FACULTY CURRICULUM COMMITTEE
SIGNATURE PAGE

- In section A, list ALL of the forms covered by this signature page. If you submit a form that is not listed in A, your proposal will be held back until we receive a new, updated signature page.
- You must obtain the signature of your department chair and dean before submitting your proposal.

A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:
   
2. Signature of Academic Dean:

3. Signature of Provost: 
   
4. Signature of Business Affairs (only for course fees):
   
5. Signature of Curriculum Committee Chair:

6. Signature of Budget Committee Chair (only for new programs):

7. Signature of Academic Planning Committee Chair (only for new programs):

8. Signature of Faculty Senate Secretary:

Date Approved by Faculty Senate: ____________________________

☐ fee approved on __________
☐ BOT approval pending

Date: ____________________

2-27-15

2-27-15

3/10/15
February 23rd, 2015

Dr. Lynne Ford  
Office of the Academic Experience

Dear Professor Ford,

Attached is a curriculum committee form that modifies Honors College requirement #8 (independent study and tutorial) as listed in the course catalog. This version reflects the conversations that I have had with you and Brian McGee. For a number of years, we have been manually granting overrides to this requirement for students who complete an internship and then complete a petition process. This currently results in about 20-25 degree exceptions every year, and this is not tenable for the Registrar’s Office. The existing process is also not clearly listed in the course catalog, which is also an issue for SACS. In order to resolve this issue, we have changed the requirement to a “check-box”. Students will now be able to complete the requirement with an independent study, internship or study abroad course if they first complete an approval process and then earn at least a B in the course. This will not only eliminate all degree exceptions but it will provide greater flexibility for the students.

Sincerely,

Dr. Trisha Folds-Bennett  
Dean, Honors College

Dr. Joseph Weyers  
Chair, Honors Committee
FACULTY CURRICULUM COMMITTEE
CHANGE/DELETE PROGRAM FORM

Instructions:
- Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward.
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the detailed instructions on the website.
- Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Trisha Folds-Bennett    Phone: 953-5084    Email: foldsbennett@cofc.edu

School: Honors College    Department or Program: Honors College

Name and Acronym of Major: Honors College HONS

B. CATEGORY OF REVIEW. Please check all that apply, then fill out the specified parts of the form.

☐ Change Request (fill out all sections)
  ☒ Add an existing course to requirements or electives
  ☐ Add a new course to requirements or electives (attach completed course form for each)
  ☐ Delete courses from requirements or electives
  ☐ Add or modify concentration*
  ☐ Add or modify cognate*

*Note: Only concentrations and cognates requiring 18 or more credit hours will be tracked in Banner and Degree Works and noted on the transcript.

☐ Terminate Program (fill out E, G, H, and I)
  ☐ Terminate degree
  ☐ Terminate major
  ☐ Terminate concentration
  ☐ Terminate cognate

C. GENERAL INFORMATION

Number of Current Credit Hours (for existing program): ___42___ maximum__
Number of Proposed Credit Hours (for changed program): ___42___ maximum__
Catalog Year in which changes will take effect: FALL __Fall 15__

D. CURRICULUM.

Honors College Requirements:

We would like to change:

8. Any three hour or more Independent Study or Tutorial; may be Honors or departmental (3 credit hours)

This form was last updated on 6/6/2013 and replaces all others.
To read:

8. Satisfactory completion of Honors Immersion (pre-approved Independent Study, Internship and/or Study Abroad course) with a “B” or better. Approvals require the signature of the Dean of the Honors College.

This requirement would be reflected as an attribute in Banner that would be checked when the requirement has been satisfied. The requirement would be handled through a “contract” (proposal) process whereby the student and faculty member overseeing the experience would seek approval of the Honors College Dean, who would consult with the Honors College Associate Dean and Faculty Fellows regarding alignment with Honors College expectations.

E. RATIONALE AND EXPLANATION.
Individualized learning is a hallmark of the Honors College. Currently, Honors College students are required to enroll in an Independent Study or Tutorial to meet this program goal. However, the traditional way of fulfilling this requirement is not streamlined for every discipline, as requirements vary across departments. The traditional “independent study” requirement serves the needs of students in some disciplines; however, students in other disciplines are often in a position to derive more intellectual and professional benefit from a structured “internship”. Furthermore, the current requirement has no way to accommodate students who wish to pursue a study abroad experience and have it count towards an honors requirement. Right now we accommodate those students taking an internship for credit and who complete coursework abroad through an exception process. While the exception process allows us to monitor the quality of the internship/study abroad course and ensure it meets Honors standards, it is cumbersome and it does not align with SACS best practices (which require such exception language to be in the course catalog). After working closely with Brian McGee, Lynne Ford, The Registrar’s Office and the Honors Committee, we have come to the conclusion that the best long-term solution to this issue is to replace the independent study requirement tied to a specific course number with the requirement that the student complete high impact “immersion experience” via an independent study, tutorial, internship, or study abroad course. This requirement would be managed as an attribute in Banner and would not be affiliated with any specific course number (e.g., independent study or internship). The implementation of this change broadens the options students have to complete their program; this element of choice is a key component of the liberal arts and sciences model and is a high priority for honors students. It also updates our curriculum to take into account changes that have occurred in pedagogy and post-baccalaureate experiences over the last decade.

The Honors College will design a “contract” form which the student will complete with the faculty member who will oversee the independent study, tutorial, practicum, internship, study abroad course to count as Honors Immersion. This contract will be reviewed and approved by the Honors College Dean in consultation with the Honors College Associate Dean and Faculty Fellows prior to the initiation of the experience. Once the contract is approved, the faculty mentor will monitor its completion. If the student receives a B or better in the course, the Honors College will take responsibility for updating the student’s Degree Works by indicating that Honors Immersion is complete.
F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

Below are the program-level Learning Outcomes for the Honors College:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<tr>
<td>What will students know and be able to do when they complete the major or program?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
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1. Integrative Learning: Interdisciplinary and Global Perspectives on Complex Problems

As sophomores, all students are required to take the Western Civilization course. Students in the course write a series of integrative essays. Rubrics from 25% of the students in the class will be used to determine assessment outcomes. Rubrics have been developed by the honors faculty committee so that a more independent assessment of the learning outcomes is achieved. This assessment takes place in the spring semester of their sophomore year. 100% of the students should be able to achieve an 80% or better.

2. Communication and Expression: Effective Qualitative and Quantitative Analysis and Expression

Using rubrics developed by the honors faculty committee, 50% of the bachelor's essays (representing a range of disciplines) submitted in each spring will be evaluated for the extent to which they reflect effective communication. 100% of students should be able to achieve an 80% or better on these measures. The ETS exam will be administered to the HC seniors every other year. 100% of students should score above the 75th percentile and 50% should score above the 90th percentile.

3. Creative and Critical Inquiry: Ability to Conduct and Present Professional Research within the Area of Expertise

Using rubrics developed by the honors faculty committee, 50% of the bachelor's essays (representing a range of disciplines) submitted in each spring will be evaluated for the extent to which they reflect a high level of proficiency in methods of inquiry and ways of thinking associated with the discipline in which the bachelor's essay is completed. 100% of students should be able to achieve an 80% or better on these measures.

4. Global and Local Engagement: Demonstrated Community Leadership and Intercultural Competence

Freshmen write a reflective essay in response to a service-learning assignment in their first-year. The essay is graded on a rubric on which 100% of the students should be able to achieve an 80% or better. We also track the number of Honors students that travel abroad during their matriculation at CoC. At least 60% of our students should report a study abroad experience. At least 25% of our students will fulfill their Honors Immersion requirement with an abroad experience. Using senior portfolios, 80% of our students should
| demonstrate evidence of community leadership at either the local or global level. |
| Additional Outcomes or Comments: |

G. IMPACT ON EXISTING PROGRAMS AND COURSES.
This change in the Honors College could potentially result in more students taking internships in their departments or could result in more students studying abroad. As the internships are individual enrollment classes, the academic departments have full control over whether or not a student can enroll. The Center for International Education has the infrastructure necessary to coordinate study abroad experiences. Currently approximately 60% of honors students study abroad so the net gain could be up to 35-40 per year.

H. COSTS ASSOCIATED WITH THE REQUESTED ACTION.

None.

I. CHECKLIST

- I have completed all relevant parts of the form.
- I have attached a cover letter that describes my request and lists all the documents I am submitting.
- I have attached a Course Form for each newly-created or modified course.
- For proposals that affect other departments in any way I have attached an acknowledgement from the relevant department.
- I have provided the complete curriculum for the program, concentration, emphasis, etc., including the description and course list, exactly as it should appear in the catalog.
- I have submitted one Signature Form that lists all of the different forms I am submitting.
January 23rd, 2015

Dr. Lynne Ford  
Office of the Academic Experience

Dear Professor Ford,

This is our second revision to the Honors Curriculum. During the discussions that emerged about requirement #8 and the possibility of going to a “check-box” we revisited in the community engagement component of the honors curriculum. This has been linked directly to the Honors FYE, HONS 100 (BGS). What we have found is that one semester is not enough time for the students to locate a high-impact program, train for it, and then participate in a meaningful way. By removing this component from HONS 100 and making it a check-box we give the students one full academic year to complete the service component. We believe this will lead to longer-term and more meaningful projects. It also puts us in-line with other honors programs which list this requirement on the transcript. All of the record keeping will be done in-house by the Honors College staff.

Sincerely,

Dr. Trisha Folds-Bennett  
Dean, Honors College

Dr. Joseph Weyers  
Chair, Honors Committee
FACULTY CURRICULUM COMMITTEE
CHANGE/DELETE PROGRAM FORM

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D. CURRICULUM.

Honors College Requirements:

We would like to add a first-year requirement (would become #3 in the list of requirements on p. 39 of the 2014-15 catalog. All bullets following would be re-numbered sequentially.

This form was last updated on 6/6/2013 and replaces all others.
To read: Honors Engaged – a 1-year community engagement project to be fulfilled in the first year in the honors program.

E. RATIONALE AND EXPLANATION.
Community Engagement is a central feature of the HONS 100 Beyond George Street class required of all honors students in their first semester on campus. In the original proposal for the class, approved by the Faculty Senate on March 1, 2011, community engagement was mentioned as a primary objective, “to introduce entering freshmen to honors faculty, staff, and students through a shared community engagement project. Using a service-learning approach, honors freshmen in both the BGS course and Honors 110 (Academic Writing) will participate in cooperative, community-engagement activity that provides opportunities for leadership development, community outreach, team building, and reflection.” It was also included as a way for first-semester honors students to be exposed the traditions of the liberal arts through “substantive, high-impact community work, demonstrating the value of sustained commitment to the needs of one’s community and to the role of the citizen in addressing those needs.” Over the course of the past 4 years, this community engagement project (originally called the Literacy Outreach Initiative, now called Honors Engaged) has evolved to a broader, more mature set of community partnerships that involve training, preparation and substantive engagement with projects that address critical needs in the community. We are finding that proper preparation of our students for work in these projects requires at least two months. Because the project is currently tied with the pedagogy and assessment of student in works in BGS, students feel rushed to begin their work on assigned projects often have very little time on-site with their project before they are asked to do a final reflection to wrap up this portion of their grade for BGS. We believe students will have more meaningful and properly paced engagement with the community if they have the entire first year to complete their commitment to the community agency to which they are assigned.

Therefore, we propose that Honors Engaged be decoupled from HONS 100 and handled as an attribute in DegreeWorks in the same way that the proposed Honors Immersion will be handled. The conceptual framework of the project will be introduced in HONS 100, initial training and preparation will be managed through BGS, but completion of the project will extend into the spring semester. Students will submit a final reflection about their experience with the project at the end of the spring semester. These reflections will be evaluated by the Honors Dean in consultation with the Honors Engaged management team and if all expectations are satisfied, completion of the requirement will be indicated in DegreeWorks via an attribute checkbox.

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.
Below are the program-level Learning Outcomes for the Honors College:

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<td>Freshmen write a reflective essay in response to a service-learning assignment in their first-year. The essay is graded on a rubric on which 100% of the students should be able to achieve an 80% or better. We also track the number of Honors students that travel abroad during their matriculation at CofC. At least 60% of our students should report a study abroad experience. At least 25% of our students will fulfill their Honors Immersion requirement with an abroad experience. Using senior portfolios, 80% of our students should demonstrate evidence of community leadership at either the local or global level.</td>
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Additional Outcomes or Comments:
G. IMPACT ON EXISTING PROGRAMS AND COURSES.
This represents no change as the community engagement project is already a requirement of first-year honors students.

H. COSTS ASSOCIATED WITH THE REQUESTED ACTION.
None.

I. CHECKLIST

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☐ I have attached a Course Form for each newly-created or modified course.

☐ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

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