possibility of innovative, integrated honors offerings to the natural and social sciences as well as to other disciplines on campus. There might also be a generic interdisciplinary honors colloquium that could receive Liberal Studies Elective credit. Proposals for such courses, when developed, would be reviewed by the Liberal Studies Committee and submitted to the Senate through the UWUCC. Individual section topics would subsequently be approved by the Honors College Committee and submitted to the LSC and the Senate for information.
3. Enriched options within regular courses. In this case, honors and non-honors students are enrolled in the same section; the honors students contract with the professor for alternate or additional enrichment assignments to receive honors credit. At other universities where this cost-effective method is used (sometimes exclusively), it can take two forms. First, a student and a professor might make a contract on an individual basis; if the terms are acceptable to the Honors College Committee, the student will receive honors credit. Second, a department and professor might announce, with the approval of the Honors College Committee, that certain courses are open to dual enrollment with pre-established alternate assignments for honors students. (IUP has experience with a similar concept with dual-level graduate-undergraduate courses.)
4. Some departments and faculty might choose to create an entirely new course offering for honors students. The mathematics department, for example, might choose to create a new honors mathematics course that is distinct from Foundations of Mathematics, yet still designed for students in non-technical majors. Proposals for such new courses would, after approval by the Honors College Committee, be submitted through regularly established procedures for Liberal Studies (if applicable) and Senate approval.
5. IUP Honors students who participate in academic courses sponsored by regional or national honors councils or in the SSHE Summer Honors College will be able to use such transfer credits to fulfill IUP Honors College requirements with the approval of the Honors College Committee. When appropriate, the Director of the Honors College can, on a case-by-case basis, inquire on the student's behalf whether these experiences might also substitute for department, college, or university requirements.

These are the possibilities we think will work best at IUP. Together they will give the Honors College Committee a sufficient number of options that it can provide for the academic needs of the students and stay within its budget. The HCC, of course, will always have the right to propose to the Senate additional formats should the need arise.

CULMINATING EXPERIENCES FOR THIRD AND FOURTH YEAR HONORS STUDENTS

1. Thesis.

We think that as many honors students as possible should complete an independent thesis. Beyond the cognitive learning that occurs, working to conceive, plan and carry out a sizeable independent project is itself a valuable experience that contributes to growth and maturation.

We must clarify that we are using the word "thesis" in its broadest sense. We can imagine products as different as a traditional scholarly research paper in history, a violin recital and accompanying program notes in music, a collection of poetry, or a laboratory investigation in physics; the only condition would be that the student's proposal must have the pre-approval of a supervising faculty member and the honors director. Thesis work will be funded by independent study money from the Honors College budget. Most students will choose a professor and topic in their major fields, but the Honors College should permit students to do interdisciplinary work or work in another field if they wish and if they have the flexibility in their major programs to accommodate this. Normally, the thesis will be completed during the senior year, but in some majors it may be advisable to schedule the thesis earlier.

Because a number of honors programs across the nation find that students have problems initiating and completing a thesis, it is important for the Honors College Committee to take intentional steps to remove obstacles. Based on the experience of programs elsewhere, the key seems to be to build experiences into the sophomore or junior years that give students the conceptual and procedural skills--and the self-confidence and desire--to tackle a large, independent task. We recommend that the Honors College provide such early guidance. A special section of EN 202 Research Writing would be one avenue to explore; non-credit workshops, advising sessions, and contact between successful senior students and beginning students are some other possibilities.

As a planning committee, we considered whether to make the thesis a requirement for recognition as an Honors College graduate, and we solicited campus opinion on that point. We discovered that course sequences for junior and senior students vary so much in different majors that the opportunities for a thesis also vary. With this in mind, we decided not to give an "either-or" answer; a better resolution is to provide an incentive for those students who have the opportunity and yet not shut other students out of recognition for the honors work they have done. Therefore, we recommend a two-tiered recognition: "graduation with distinction" for those who complete a thesis, and "graduation" for those who do not.

2. Honors Section of LS 499 Senior Synthesis

Because Honors College students will have experienced interdisciplinary, synthetic thinking in their earlier courses, it makes sense to think about this course differently for them. The course should draw out, synthesize, and reflect on what the Honors College has done for these students. It should also provide closure to the four years of honors work.

Objectives for an honors section might include: (1) enhancement of previously gained skills in synthetic thinking; (2) further understanding of different disciplines and cultures; (3) self-reflection on the honors experience (curricular and residential); (4) movement from thinking from "what have I accomplished" to "what can this mean for others"; (5) assistance with transition from undergraduate years to the years ahead; and (6) ongoing program assessment of the Honors College.

We have no design yet for this course, but among the activities which might go into a syllabus are: (1) presentation of senior thesis work to majors from other disciplines; (2) sharing of community service experiences; (3) reflections on the honors experience as a whole; (4) transition to graduate schools or employment; (5) ethics; (6) assessment activities; (7) sharing information and insights with beginning Honors students; and (8) presentations by faculty.

We recommend that the Honors College Committee develop a proposal for such an honors section of LS 499 and submit it to the Liberal Studies Committee for approval.

APPENDIX C
BUDGET PROJECTIONS, 1992-2000

| BUDGET PHASE-IN | 92-93 FY | 93-94 FY | 94-95 FY | 95-96 FY | 96-97 FY | 97-98 FY | 98-99 FY | 1999-2000 |
|---|------------------|------------------|----------|-----------|-----------|-----------|----------|-----------|
| | | | 1 class | 2 classes | 3 classes | 4 classes | | |
| 1. Director (½ time AY) (Salary + benefits for replacements) | 23,000 | 24,000 | 25,000 | 27,000 | 28,000 | 29,000 | 31,000 | 32,000 |
| 2. Director (6 weeks summer) (Salary + benefits) | 6,000 (3 wks) | 12,000 | 13,000 | 13,000 | 14,000 | 15,000 | 15,000 | 16,000 |
| 3. Assistant Director (11 months) (Salary + benefits) | 0 | 8,000 (2 mo) | 43,000 | 48,000 | 53,000 | 58,000 | 64,000 | 70,000 |
| 4. Secretary (12 months) (Salary + benefits) | 7,000 (4) | 26,000 (fall) | 28,000 | 29,000 | 30,000 | 32,000 | 34,000 | 35,000 |
| 5. Student Worker(s) | 2,000 | 4,000 | 4,000 | 4,000 | 5,000 | 5,000 | 5,000 | 5,000 |
| 6. Office Expenses, Committee Resources, Misc. | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 6,000 | 6,000 | 6,000 |
| 7. Advertising/Recruiting/ Admissions Operations | 8,000 | 8,000 | 8,000 | 8,000 | 9,000 | 9,000 | 10,000 | 10,000 |
| 8. First Year Faculty (Salary + benefits for replacement) | 0 | 0 | 32,000 | 33,000 | 35,000 | 37,000 | 38,000 | 40,000 |
| 9. Second/Third Year Faculty (Salary + benefits for replacement) | 0 | 0 | 0 | 20,000 | 42,000 | 44,000 | 46,000 | 48,000 |
| 10. Independent Study | 0 | 0 | 0 | 0 | 6,000 | 21,000 | 22,000 | 23,000 |
| 11. Co-curriculum: events/speakers/social activities | 0 | 0 | 8,000 | 8,000 | 9,000 | 9,000 | 10,000 | 10,000 |
| TOTALS | 51,000 | 87,000 | 166,000 | 195,000 | 236,000 | 265,000 | 281,000 | 295,000 |

BUDGET EXPLANATIONS, 1992-2000

This budget estimates costs from the initial implementation phase through the 1999-2000 academic year. Based on an anticipated 6 percent return on a \$5,000,000 endowment, the budget demonstrates the financial stability of the College at least through the end of this century.

Salary estimates have been extended beyond current collective bargaining agreements estimates by adding a 5% annual increase for inflation; permanent employees not at top step on pay scale have annual steps included as well as 5% inflation. Non-salary items include a 5% annual inflation.

Line-by-Line Explanations:

1. Salary (extended from 1993-94 CBA) + 46% benefits; assistant/step A (Bottom)
2. Salary (extended from 1993-94 CBA) + 18% benefits; professor/step Z (Top)
3. Salary (extended from 1992-93 CBA) + 46% benefits; SUA2/Step B (Bottom); annual step-up included.
4. Salary (extended from 1992-93 CBA) + 64% benefits; budgeted at beginning step on scale.
5. Extended from 1992 hourly rate: \$4.25 + 8.4% benefits; 20 hours per week for 42 weeks
6. Includes paper, supplies, travel; during start-up years includes some office equipment
7. Promotional brochures; admissions applications; mailings

8. Based on the cost differential between providing 80 students with the integrated Humanities/Fine Arts core and providing the same students with seats in the regular Liberal Studies track.

The 80 students, if placed in regular LS courses, fill the following number of sections:

| | |
|------------------------|------|
| 3 sections of EN 101 | 12sh |
| 2 sections of HI 195 | 6sh |
| 2 sections of PH/RS | 6sh |
| 2 sections of EN 121 | 6sh |
| 1 sections of Fine Art | 3sh |

Total Faculty load: 33sh

The 80 students, if team-taught by four faculty in an integrated year-long Humanities core, will require the following amount of faculty load time. [Based on crediting each faculty member with 6sh per semester for 4sh Humanities I or II plus participation in 1sh of first year fine arts colloquium and 1sh of sophomore year fine arts colloquium.]

4 faculty @ 6sh each x 2 semester 48sh
[includes 5sh for 1st year + 1sh soph FA colloquium]

Difference: 48sh - 33sh=
15sh or 5/8 FTE

Replacement cost for 5/8 FTE at Assist/A plus benefits: \$32,000 for 1994-95 (first year of implementation)

9. Assume one honors class per semester; assume seniors are taking thesis (cost shown below) and LS499 (no cost because same section size). Therefore, assume one reduced enrollment honors class per semester for sophomore and junior years. Assume 80 sophomores and 80 juniors. Need 160 seats per semester, or 6 sections of 26 = 12 sections per year. Assume we can reduce otherwise offered LS courses by at least 6 sections, leaving 6 sections needing replacement. Six sections equals 3/4 FTE. Replace 3/4 FTE at Asst/A + benefits.
10. Assume half of the 80 students will do a thesis. Independent study pay for 3sh per 40 students (Extend 1991 rate of \$387 by 5% annually).
11. Speakers, intellectual and social events, support for student organization.

APPENDIX D
TENTATIVE JOB DESCRIPTIONS AND COMMITTEE CHARGES

Tentative Job Description: Director of the Honors College

The director, who must have a doctoral degree or equivalent in an academic discipline, will be appointed to a three-year renewable term and will report directly to the provost. The director will receive an alternate work load and a summer contract in amounts determined by the College's needs and budget. The director is responsible for the general administration of the College and will nurture its development and the continuous strengthening of its programs.

1. Chair the Honors College Committee and the Honors Admissions Board; provide the leadership, support, and information needed for these groups to complete their work.
2. Supervise and provide support for the assistant director and other Honors College staff.
3. Serve as an advocate for the Honors College; speak on behalf of the College both inside and outside the university; develop brochures and materials to be used by the university to advertise the College.
4. Work with the Admissions Office, academic departments, and colleges to recruit and admit qualified students to the Honors College.
5. Administer the Honors College budget; prepare, for the approval of the Honors College Committee, an audit of the College's costs and an assessment of the endowment's adequacy is submitted annually to the provost.
6. Work with department chairs and college deans to schedule sufficient honors courses to enable students to progress in a timely manner.
7. Provide support to faculty for developing and teaching honors courses.
8. Work with academic departments and advisers in matters of Honors College curriculum, policies, and procedures.
9. Serve as a liaison between the Honors College and other university offices and committees whose activities will affect the College.
10. Represent the Honors College in national and state honors organizations, such as the National Collegiate Honors Council and the regular meetings of SSHE honors directors.

11. Seek external grant support for the College.
12. Work with the assistant director to design special events and activities that enrich the College's academic program.
13. Provide advisement and academic counseling to students; make decisions relating to the retention and readmission to the Honors College.
14. Perform other tasks related to the Honors College as directed by the provost or as necessary to achieve the College's goals.

Tentative Job Description: Assistant Director of the Honors College

The assistant director, who must have a masters degree and appropriate experience in student affairs, will be a staff member of the Honors College, with terms of contract to be determined by the College's needs and budget, and will report to the director of the Honors College. The assistant director will assist the director with the general administration of the College and will have as a primary responsibility the co-curricular and student development aspects of the College's program.

1. Provide leadership for developing and implementing comprehensive co-curricular programs that reflect the needs and interests of a diverse honors student body; arrange for opening these programs to the general IUP community when appropriate; develop an annual program budget request and manage co-curricular budget planning and expenditures.
2. Provide support and implementation for educational events and activities related to the honors fine arts colloquium and to other parts of the honors academic program.
3. Provide leadership for developing and sustaining a strong honors student organization.
4. Serve as a member of the Honors College Committee.
5. Encourage and coordinate the participation of honors students in community service projects.
6. Serve as a liaison between the Honors College and the Office of Housing and Residence Life; work closely with the residence hall director and residence assistants to build a strong sense of community among honors students.
7. Supervise the development and maintenance of records of student progress within the Honors College; act as a liaison with other university offices with which the College has shared record keeping responsibility.

8. Assist the director with recruitment of honors students; manage, in cooperation with the Admissions Office, the processing of applications for admission to the Honors College; serve as a member of the Honors Admissions Board.
9. Provide, in cooperation with other campus offices, appropriate orientation for new honors students.
10. Develop strong relationships with Honors College students; be aware of student problems and concerns and counsel with students on an individual basis; make referrals for students where appropriate.
11. Publicize opportunities for undergraduate and graduate scholarships and financial aid; support honors students who apply for them.
12. Publicize and promote special education opportunities such as international study and intercollegiate honors semesters, seminars, and events; support honors students who apply for them.
13. Provide, in collaboration with the director, workshops and informational sessions for academic advisers and faculty regarding advising, developmental, and learning needs of honors students.
14. Oversee office space or other facilities assigned to the Honors College.
15. Serve as an advocate for the Honors College; speak on its behalf inside and outside the university; assist in nurturing the College's development and the continuous strengthening of its programs.
16. Assist the director in all matters related to the effective operation of the College; perform other tasks related to the Honors College assigned by the director.

Charge to the Honors College Committee

1. Review proposals for the creation, revision, or deletion of honors courses and for changes in the Honors College curriculum and report recommendations to the University Senate by way of the LSC (if appropriate) and the UWUCC.
2. Approve proposals for honors sections of existing courses and report decisions to the LSC (if appropriate) and the UWUCC for information.
3. Develop, in collaboration with the director and the Admissions Office, a plan to attract and encourage the matriculation of talented students of diverse backgrounds.
4. Establish general policies for admission to the Honors College that are consistent with the policies of the IUP Admissions Committee; these policies should promote diversity and should use multiple measures of academic excellence.
5. Review recommendations from the honors student organization concerning improving of the College.
6. Recommend to the provost the amount of alternate work load and summer contracts for the director and the contract terms for the assistant director.
7. Submit to the provost an annual audit of the College's costs and an analysis of the endowment's adequacy.
8. Conduct periodic reviews of the Honors College programs and student outcomes, and recommend such changes as may be necessary.
9. Work in cooperation with, supplement and assist university bodies that are now established, i.e., standing committees of the Senate, the Liberal Studies Committee, and the Admissions Committee.
10. Make any other recommendations, either to the University Senate or other university bodies, to improve the Honors College.

Charge to the Honors Admissions Board

1. Implement the admissions policy developed by the Honors College Committee; review and take action on applications for admission to the College.
2. Provide, as advisory information to applicants and high school counselors, an overall student profile, including test scores and class ranks, of previously admitted students.
3. Recommend to the Honors College Committee ways to improve the recruitment, selection, and matriculation of talented students from diverse backgrounds.

APPENDIX E
PLAN FOR AN HONORS STUDENT ORGANIZATION

The student organization should not be a policy-making body but rather an autonomous student organization led by students and advised by honors administrators or faculty. The organization will choose its own structure, consistent with guidelines provided by the Office of Student Activities and Organizations and will be encouraged to apply for formal recognition as an IUP student organization.

Functions of the honors student organization:

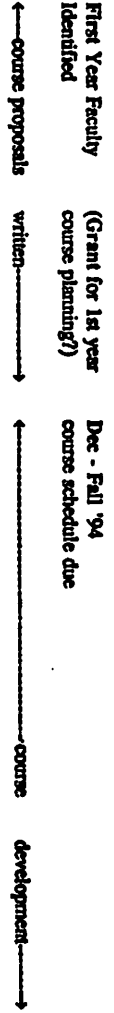
1. Design and implement a portion of the co-curricular program.
2. Make recommendations for improving the College.
3. Foster a sense of self-direction and create opportunities for leadership.
4. Make any other self-regulations desired by the student community and consistent with general university regulations.

APPENDIX F
TENTATIVE TIME LINE FOR IMPLEMENTATION

HOUSING & RES. LIFE ADMINIS- TRATION FACULTY & COURSES SENATE APPROVALS RECRUITING & ADMISSIONS

| SPRING 92 | SUMMER 92 | FALL 92 | SPRING 93 | SUMMER 93 | FALL 93 | SPRING 94 | SUMMER 94 | FALL 94 |
|-----------|---|-----------------------------|--|--|--|---|--|---|
| | Prepare text for brochure, letters to school counselors, & admissions materials | Print promotional materials | Jan - Admissions material printing deadline Feb - mailing to high school counselors Mar - brochure ready Early Mar - Admissions office begins active recruiting | June 1 - Admissions applications available | Oct 15 - Deadline for early admission decisions Thursday campus visits (Phase I Orientation) Dec 31 - Admissions deadline - all decisions made ← Oct ----- Jan → Honors applications reviewed & decisions made | Thursday campus visits continue (Phase I Orientation) | June - Phase II Orientation - "course selections" made by students July-Aug - Student schedules run | Sept Phase III orientation Students in classes |

| | | |
|--|--|---------------------------------------|
| Submit to Senate Committee May - target for Senate approval May - target for Trustees approval | "Last dates" Nov - Senate approval Dec - Trustees approval | Individual course approvals by Senate |
|--|--|---------------------------------------|



| | | | | | | | |
|---|---|---|----------------------|------------------------------|---|---|--|
| Search for Director or Interim Director | July 1 - Budget Line Director (or Interim Director) on contract | Planning Committee ends Honors Committee established | Asst Director chosen | May - Asst Director employed | Identify or begin to recruit Residence Director | Apr - Housing contracts from students Jan-Feb - recruit RA's Feb - notify current residents | Students in Residence Hall Co-curricular activities started |
| Future Residence Hall chosen Discussions with Residence Life staff Conceptual plan for use of space | | | | | | | |