

EASTERN FLORIDA STATE COLLEGE



Honors Program Handbook

Operational Manual for the Honors Program

The Honors Program at Eastern Florida State College
Program Handbook
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Article I. Introduction

Section 1.01 Welcome from the Director

This handbook is a culmination of a lot of hard work from those individuals on the Honors Council – whose main purpose is to ensure that the Honors Program is a highly respected, revered, and quality Program. Inside this handbook is information related to expectations of the Honors faculty and students, along with guidelines for identifying modalities that define an Honors course. Therefore, this handbook is one’s guide as to the internal make-up of our Honors Program.

I wish to thank all of the Honors Council members who donated their time and efforts to produce this handbook, and the Honors faculty, who work to maintain the integrity of the Program, and encourage students to strive to achieve their goals. Please do not hesitate to contact me with any questions, comments, and suggestions for continued improvement of our Program.

Wayne S. Stein, Psy. D
Licensed Psychologist
Director, Honors Program
Provost, Palm Bay Campus
Eastern Florida State College

Section 1.02 Honors Program Mission, Values, Goals, and Requirements

a) The mission of the Eastern Florida State College (EFSC) Honors Program is to provide Honors Students and Affiliates with unique academic, professional, and personal growth experiences while empowering them to realize their potential as participating citizens in their education, community, and beyond.

b) The Honors Program courses allow highly motivated, academically ambitious students to become partners in learning within a scholarly environment. Students are provided an opportunity to enjoy an environment of scholarly inquiry, creative interaction, and intellectual stimulation.

c) EFSC Honors Program Guiding Concepts

i) Vision: The Program provides participants an intellectually stimulating academic experience through specifically selected general education and elective courses.

ii) Description: Honors classes are often conducted as seminars and thus rely heavily on interaction between students and faculty. The classes are generally small and usually lively. Research, critical thinking, analysis, and presentation are in continuous use.

iii) Goals:

- Self-reflection, passion for learning, and ability to reason
- Ability to express orally and in writing appropriate group discourse, while remaining authentic to the student's individuality
- Appreciation of the common humanity of all people and gratitude for differences
- Ability to collaborate and work independently
- Capacity to commit to a position, recognize that it may change, and tolerate uncertainty and ambiguity
- Ability to integrate and contextualize information

Section 1.03 History of the EFSC Honors Program

a) The Honors Program was established in the Fall 1999 semester to fulfill the College's mission of engaging its diverse population through learning opportunities designed to meet individual and community needs. Through the leadership of Provost Beverly Slaughter and Dr. James Heck—with the help of an ad hoc committee—the framework was formed for the Honors Program and Honors Council.

b) Honors courses were first offered exclusively on the Melbourne campus, but eventually expanded to the Cocoa, Titusville, and Palm Bay campuses. In 2001, an articulation agreement was signed with the University of Central Florida's Burnett Honors College, allowing EFSC (formerly BCC) Honors Diploma graduates to matriculate into the UCF Honors College. Due to administrative changes from 2008-2011, no Honors Council was appointed or active, but Honors courses continued to be offered on the Melbourne, Palm Bay, and Titusville campuses. The Honors Council was re-established in the Fall 2011 semester and has remained active since that time.

c) EFSC's Honors Program has developed into an exciting curriculum that challenges students beyond the rigors of traditional classes and prepares them for advanced study in university coursework. The program provides participants an intellectually stimulating academic experience through selected general education and elective courses.

Section 1.04 Honors Admissions Requirements

To qualify for the Honors Program, students seeking an Honors Diploma or an Honors Affiliate status must meet one of the following requirements:

a) For students with no college experience or less than 12 hours of college credit:

- i) High School GPA of 3.5 or above on an unweighted scale, or
 - ii) SAT combined score of 1150 or above or ACT composite score of 26 or above, or
 - iii) PERT scores of 116 or above on Sentence Skills and Reading
- b) For students with 12 hours or more of EFSC or transfer college credit:
- i) 3.5 cumulative GPA from at least 12 credit hours of college-level work (no more than 6 credit hours will be accepted for transfer from another accredited post-secondary school)
- c) Students may not be enrolled in Honors courses and Developmental Education courses simultaneously.

Section 1.05 Benefits for Honors Program Students

- a) As part of the EFSC Honors Program, in addition to the tremendous learning experiences, students may enjoy the following benefits when allowable:
- i) Small class sizes, generally from 6 to 12 students
 - ii) Honors seal affixed to diploma
 - iii) Convocation Dinner
 - iv) Special agreement with the University of Central Florida for acceptance into the Burnett Honors College
 - v) Special library privileges: Honors students check out policies:
 - Up to 20 circulating items at a time
 - Unlimited renewals will be granted as long as there are no Requests/Reserves on the item (Renewals subject to recall if needed)
 - Temporary loan of reference materials will be allowed at the discretion of the librarian on duty
 - Up to 10 interlibrary loan requests may be placed at a time
 - Librarians will give more in-depth instruction on using subject indexes for research, placing interlibrary loan requests, and using specialized research tools. Appointments with a librarian can be made for individual research assistance. Note: Honor students should immediately identify themselves and present their cards each time they need library assistance.

Section 1.06 Honors Program Options

a) Students may participate in the Honors Program as an Honors Student (seeking an Honors Diploma) or as an Honors Affiliate (seeking access to the Honors classes and program benefits without the intention of pursuing an Honors Diploma). Both levels require students to meet the qualifications for admission to the program (See Section 1.04).

Article II. Honors Council Composition and Function

Section 2.01 Overview

a) The Honors Council oversees the EFSC Honors Program, facilitates Honors faculty certification, reviews Honors curriculum and suggests revisions, reviews Honors budget proposals, and determines changes and additions to the Honors Program.

b) The desired Honors Council membership consists of the Honors Program Director, the Honors Program Associate Director, Honors faculty members representing each cluster teaching Honors courses, an Advising representative, and student members (one from each EFSC campus desired).

c) Honors Council members are approved by vote of the Honors Council towards the end of each academic year.

d) All Council members, except for the Director and Associate Director, are voting members.

e) There will be at least four Honors Council meetings held each academic year. Although face-to-face meetings are desired, these may be virtual meetings via College electronic media if circumstances preclude a face-to-face meeting.

Section 2.02 Faculty Members

a) The Honors Council should have at least one Honors certified faculty representative from each discipline cluster that offers Honors courses if possible. Also within this representative mix, there should be an Honors faculty certified member from each campus if possible.

b) Honors faculty council members may serve for a term of two consecutive years. The term limit is in effect unless no one applies for an upcoming vacancy, at which point the incumbent may serve an additional term. At the end of each academic year, current Honors certified faculty and Cluster Chairs will be notified via College e-mail about upcoming vacancies on the Council for their respective discipline clusters. Candidates are then selected by vote of the current Honors Council.

c) If tenured Honors faculty are not available to represent each discipline cluster on the Honors Council, membership will be opened up to Honors adjunct faculty in that cluster.

The number of adjunct faculty serving on the Honors Council will not exceed three members unless more are needed to provide representation for each discipline cluster.

Section 2.03 Advisor Member

a) An advisor will be selected by the Associate Vice President, Enrollment Management, to be a member of the Council.

Section 2.04 Student Members

a) When possible, there will be a total of four student members on the Honors Council—one from each EFSC campus.

b) Student members can be nominated by Honors Council faculty members, the Director, or the Associate Director, and will normally serve for a term of one year. The Council will select student members by consensus to affirm membership.

Section 2.05 Honors Council Membership Roster

a) A roster of the Council membership will be maintained and updated by the Honors Program Associate Director or designee and posted on the EFSC Honors webpage.

Article III. Honors Characteristics, Goals, and Format

Section 3.01 Characteristics of Honors Students

a) Honors student characteristics:

i) Possess many desirable characteristics that include being self-motivated, intellectually curious, goal-oriented, and personally responsible

ii) Are civically engaged in their schools and their communities

Section 3.02 Goals of the Honors Program

a) Skills Development: The Honors program is designed to equip students with the following skills:

i) Ability to reason

ii) Ability to conduct advanced research

iii) Ability to integrate and contextualize information

iv) Ability to express themselves in speech and writing appropriate to the discourse and professional community, while remaining authentic to individual ideas and considerations

- v) Ability to work both collaboratively and independently
 - vi) Ability to act in a responsible manner
 - vii) Ability to understand and implement the methodologies of multiple disciplines and to appreciate their inter-related nature as it applies to their futures.
- b) Individual Growth. The Honors program also fosters and encourages
- i) Self-reflection
 - ii) Leadership
 - iii) Service-learning
 - iv) An appreciation of the need for community involvement and the personal enrichment therein
 - v) An appreciation for the common humanity of all people and gratitude for human differences
 - vi) Development of a capacity to commit to a position, consider divergent ideas, and adapt and restructure stances as is warranted by new discovery and consideration
 - vii) A consideration and interest in social and political topics
 - viii) An appreciation for the spontaneity, creativity, and serendipity of inquiry and discovery
 - ix) An appreciation for the bonding, reciprocity, synergy, and rapport that results from collaborative engagement

Section 3.03 Distinguishing Academic Characteristics of Honors Courses

- a) Honors courses address one or more of the Core Abilities recognized by the College:
- i) Work Cooperatively
 - ii) Think Critically and Solve Problems
 - iii) Model Ethical and Civic Responsibility
 - iv) Communicate Effectively

b) Honors courses are designed to encourage, develop, and enhance two or more of the following competencies and outcomes:

- i) Leadership
- ii) Responsibility and Dependability
- iii) Initiative and Resourcefulness
- iv) Flexibility and Creativity
- v) Professional Engagement and Exploration
- vi) Self-Reflection and Assessment
- vii) Civic Involvement

c) Honors courses integrate and encourage active learning, including opportunities

- i) to engage actively with course material through lively discussions, debates, simulations, small-group work, lab experiments, and case studies
- ii) to engage in research through the Office of Undergraduate Research
- iii) to engage in co-curricular activities such as field trips, speakers, film and video showings, visits to exhibits, and combination social-academic gatherings
- iv) to focus on traditional and enduring material as well as emerging issues in specific disciplines. In this way, they experience the compelling challenges typically faced by professionals in their disciplines
- v) to explore the assumptions, methods, types of evidence, means of organizing information, appropriate language, purposes, and ethical implications of the work done in their fields. Faculty invite students to consider how these conventions differ from those in other fields.

Section 3.04 Honors Course Format

a) Honors courses are smaller and more active than traditional lecture courses. Honors courses

- i) are conducted in seminar format (maximum 12 students) and, thus, are more individually enriching than a traditional lecture classroom, which may have far more students.
- ii) routinely embrace an experiential or philosophical approach, engaging students in hands-on activities, creative work, debates, mock trials, interviews, presentations, field trips, international experiences, etc.

- b) Honors courses give students more opportunities for
 - i) individualized attention and interaction with professors.
 - ii) expanded insights and opportunities in the professions.
 - iii) access to professionals who understand the characteristics of excellence.
 - iv) informal mentoring and guidance.

Section 3.05 Methodologies for Assessment

a) Honors courses are designed to include a variety of assessment methods. In addition to traditional exams and/or essays, an Honors course will include two or more of the following:

- i) Group Project
- ii) Individual Project
- iii) Portfolio
- iv) Research Project
- v) Community Involvement Reflective Journal
- vi) Student Self-assessment/Reflection
- vii) Peer Assessment
- viii) Faculty Observation and Assessment
- ix) Exit Interview

Article IV. Honors Administrative Requirements

Section 4.01 Honors Faculty Certification Procedure

a) Full-Time Faculty: Full-time faculty members who wish to be considered to teach Honors courses will provide certification information to the Associate Director or designee of the Honors Program.

- i) The following are required:
 - A resume/vitae

- A statement of how Honors components will be incorporated into their courses

ii) Once these documents and actions are completed, the Honors Council reviews the entire packet and determines whether to recommend the instructor to be certified to teach in the Honors Program.

iii) If recommended by the Honors Council, the letter of certification (Appendix A) will be sent by the Director or designee to the campus provost and, if signed by the campus provost, the official letter of certification will be sent to the Human Resources office to be maintained in the faculty member's file.

iv) The letter must state the specific Honors courses for which the faculty member is certified.

b) Adjunct Faculty: Adjunct faculty members who wish to be considered to teach Honors courses will provide certification information to the Associate Director (or designee) of the Honors Program.

i) The following are required:

- The last performance evaluation (a satisfactory designation required)
- Current resume/vitae
- A statement of how Honors components will be incorporated into their courses

ii) Additionally, a satisfactory classroom evaluation must be conducted by the Honors Director or Associate Director.

iii) Once these documents and actions are completed, the Honors Council reviews the entire packet and determines whether to recommend the instructor to be certified to teach in the Honors Program.

iv) If recommended by the Honors Council, the letter of certification (Appendix B) will be sent by the Director or designee to the campus provost and, if signed by the campus provost and department chair, the official letter of certification will be sent to the Human Resources office to be maintained in the faculty member's file.

v) The letter must state the specific Honors courses for which the faculty member is certified.

Section 4.02 Procedures for Approval of Honors Courses

- a) Any faculty member at EFSC may initiate a proposal for a new Honors course or an Honors version of an existing course. The faculty member must submit the required information using the Honors Course Council Review Form (Appendix C). The Honors Council will review the Honors course proposal, looking primarily for the distinguishing features of course content and pedagogy that differentiates it as an Honors course.
- b) Occasionally, the development of a new Honors course requires that special resource materials be available in the library. Sometimes these resources are not available at the time of course development. If faculty members determine the course being developed will require special course materials, they must make contact with their department and campus librarians to ensure that the materials will be available at the projected start date for the course.

Section 4.03 Honors Course Delivery Format

- a) Honors courses can be offered in the following delivery formats:
 - i) Face-to-Face
 - ii) Hybrid
 - iii) Combined Sections (If approved by the appropriate campus provost)
 - iv) Independent Study (Used by exception when other Honors delivery formats are unavailable. Approval from the Honors Program Director or designee required. Must fulfill the course characteristics goals listed in 3.03. Syllabus listing Honors course characteristics utilized for the Independent Study format must be submitted for retention in the Honors Program archives maintained within the Honors Program LMS course shell.)

Article V. Honors Academic Requirements

Section 5.01 GPA requirement

- a) Students must maintain a cumulative GPA of 3.2 or higher each term to remain in good standing in the Honors program. A student whose GPA falls below this requirement will be placed on probation for one term. At the end of the probationary term, if the student has raised their cumulative GPA back to 3.2, they will be removed from probation; if their GPA still remains under 3.2, they will be suspended from the Honors program.

Section 5.02 Graduation Requirements

- a) To receive an Honors Diploma and special recognition at graduation, an Honors Student must have completed the following program requirements:

- i) A 3.2 or higher cumulative GPA
 - ii) 18 credit hours or more in Honors courses with a minimum grade of “C”
 - iii) 40 hours of community service (through the Center for Service-Learning)
 - iv) The Honors Leadership (SLS 2261H) or Leadership (SLS 2261) course
- b) Additionally, to receive the Honors Diploma, the following are required:
- i) Graduation application
 - ii) Registrar review
 - iii) Confirmation by the Honors Program Associate Director’s office
- c) Honors Affiliates are those Honors Program students who do not complete the 18 credit hours of Honors courses and other required activities, but complete a minimum of 9 credit hours of Honors courses with a minimum grade of “C” and a 3.2 or higher cumulative GPA. Students may change from one option to another until one semester before graduation. Upon graduation from the College, Honors Affiliates receive a special cap tassel and a certificate from the Honors Director documenting their achievement.

Article VI. Honors Program Special Events

Section 6.01 National and Regional Honors Conferences

- a) EFSC students may have the opportunity to apply for and attend the annual conferences of either the National Collegiate Honors Council (NCHC) or the Southern Regional Honors Council (SRHC), as the College is a member of both associations. To attend, students must have a poster, paper, presentation, or panel topic accepted for presentation at the conference.
- b) Applications to attend the conference must have prior approval by the Honors Council. For information on the NCHC, visit nchcHonors.org/. For information on the SRHC, visit srhconline.org/.

Section 6.02 Convocation Dinners

- a) The Convocation Dinner will normally be held the Friday of Spring Term Finals Week to recognize faculty and students for their contributions to, and achievements within, the Honors Program.
- b) Honors Convocation Dinner invitations will be sent to Honors faculty currently teaching (or were scheduled to teach) Honors courses during the academic year, and current academic year graduates of the Honors Program.

c) Honors Program faculty will receive Certificates of Recognition for their service. Honors students will receive certificates and regalia appropriate for their Honors Program completion status.

Section 6.03 Faculty Retreats

a) Faculty members of the Honors Council may, at their discretion, plan and host Honors Faculty Retreats. These are intended to be networking occasions to discuss the Honors Program with Honors certified instructors and to promote the program to other faculty members interested in teaching Honors courses. The agenda and date/time for the program will be determined by the Honors Council faculty members.

b) Facility and funding requests will be made to the Director or Associate Director. However, State law does not authorize the use of College funds to purchase food items for these types of events.

Article VII. Honors Program Resources

Section 7.01 Honors Funding Sources

a) Fund 1 Honors Budget: This budget is designated for costs associated with the following:

- i) Course Materials
- ii) Registration fees for national and state Honors organizations
- iii) Equipment
- iv) Promotion of the Honors Program
- v) Graduation Honors medallions and tassels

b) Student Activities Fund II Budget: This budget is designated for costs associated with the following:

- i) Travel for conferences
 - National Collegiate Honors Council (Fall Term)
 - Southern Regional Honors Conference (Spring Term)
- ii) Florida Regional Honors Conference (Spring Term)
- iii) Fall and Spring Convocation Dinners

Section 7.02 Scholarship Opportunities

a) EFSC Foundation

Established in 1971, the Eastern Florida State College Foundation, Inc. is a Direct Support Organization of EFSC and is a 501(c) (3) Not-for-Profit Organization. Funds raised on behalf of the Foundation benefit EFSC students. EFSC Foundation, 3865 N Wickham Rd., Melbourne, FL 32955, 321-433-7055. (efscfoundation@easternflorida.edu)

Section 7.03 Honors Program Forms

a) Faculty Certification Forms: See Appendices A and B

b) Honors Course Council Review Form: See Appendix C

Article VIII. Transaction of Business

Section 8.01 General Rules of Order.

a) The Honors Council will conduct business in a timely, organized, and transparent manner.

b) The Council shall loosely follow Robert's Rules of Order as a general guide. Specifically, the Honors Council shall adhere to the following general rules:

i. To preserve order, a member should be acknowledged by the Director or designee if he or she wishes to speak. As a departure from Robert's Rules, members may raise their hands to indicate their desire to make a remark; they are not required to stand (as maintained in Robert's Rules of Order).

ii. Members should keep their remarks brief (one minute or less) to facilitate equal and fair discussion among all members wishing to contribute. The Director or designee has the right to interrupt members and ask them to limit their input so others have the opportunity to participate.

iii. Discussion and voting will take place according to the procedures described below in Section 8.03. Per Robert's Rules of Order, a Motion with a Second are required to discuss a motion item prior to calling for the vote.

Section 8.02 Meeting Procedures

a) At the end of each meeting, the Director or designee will initiate a discussion regarding the time and place of the next meeting. If the date and time are "TBA," members should check their EFSC email for notices from the Director or designee regarding the dates of future meetings.

- b) The Director or designee will give notice at least five business days before a meeting is to be held.
- c) Meeting minutes will be recorded during each meeting. Minutes must be approved by a simple majority of the Honors Council before being disseminated to the faculty. The Director or designee is responsible for distributing the minutes to the faculty and appropriate administrators. Minutes will be maintained on Canvas and Datastor.
- d) A quorum (40% of Council Members) is needed to conduct business at any Honors Council meeting or subcommittee meeting, whether Face-to-Face or via electronic media.

Section 8.03 Voting

- a) Voting may be by voice vote or show of hands unless the majority of those present desire a secret ballot or a roll call. A virtual vote via electronic media is also permitted.
- b) The Director or designee of the Honors Council will break any tie votes.
- c) A quorum is necessary for voting to take place. A simple majority of the quorum is necessary for a motion to be carried.
- d) The names of the members making a motion and seconding the motion will be recorded in the meeting minutes.
- e) All voting members are required to vote on each motion. They may vote “yay,” vote “nay,” or vote “abstain.” Members may vote “abstain” if they do not wish to either approve or vote down the motion in question. However, per Robert’s Rules of Order, the votes of “abstain” are counted towards the majority vote.
- f) Amending the provisions of the Honors Council Procedures Handbook requires a 60% majority vote of all Honors Council members.
- g) Honors Council members may be asked to step down from their position via a vote of “no confidence” from the Council. In such cases, the remaining Council membership will select a replacement in coordination with the appropriate Cluster Chair.

Appendix A: Honors Instructor Certification/Full-Time Faculty



Full-Time Faculty Honors Instructor Certification

<Date>

Dear Human Resources:

The EFSC Honors Council recommends <Instructor Name> to teach in the EFSC Honors Program. This recommendation action is recorded in the minutes of the Honors Council.

The instructor is certified to teach the following class/classes:

Sincerely,

<Signature>

<Name>

Honors Program Director (or designee)

Campus Provost Signature

Date

(Note: Retain a scanned file copy in the Honors archives maintained on the Honors LMS site.)

Appendix B: Honors Instructor Certification/Adjunct Faculty



Adjunct Faculty Honors Instructor Certification

<Date>

Dear Human Resources:

The EFSC Honors Council recommends <Instructor Name> to teach in the EFSC Honors Program. This recommendation action is recorded in the minutes of the Honors Council.

The instructor is certified to teach the following class/classes:

Sincerely,

<Signature>

<Name>

Honors Program Director (or designee)

Department Chair/Dean Signature

Date

Campus Provost Signature

Date

(Note: Retain a scanned file copy in the Honors archives maintained on the Honors LMS site.)

Appendix C: Honors Course Council Review Form



Honors Course Council Review Form

Course Plans Proposed by _____ Ext _____ Email _____
Course Prefix and Number _____ Course Title _____ Date _____

Eastern Florida State College recognizes the responsibility and desirability of enhancing the academic experience for high performing learners; consequently, Honors courses are designed to challenge and enrich their lives and education. To be eligible for Honors distinction, a course must meet the following criteria:

1. Course Description includes one of the goals of Honors education:
 - Students' capability to self-reflect
 - Students' capacity to commit to a position, recognition that position may change and ability to tolerate uncertainty and ambiguity
 - Students' passion for learning
 - Students' ability to reason
 - Students' ability to appreciate the common humanity of all people and gratitude for differences
 - Students' ability to express, in speech and writing appropriate to the discourse community, while remaining authentic to the student's individuality
 - Students' ability to integrate and contextualize information

2. One of the following Core Abilities is integrated into the Honors course:
 - Work Cooperatively
 - Think Critically and Solve Problems
 - Model Ethical and Social Responsibility,
 - Communicate Effectively

3. Honors course plan shows a development or enhancement of at least two of the following student outcomes:
 - Leadership
 - Responsibility and Dependability
 - Initiative and Resourcefulness
 - Flexibility and Creativity
 - Professional Engagement and Exploration

- Self-Reflection and Assessment
- Civic Involvement

4. Honors course evaluation methodologies include at least two of the following assessment types:

- Group Project
- Individual Project
- Portfolio
- Research Project
- Community Involvement Reflection Journal
- Student Self-Assessment/Reflection
- Peer Assessment
- Faculty Observation and Performance Assessment
- Exit Interview

PART A: (Filled out by the author/editor of the Course Objectives and Plans)

1. How does the Course Description clearly and specifically indicate the goal of Honors Education as a defined and measurable course outcome? How is the course description for the Honors course different than the course plan for the non-Honors course?

2. How does the proposed course plan meet at least one of the four EFSC Core Abilities (item 2 above), which are also considered Honors abilities?

3. How does the course encourage, develop, and enhance two or more of the required Honors outcomes?

4. How does your course include two or more of the Honors recommended assessment types?

Are these assessments specifically indicated in the evaluation methodologies section of the course plan? If not, how will the faculty ensure these types of assessment are embedded in the course?

PART B: (Filled out by the Honors Council Director or designee after review by the Honors Council)

1. The Course Description clearly and specifically indicates the goal of an Honors education as a defined and measurable outcome.

- Clearly Stated
- Needs Clarification
- Goal Not Stated

Comments (if required):

2. The course addresses one or more of the EFSC Core Abilities.

- Clearly Addressed
- Needs Clarification
- Not Addressed

Comments (if required): _

3. The course clearly encourages, develops, and enhances two or more of the required Honors outcomes.

- Clearly Stated
- Needs Clarification
- Outcomes Methodology Not Clearly Stated

Comments (if required):

4. The course includes two (2) or more Honors assessment types.

- Clearly Stated
- Needs Clarification
- Not Addressed

Comments (if required):

Honors Council Recommendation

Based upon careful review of <course ID> on <date>, the Honors Council (check one)

- Approves designation as an "Honors" course
- Approves designation as an "Honors" course with required revisions noted below
- Declines approval as an "Honors" course
- Recommends revision and resubmission for further consideration

Comments (if required):

Signature

Date

Honors Program Director (or designee)

(Note: Retain a file copy in the Honors Datastor Folder and on the Honors Canvas site.)