

Peru State College Honors Program
Revised Policies, Procedures and Requirements
December 5, 2019

Honors Program Mission Statement

The Honors Program at Peru State College is a college-wide academic program promoting advanced study and scholarship for students with strong records of academic achievement. The program provides its students with opportunities for in- depth study not generally available in other courses through small class sizes, frequent interaction within the program, a unique curriculum, and mentored scholarly and research opportunities. The goal of the program is to enhance the intellectual capabilities and broaden the experience of the College's intellectual leaders.

Honors Program Goals

- Goal 1: Be challenged academically through advanced study and rigorous, intellectually stimulating curriculum and experiences;
- Goal 2: Aspire to embrace an expanded worldview through exploration, reflection and analysis of topics of regional, national and global significance;
- Goal 3: Envision, design, complete and showcase a culminating experience with the resources, infrastructure, and support provided by the honors program;
- Goal 4: Acquire interdisciplinary knowledge through honors program experiences and coursework in all academic units.

Program Admissions and Requirements

Admission to the Honors Program is available to incoming freshmen with strong records of academic achievement in high school. Specific admission requirements include:

- A composite ACT score of 24 or SAT score of 1650 or higher; or
- A cumulative high school GPA of 3.5 or higher (on a 4-point scale).

Transfer students can be admitted to the Honors Program if:

- They have completed at least one year in good standing in the Honors Program of another college or university at the time of their transfer; or
- They have completed an Associate's Degree with a cumulative GPA of 3.5 or higher.

All other students wishing to enter the Honors Program, but who do not meet the above requirements, must petition the Director of the Honors Program, who will arrange for a committee review and decision.

Transfer students admitted to the Honors Program should consult the Director of the Honors Program regarding transfer of credit from the Honors Program of the student's previous institution to Peru State's Honors Program.

Board of Trustee Scholarship recipients are required to enroll in HP 101. Please consult the requirements of any scholarships you have to determine whether this requirement applies to your enrollment.

Honors Program Requirements

HP	101	Honors Orientation	2
HP		Honors course	3
HP		Honors course	3
HP		Honors course	3
HP		Honors course	3
HP		Honors course	3
HP or Engagement		Honors course or approved Honors component option*	3
HP or Engagement		Honors course or approved Honors component option*	3
		Total	23

*Honors component options include:

- Leading and/or participating in service learning activities. Consult the Honors Program Director about requirements for fulfilling this option.
- Leading and/or participating in study-abroad or other similar activities. Consult the Honors Program Director about requirements for fulfilling this option.
- Students may take up to up to six (6) hours of approved 300-400 level general studies courses in lieu of 100-200 level courses outside the student's major or minor areas of study as described in the General Studies Enhancement and Enrichment section below.
- Each School will develop guidelines for additional components for regular disciplinary courses that Honors students could complete in order to count that course towards the Honors requirements. Examples may include research projects, public performances or presentations, or other activities that would be above and beyond what would normally be done in the course.
- All students taking a course without the HP catalog description must submit the required paperwork to the Director of the Honors program, who upon review and approval, will forward it to the Vice President of Academic Affairs and ultimately, the Registrar, who shall record such approval in the individual student's academic record.

Mentored Research Requirement for Graduation with Distinction

Students seeking to graduate from the Honors Program with Distinction will develop a mentored scholarly or creative project initiated by the student and include as a mentor a full-time faculty member at Peru State College. Course credit is obtained through Independent Study and noted as an HP project, with credit earned for the course as a minimum of 3 credit hours. Projects normally are completed during the student's senior (final) academic year. The project can be scheduled for one semester or for the entire academic year. Funding may be provided to support the project, at the discretion of the VPAA. A written proposal (forms and instructions available from the Director) should be submitted to the Director no later than April 1 of the student's junior (penultimate) academic year for review and approval/disapproval. The student will present (in whatever form is most appropriate to the product of the project) his or her results to the academic community of the college in the final semester of the senior academic year (usually spring semester during Research Day). The faculty mentor will be asked to provide to the Director of the Honors Program a written, confidential evaluation of the performance of the student during his or her project, and both will agree on a grade to assign for Independent Study.

Scholarly activities are not limited by academic discipline and are meant to pair each student's interest with a faculty member's expertise. Thus, projects will vary greatly among schools, departments, and faculty members. All projects must: be original and contemporary works, e.g., they cannot be "canned" projects where the outcome is known in advance; not duplicate ongoing or existing work of the student; and produce some tangible or intellectual product that can be evaluated.

Governance Structure and Process

Director of the Honors Program

The Director is a full-time faculty member who has completed a minimum of three years of service at the College prior to assuming the duties of the director position. The position is appointed for a four-year term by the Vice President of Academic Affairs in consultation with the Faculty Senate. The Director takes office at the termination of graduation ceremonies in May. Should, for any reason, the current Director be unable to fulfill his or her term, the VPAA assumes the duties of the Director until a replacement is appointed.

The Director is responsible for coordinating activities within the Honors Program, compiling and communicating information relevant to the Honors Program, and teaching HP 101 (Honors Orientation) each fall semester. The Director of the Honors Program and respective Honors Program school committee members shall advise Honors Students on all matters relevant to the program. The Director of the Honors Program chairs the Honors program committee, and coordinates with the Academics and Curriculum Committee and College issues relevant to the Honors Program, including all new course proposals/modifications/deletions, course offerings each semester, course substitutions from transfer students, and proposed modifications to the Honors Program itself. The College Registrar is responsible for determining the names of those students in any year who have completed the Honors Program and are entitled to graduate with that distinction.

The VPAA serves as the clearinghouse of all information relevant to the Honors Program and is responsible for maintaining electronic and paper copies of all documents, including archives, and transferring these documents and files to the next Director.

The Director, at his or her request, is assisted by the office assistant from their respective school and/or a student intern or work-study.

The Director is compensated for these duties and responsibilities by the payment of a stipend or through release time, to be determined in consultation with the College.

Honors Program Committee

The preferred structure of the Honors Program committee is the Honors Program Director from one school, one faculty member elected from each of the-undergraduate academic schools with overlapping terms, two Honors Program students elected by Student Senate, and the Vice President of Academic Affairs. The term for the faculty members is three years.

Honors Program Courses

Honors Courses are thematic, interdisciplinary, discussion-oriented, investigative, inquiry-driven courses that satisfy Honors Program requirements or General Studies requirements in established areas.

All undergraduate schools shall jointly share responsibility for routinely offering Honors Courses or approved activities during any semester. The Director is responsible for assisting the scheduling of courses with the respective Academic Deans and VPAA to ensure that the greatest possible variety of courses is made available each semester.

Enrollment in Honors Courses is limited to Honors Students (waiving this limitation requires written permission of the course instructor and the Director of the Honors Program). Total student enrollment in a course section shall not exceed 20, except with the authorization of the course instructor and the VPAA.

The Honors Program Orientation

Honors Orientation. Completion of HP 101 substitutes for completion of COLL 101 for graduation requirements. HP 101 is a 2-credit hour course normally taught by the Director of the Honors Program; it is offered every fall semester. This course requirement is waived for transfer students who have completed at least 1 year in good standing in the Honors Program of another college or have completed an Associate's Degree with a GPA of 3.5 or higher. Enrollment in the course requires students to participate in any activities, such as standardized testing, that are required of students in COLL 101 for the purposes of assessment. The course is designed to:

- teach transferable academic, scholarly, and communication skills necessary to succeed in the Honors Program, e.g., critical reading skills, the construction of rational arguments, scholarly research, effective presentations, etc.;
- introduce Honors Students to the Honors Program, facilitating interaction among new Honors Students and their peers in the Program, as well as with faculty;
- develop a sense of community among the students and promote teamwork and leadership skills through a variety of activities; and
- provide opportunities for cultural and intellectual enrichment outside of the classroom proper, e.g., field trips to culturally or intellectually important sites. Specific activities may vary among years.

Honors Course Proposals

Proposals for developing Honors Courses may be made by faculty member at Peru State College. Proposals must be approved by the: 1) School in which the faculty member resides; 2) Honors Program Committee 3) Academics and Curriculum Committee; 4) Faculty Senate 5) Vice-President of Academic Affairs. All proposals should address how the proposed course aligns with the Honors Program goals (see below). Proposals should state

explicitly whether the proposed course could satisfy a General Studies requirement and provide a brief rationale. Faculty members developing a proposal should consult with the Director concerning these requirements. Honors Courses are not restricted by academic discipline and all academic schools and faculty are strongly encouraged to submit honors courses in consultation with their peers and their Academic Dean.

Responsibility for Assessment of the Honors Program

All faculty instructing Honors Program courses or seated on the Honors Program Committee shall participate in assessment activities associated with the Honors Program as directed by the VPAA. The Director shall call meetings in order to promulgate continuous assessment of the program and work in conjunction with the Director of Assessment to ensure program quality. The AACU value rubrics (<https://www.aacu.org/value-rubrics>) are the recommended means by which to assess the goals and outcomes of the Honors Program.

Assessment Plan

Goal 1: Be challenged academically through advanced study and rigorous, intellectually stimulating curriculum and experiences;

- Outcome 1.1: The student will demonstrate advanced academic writing skills.
 - Measure 1.1.1: HP assignment or project evaluated with the “Written Communication VALUE Rubric”
 - Target 1.1.1.1: On a 1 to 5-point Likert scale students will average a 3.0.
- Outcome 1.2: The student will be able to construct a sound argument by synthesizing and analyzing information from a variety of sources.
 - Measure 1.2.1: HP assignment or project evaluated with the “Critical Thinking VALUE Rubric”
 - Target 1.2.1.1: On a 1 to 5-point Likert scale students will average a 3.0.
 - Measure 1.2.2: HP assignment or project evaluated with the “Inquiry and Analysis VALUE Rubric”
 - Target 1.2.2.1: On a 1 to 5-point Likert scale students will average a 3.0.

Goal 2: Aspire to embrace an expanded worldview through exploration, reflection and analysis of topics of regional, national and global significance;

- Outcome 2.1: The student will actively engage in, explore, and employ reflection as a tool to contextualize their own perspectives and biases on topics of regional, national, and global significance.
 - Measure 2.1.1: HP assignment or project evaluated with the “Ethical Reasoning VALUE Rubric”
 - Target 2.1.1.1: On a 1 to 5-point Likert scale students will average a 3.0.

- Outcome 2.2: The student will demonstrate an understanding of the ethical and moral obligations of being an informed and engaged citizen in a diverse and global community.
 - Measure 2.2.1: HP assignment or project evaluated with the “Civic Engagement VALUE Rubric”
 - Target 2.2.1.1: On a 1 to 5-point Likert scale students will average a 3.0.

Goal 3: Envision, design, complete and showcase a culminating experience with the resources, infrastructure, and support provided by the honors program;

- Outcome 3.1: The student’s independent project will demonstrate mastery of the subject consistent with standards of the discipline and/or profession.
 - Measure 3.1.1: HP assignment or project evaluated with the “Information Literacy VALUE Rubric”
 - Target 3.1.1.1: On a 1 to 5-point Likert scale students will average a 3.0.
- Outcome 3.2: The student will demonstrate mastery of a topic through oral presentation of research.
 - Measure 3.2.1: HP assignment or project evaluated with the “Oral Communication VALUE Rubric”
 - Target 3.2.1.1: On a 1 to 5-point Likert scale students will average a 3.0.

Goal 4: Acquire interdisciplinary knowledge through honors program experiences and coursework in all academic units.

- Outcome 4.1: The student will demonstrate that they are able to view topics through the lens of more than one discipline.
 - Measure 4.1.1: HP assignment or project evaluated with the “Integrative Learning VALUE Rubric”
 - Target 4.1.1.1: On a 1 to 5-point Likert scale students will average a 3.0.
- Outcome 4.2: The student will demonstrate an understanding of interdisciplinary inquiry into complex problems.
 - Measure 4.2.1: HP assignment or project evaluated with the “Problem Solving VALUE Rubric”
 - Target 4.2.1.1: On a 1 to 5-point Likert scale students will average a 3.0.