MEMORANDUM

To: Ms. Jinawa McNeil  
Chair, UMES Senate

From: Dr. Latasha Wade  
Chair, Senate Academic Affairs Committee

Date: September 2, 2015

Re: Proposal for Course, Program, or Curriculum Status Changes from the Honors Program

On March 6, 2015, the Senate Academic Affairs Committee (SAAC) received proposals from the Honors Program to:

1. Change GNST 188H to permanent number HONR 101
2. Create (3) new courses
   a. HONR 201 – Honors Sophomore Seminar (3 credits)
   b. HONR 301 – Honors Junior Seminar (3 credits)
   c. HONR 496 – Senior Honors Thesis/Capstone Project (1-4 credits; can be repeated for up to 9 credits)
3. Create new Honors Program of Study (requires completion of at least 24 hours of Honors coursework)
   a. HONR 101 – Honors Freshman Seminar (3 credits)
   b. HONR 201 – Honors Sophomore Seminar (3 credits); or
   c. HONR 301 – Honors Junior Seminar (3 credits)
   d. HONR 496 – Senior Honors Thesis/Capstone Project (3-9 credits)
   e. Major department honors courses (6 credits)
4. Update catalog description for Honors Program

Members of the SAAC independently reviewed the course proposals between March 10th and April 1st.

On May 11th, members of the SAAC voted to approve the requested course/program changes with no recommended modifications.

SAAC Members:
Kate Brown, Ph.D.  Malinda Cecil, Ph.D.
Derrek Dunn, Ph.D.  Kingsley Ejiofor, Ph.D.
Nydia Gregory, Ph.D.  Ali Ishaque, Ph.D.
Gail Lankford, M.Ed.  Latasha Wade, Pharm.D.
TO: Dr. Patrick Liverpool, Provost and Vice President, Academic Affairs

CC: Dr. Kimberly Whitehead, Vice-Provost, Academic Affairs  
    Dr. Lombuso Khosa, Chair, UMES Senate  
    Dr. Latasha Weeks, Chair, Senate Academic Affairs Committee  
    Members of Honors Council  
    Members of Honors Advisory Board  
    Officers of Honors Student Association (HSA)  
    Ms. Brittany Stevenson, Administrative Assistant, The Honors Program

FROM: Dr. Michael E. Lane, Director, The Honors Program

DATE: 25 February 2015

RE: Honors Curricular Proposals and Modifications to Catalog Copy

Please find the following for review and approval:

I. **Summary Overview & Rationale:** 2015 Honors Curricular Proposals

II. **Proposals**
   A. Proposal to make GNST-188H: Experimental Honors Freshman Seminar a regular course offering, HONR-101: Honors Freshman Seminar: Selves and Others;
   B. Proposal to create new course, HONR 201: Honors Sophomore Seminar
   C. Proposal to create new course, HONR 301: Honors Junior Seminar
   D. Proposal to create new course, HONR 496: Senior Honors Thesis / Capstone Project
   E. Proposed changes to description of The Honors Program in the *Undergraduate Catalog*
   F. Proposed Honors Program of Study

III. **Appendices:** Supporting Documents
   A. National Collegiate Honors Council’s “Basic Characteristics of a Fully-Developed Honors College”
   B. National Collegiate Honors Council’s “Basic Characteristics of Fully-Developed Honors Programs”
   D. Honors Program Self Study (2014)
   E. Honors Program External Review Report (2014); excerpts relative to curricular best practices in honors education, identified deficiencies at UMES, and suggested reform
   F. Members of UMES Honors Council
   G. Members of UMES Honors Advisory Board
   H. Officers of Honors Student Association (HSA): 2014-2015
   I. Current Honors Program Membership Agreement (Fall 2014 and later)
   J. Memo re: Creation of HONR Prefix (Provost; 11/12/14)
2015 Honors Program Curricular and Catalog Proposals

Summary Overview and Rationale

The Honors Program at UMES enjoys a 35-plus year reputation of supporting academic excellence and providing unique educational and co-curricular opportunities to its member students.

Recent initiatives represent progressive strides in the Program’s planning and evaluation, governance, residential opportunities, co-curricular programming, fiscal responsibility, marketing and publicity, professional affiliations, and recognition of student accomplishments with the ultimate desired objective being to effect a transition from an Honors Program to an Honors College. This elevation in status will afford Honors at UMES a heightened profile, give it the gravitas it deserves as a locus of intellectual discovery and distinction, and, it is anticipated, appeal to those who seek to invest in the futures of our most inspired and motivated scholars and leaders.

Historically, however, certain features common to honors educational experiences at the national level (at our peer and aspirational peer institutions) have remained unevolved and unexplored at our campus. This is especially true with regard to the dearth in the Program’s curricular offerings, which students, faculty and the 2014 external review site visitor (among others) identify as a significant deficiency.

Honors students, at present, pursue no formal “Program of Study”, but rather an unstructured and unrelated strand of “H”-designated honors sections in General Education and/or their major degree programs. There are no interdisciplinary, “common” courses available to students bearing the Honors (HONR) prefix, although these are standard offerings at most universities having honors programs and colleges. There are very few disciplinary honors course offerings beyond the 200-level of instruction, resulting in (1) challenges to students who must demonstrate compliance with the Program’s Membership Agreement to enroll in at least one honors course per term; (2) citations from the Maryland State

1  [http://www.umes.edu/honors/history.html]
3  Including the September 2013 appointment of a full-time Director; the creation of an Honors Council (www.umes.edu/honors/council.html) and Advisory Board (www.umes.edu/honors/advisoryboard.html); and the revitalization of the Honors Student Association (see “Governance” → “Honors Student Association”); www.umes.edu/honors).
4  August 2014 inauguration of the Honors Residential Learning Community in Murphy Annex (see “Community”: ywv.umes.edu/honors).
5  Leadership and professional development workshops such as the Fall Entrepreneurs’ & Scholars’ Day and Spring Emerging Leaders Forum; venues for undergraduate research and civic engagement; FLAGSHIP summer bridge program – www.umes.edu/honors/flagship_2014_flyer.html and creation of the Vanguard ambassadorial program www.umes.edu/honors/vanguard.html.
6  Revision of admissions and scholarship review / allocation policies and processes previously reported to Senate.
7  Publication of a quarterly newsletter, Volumnus – www.umes.edu/honors/newsletter.html; deployment of social media (Facebook, Twitter); and complete overhaul of the Program’s website (www.umes.edu/honors).
8  Renewal of membership to National Collegiate Honors Council (NCHC), National Association of African-American Honors Programs (NAAHP), and Maryland Collegiate Honors Council (MCHC); new membership with Northeast Regional Honors Council (NRHC).
9  Graduation medaling ceremonies; transcript notations; and priority registration.
Comptroller’s Office when performing annual audits of student activity and performance as required by the contractual agreements of student scholarship recipients; (3) a lack of rigor and/or of parity in what is considered an honors course by various faculty of various departments; and (4) an unnecessarily and unacceptably high proportion of students who are forced to earn honors hours by alternative means (“Honors Course Credit by Contract”). Finally, there is, at the current time, no opportunity for honors students to complete an honors thesis or capstone experience even as original contributions to sustained and sophisticated undergraduate research or creative endeavors are the very hallmark of honors education elsewhere.

The current proposals seek to repair these deficiencies by aligning the Honors Program’s curriculum with the guiding principles established by the National Collegiate Honors Council (NCHC). These include:

1. Proposals to create a scaffolded series of common, interdisciplinary HONR-prefixed courses:
   * HONR 101: Honors Freshman Seminar: Selves & Others
   * HONR 201: Honors Sophomore Seminar: Leadership: From Theory into Practice
   * HONR 301: Honors Junior Seminar: Global Problems, Local Solutions
   * HONR 496: Senior Honors Thesis / Capstone Project
2. Proposal to implement an Honors “Program of Study”
3. In accompaniment to the curricular proposals proper, a proposal to update the now quite obsolete description of the Honors Program in the forthcoming iteration of the Undergraduate Catalog such that it reflect better the Program’s mission, values, eligibility criteria, and curricular offerings.

**HONR-prefixed courses**

Please note that, for scheduling purposes, the University Registrar requires that all courses be mapped to an existing School. Until such time as the Honors Program transitions to an Honors College and, thereby, becomes an autonomous academic unit with its own “organizational code,” HONR-prefixed courses will be housed in the School of the Arts and Professions. This is merely a temporary “marriage of convenience.” Further, the Registrar confirms that a Departmental Code is not needed at this time.

For reference, the HONR course prefix was approved by the Office of the Provost on 11/12/14. See file “Honors 18 Appendix J Memo re Creation of Honors Prefix”
MEMORANDUM

TO: Ms. Cheryl Holden-Duffy
    Registrar

FROM: Dr. Patrick R. Liverpool
       Interim Provost and Vice President for Academic Affairs

DATE: November 12, 2014

RE: Creation of HONR prefix

I hereby approve the creation of the course prefix HONR and authorize you, as the Registrar, to proceed with its development. This new prefix will be used to house the academic offerings of the University’s Honors Program, including, but not limited to, projected interdisciplinary seminars and senior thesis / capstone courses.

The current “H” designation will be retained for honors-populated sections of disciplinary courses (e.g., ENGL 101H; BIOL 201H).

Thank you for your prompt attention to this request.

cc: Dr. Kimberly Whitehead, Interim Associate Vice President for Academic Affairs
    Dr. Michael E. Lane, Director, The Richard A. Henson Honors Program
Please refer to note, **Honors-prefixed courses**, in file “Honors 02 Summary Overview and Rationale 2015 Honors Curricular and Catalog Proposals” for justification of School/Department below.

School:  ☒Ag & Natural Sciences  ☒Arts and Professions  ☐Business and Technology  ☐Health Professions  ☐Library Services

DEPARTMENT:  N/A

**PRESENT COURSE**

- ☒Change
- ☐Eliminate
- ☐Add

Prefix & Number:  GNST 188H  
Credit Hours:  3

Title:  **Experimental Honors Freshman Seminar: Selves & Others**

Start Date:  ☒Fall  ☐Spring  ☐Summer I  ☐Summer II  ☐Summer III  ☐Winter  Year: 2015

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**NEW COURSE**

Prefix & Number:  HONR 101  
Credit Hours:  3

Title:  **Honors Freshman Seminar: Selves & Others**

Start Date:  ☒Fall  ☐Spring  ☐Summer I  ☐Summer II  ☐Summer III  ☐Winter  Year:  2015

Old Catalogue Description:

An interdisciplinary seminar centered on themes of identity: race/ethnicity, gender, class, faith, and sexuality, this course explores definitions of “Self” and “Other” as constructs in psychological, social, political, and other realms through an examination of literature, film, arts, and mass media. A service-learning component embedded into the course introduces students to – and engages them with – local, regional, state, and federal resources and partners for purposes of professional development and philanthropic service. Students’ oral and written communication skills will be strengthened, critical thinking and inquiry advanced, and awareness of their diverse roles as individuals who contribute to collective efforts and enterprises.

New Catalogue Description:

N/A: Description unchanged; proposal is to change prefix, number and make a regular offering rather than experimental.

**Prerequisites:**  None

**Co-requisites:**  None
Course Outline (Topics Only):

Identity as social and cultural construct. Issues of diversity (race, ethnicity, gender, class, faith, sexuality…). Defining the “self” and the “other”. Role(s) of individual in society. Xenophobia / Cultural myopia. Community-based service-learning / philanthropy. (see appended sample syllabus, file “Honors 03C”)

Course Objectives:

Hone interpersonal collaboration and team work; introduce students to campus and community resources and partners for professional development and philanthropic efforts; increase communication skills (oral; written); engage students with diverse cultural populations, phenomena and perspectives. (see appended sample syllabus, file “Honors 03C”)

Course Learning Outcomes:

Students demonstrate increased understanding of and appreciation for multicultural diversity, are conversant in contemporary issues of international import; have improved oral and written communication and critical thinking skills; know how and where to access campus and regional resources/partners to engage in service projects. (see appended sample syllabus, file “Honors 03C”)

Effects on staff and/or facility: None identified

Lab Fee: None

<table>
<thead>
<tr>
<th>Signatures for Approval</th>
<th>Date Received</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director, Honors Program</td>
<td>11/10/2014</td>
<td>11/12/2014</td>
</tr>
<tr>
<td>Honors Council Chair (ex-officio)</td>
<td>11/12/2014</td>
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<tr>
<td>Chair, Senate Academic Affairs Committee</td>
<td>3/16/15</td>
<td>5/11/15</td>
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<tr>
<td>Chair, UMES Senate:</td>
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<td>Vice President for Academic Affairs:</td>
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Revised 3/5/15
OFFICIAL REQUEST FOR COURSE CHANGE IN THE UMES CATALOG

ALL INFORMATION, INCLUDING INSTRUCTOR’S SOCIAL SECURITY NUMBER IS NEEDED BEFORE A CHANGE CAN BE PROCESSED.

WHEN ADDING A NEW COURSE, PLEASE INDICATE THE NAME AND CREDITS FOR THAT COURSE.

To be offered both:  

Semester:  
☐ Winter  
☐ Spring  
☐ Summer I  
☐ Summer II  
☒ Summer III  
☒ Fall  

2014 Year

CATALOG ADDITIONS, DELETIONS OR CHANGES – PART 1

<table>
<thead>
<tr>
<th>New and/or Existing Courses</th>
<th>Pre-Requisites (Indicate Prefix &amp; Number)</th>
<th>Co-Requisites (Indicate Prefix &amp; Number)</th>
<th>Close Course (Indicate Prefix, Number and Name of Course)</th>
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<td>Course Title</td>
<td>Course Prefix &amp; Number</td>
<td>Credit Hours</td>
<td>To Be Added</td>
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<td>(Experimental)</td>
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<td>N/A</td>
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<tr>
<td>Honors Freshman Seminar</td>
<td>GNST 188H</td>
<td></td>
<td></td>
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<tr>
<td>(Subtitle): Selves &amp; Others</td>
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PLEASE NOTE:

This form has been included for archival purposes only. This proposal was approved last year (2014) and the experimental version of Honors Freshman Seminar: Selves & Others was offered in Fall 2014. The current proposal (cf. file “HONORS 03A”) is to change the prefix/course number (to HONR 101) and to make it a regularly offered course (no longer experimental).

The HONR course prefix has been approved and created via the Provost’s and Registrar’s Offices.

1. Form may be used to change Credit Hours Only.
2. Form must accompany Proposal for Program, Curriculum and Course Status for NEW courses.
3. Complete next page to modify and/or include Course Description.
<table>
<thead>
<tr>
<th>Modify Course Description</th>
<th>New Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A: This proposal is for a new, experimental course.</td>
<td>An interdisciplinary seminar centered on themes of identity: race/ethnicity, gender, class, faith, and sexuality, this course explores definitions of “Self” and “Other” as constructs in psychological, social, political, and other realms through an examination of literature, film, arts, and mass media. A service-learning component embedded into the course introduces students to- and engages them with - local, regional, state, and federal resources and partners for purposes of professional development and philanthropic service. Students’ oral and written communication skills will be strengthened, critical thinking and inquiry advanced, and awareness of their diverse roles as individuals who contribute to collective efforts and enterprises.</td>
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Approved:  
Department Chair/Director Date  
Dean Date  
Academic Affairs Use Only:  
Entered by: cj clt Date
GNST-188H: Honors Freshman Seminar
“Selves and Others”

Fall 2014 | MW(F) 12:00 – 12:50 p.m. & student-scheduled Soliya Connect sessions | FLIC
Dr. Michael E. Lane, Director, The Richard A. Henson Honors Program
Associate Professor of French and Francophone Studies
Suite 2051 Hazel Hall | ☎: 410-651-6023 | mailto:melane@umes.edu
Office Hours: W 1:00 – 3:00 p.m. & by appt.

Course Description

- An interdisciplinary seminar centered on themes of identity: race/ethnicity, gender, class, faith, and sexuality, this course explores definitions of “Self” and “Other” as constructs in psychological, social, political, and other realms through an examination of literature, film, arts, and mass media. A service-learning component embedded into the course introduces students to- and engages them with - local, regional, state, and federal resources and partners for purposes of professional development and philanthropic service. Students’ oral and written communication skills will be strengthened, critical thinking and inquiry advanced, and awareness of their diverse roles as individuals who contribute to collective efforts and enterprises. Content may vary by semester.
- During the second half of the semester, students will also participate in web-conferenced, professionally moderated live chat sessions with students from all over the globe using the cutting-edge services of Soliya Connect.
- A deliberate effort has been made to design course materials and assessment measures in ways that are at once broad (reflecting historical, geographic, linguistic, and cultural spectra) and profound (allowing students to focus more on areas of personal/academic interest to them). Also, it should be noted that the cultural topics treated herein are presented in a non-linear (“unit-based” or “compartmentalized”) fashion in order to avoid conceiving of them as insular or unrelated entities and to demonstrate ways in which cultures interconnect in the human experience as a whole.

Topical Content & Objectives

By the end of GNST-188H, students will have gained a greater understanding of and appreciation for cultural diversity as these are presented in the course materials, assignments, and discussions. Students will demonstrate progress in their ability to articulate, in written and oral form, opinions about various topics related to identity and culture, including:
- Where do the language and culture of the “self” coincide, collide, or coalesce with the language(s) and culture(s) of the “other”?
- Monolingualism, Bilingualism, and Plurilingualism
- Monoculturalism, Transculturalism, Multiculturalism
- Internationalization, Globalization, Global Community
- Epistemologies (purposes, functions, natures, and limitations) of language and culture

Further, students will hone skills in interpersonal collaboration toward the common goals of diversification, internationalization, and community-building.

Texts, Materials and Resources

- Soliya Connect requires high-speed internet, webcam, headphones, microphone. The FLIC is equipped with these, but students are permitted to utilize their own equipment or that available elsewhere on campus.
- Additional course materials consist of films, websites, e-docs (.pdfs), PowerPoints, etc. on BlackBoard.
- Students must regularly access their e-mail accounts and BlackBoard to receive documents, announcements, reminders, and updates. Students who do not own a computer are reminded that there are multiple public computer labs on campus and are advised to become familiar with these labs and their hours of operation.
- Photocopies distributed as necessary.
Evaluation: Please refer to the description of each component below.

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Total Raw Points</th>
<th>Percentage of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation &amp; Attendance</td>
<td>200</td>
<td>20 %</td>
</tr>
<tr>
<td>Written Exams – 2</td>
<td>300</td>
<td>30 %</td>
</tr>
<tr>
<td>Group Presentations – 2</td>
<td>200</td>
<td>20 %</td>
</tr>
<tr>
<td>Journal (10 entries [1 page each])</td>
<td>200</td>
<td>20 %</td>
</tr>
<tr>
<td>Final Project (Soliya)</td>
<td>100</td>
<td>10 %</td>
</tr>
<tr>
<td>All Components</td>
<td>1000</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Class Participation & Attendance
- Regular attendance is essential to progress in this course. To ensure that students take full advantage of the classroom environment, the following attendance policy has been adopted:
  - Attendance will be taken at the beginning of each class session.
  - A student arriving to class after roll has been called will be counted as absent.
  - Each student is permitted two (2) unexcused absences without penalty.
    Each unexcused absence beyond the second will result in the reduction of the course grade by two (2) percentage points. (Example: A student’s overall average is 91 [A-], but s/he has 4 unexcused absences, and will, therefore, receive an 87 [B+] for the course).
  - Serious illness, family emergencies, or conflict with a university-sponsored activity (e.g. athletics, music groups, etc.) may be excusable with official documentation.
  - Make-up policy: Eligibility to make up work is reserved for those who supply documentation for their absence and/or have made prior arrangements to reschedule such work.
  - Absence from class on one day does not excuse lack of preparation on the following day.
    Students are responsible for contacting the instructor (by phone or e-mail) to learn of important announcements, assignments, etc. made during their absence.

- The majority of class time will be devoted to interactive discussion of the assigned readings, films, etc. therefore, it is expected that each student be prepared by carefully completing homework prior to coming to class.

- About participation: Physical presence (warming a seat) does not constitute participation (sharing in the learning process). We can best achieve our goals if each student eagerly contributes to in-class discussions and activities and participates, to the extent that his/her schedule permits, in various related events.
- To encourage active and meaningful engagement in and outside of class, each student will periodically (every 3 weeks) receive an evaluation of his/her participation.
- Each of the aforementioned evaluations is based on a 40-point scale.
  Thus 40 points x 5 evaluations = 200 total possible points for participation. (20 % of course grade)

Group Presentations
- In groups of 2-3, students will twice prepare 10-minute oral presentations on a topic of interest to them and relevant to the course.
- For each presentation, students will receive a grade that reflects his/her individual contributions to the group (75 points) and the group’s collaboration (25 points).
- Each presentation will:
  - Be designed using PowerPoint and distributed to the class at least one class session prior to the presentation itself. This will expedite the presentations and allow for more meaningful class discussion;
  - Include an audio-visual component (such as a cultural artifact, a video segment, a webpage, etc.);
  - Address questions to the audience to provoke discussion.

Written Exams
- Students will complete two (2) written exams, each focusing on materials treated since the previous exam.
- Exams will include a variety of short-answer questions, a selection of “micro-essays,” followed by a choice of longer essay.
**Journals**
- Students will prepare ten journal entries of 1 page each (12 pt. font, double spaced, 1” margins) on various topics related to class readings, film/video viewings, discussions, websites, guest speakers, and the like. Journal entries will be assessed on a scale of 20 points. Grammatical accuracy, creativity, and (cultural) content will serve as criteria for assessment. Thus,
  10 entries @ 20 pts. = 200 total possible pts., or 20% of course grade.
- A prompt detailing the topic(s) for each journal entry is provided in the “Program” below.
- A “Guide to Journal Entries” may be found on the last page of this syllabus. It is meant only to support your writing endeavors, not to restrict them – be creative, be insightful, be confident!

**Final Project (Soliya)**
- Specific details about the scope and structure of projects are forthcoming, but there are two options:
  - 1) production of a collaborative video; and
  - 2) composition of a cultural reflection paper.
    The project will be evaluated on a scale of 100 points (10 % of course grade).

**Miscellaneous Items**
This syllabus is subject to modification at any time to better meet the needs of students and objectives of the course.

**ACADEMIC INTEGRITY & APPROPRIATE BEHAVIOR**
It is the instructor’s policy to actively enforce the “Student Code of Conduct” as published here: [http://www.umes.edu/Student/students.html#code](http://www.umes.edu/Student/students.html#code). Students are asked to familiarize themselves with the university’s definition of and stance regarding academic dishonesty. In the interest of promoting a healthy and happy learning environment for all persons, students are advised that all formal university policies regarding acceptable behavior, dress, cell phone usage, etc. are in effect at all times while in class.

**DISABILITY SERVICES**
Students who may require exceptional classroom or evaluation environments (due to a learning disability, physical impairment, or the like) are asked to identify themselves to the instructor at the onset of the course, so that modified or alternative accommodations may be arranged.

**Americans with Disabilities Act Compliance**
The University of Maryland Eastern Shore assures commitment to provide access and equal opportunity to students with disabilities admitted to the University. The obligation to accommodate students with disabilities extends beyond the moral responsibility and beyond our University’s commitment to fulfill the promise of access. As part of the Rehabilitation Act of 1973, Congress enacted Section 504. Section 504 provides that, "No otherwise qualified handicapped individual in the United States...shall, solely by reason of...handicap be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal Financial Assistance." On July 26, 1990, the Americans with Disabilities Act (ADA) was enacted. The ADA (updated expansion of Section 504) reinforces the concept of reasonable accommodations in education and mandates greater access to employment transportation and public accommodations. Thus, the University of Maryland Eastern Shore is charged with the responsibility of assuring that meaningful access and opportunity to students with disabilities be provided to maximize not only their academic potential, but social and extracurricular activities as well. (p. 43: [http://www.umes.edu/Student/SF.pdf](http://www.umes.edu/Student/SF.pdf))
View the University’s Disability Statement here: [http://www.umes.edu/sbt/DS.pdf](http://www.umes.edu/sbt/DS.pdf)

**Program**

**AUGUST**
25 M Introduction to the course and to one another
Useful terms and definitions to talk about language and culture
Writing exercise: Defining “Internationalization,” “Globalization,” “Global Community”
Readings:
Alootook Ipellie, “Walking Both Sides of an Invisible Border” (Canada)
*The Immortal Life of Henrietta Lacks* (hereafter *Hel.La*):
Prologue; Deborah’s voice; chapters 1-2

**Journal 1 Due: Defining the Self**
**Prompt:** “In linguistic / cultural terms, I am…”

**SEPTEMBER**

01 M Labor Day Holiday – no classes

03 W Readings:
Michèle Lalonde, “Speak White” (Canada)
*Hel.La*: chapters 3-5
Music: The Wise Guys, “Denglish” (Germany)
Defining “Self,” “Other,” and the Space(s) between
Discussion: Mono/Bl/Bi/Multi/plurilingualism; Mono/Pluri/Trans/Cross-culturalism

**Journal 2 Due: Approaching the Other**
**Prompt:** Who is not you? In other words, who is the “Other” to you?

08 M Readings:
Nicolás Guillén, “My Last Name: A Family Elegy” (Cuba)
Excerpt from John McWhorter, *The Power of Babel*
*Hel.La*: chapters 6-8

10 W Readings:
Jorge Luis Borges, “The Web” (Argentina/Mexico)
*Hel.La*: chapters 9-11
Overview: The benefits of a study abroad experience
Discussion: The (Moslem) Veil: Affirmation or Denial of the Self?

**Journal 3: Literary Reaction 1**
**Prompt:** Select and react to one of the literary texts covered thus far in the course.

15 M Readings:
Toni Morrison, “Recitatif” (US)
*Hel.La*: chapters 12-14
Music: Daft Punk, “Technologic” (France)
Discussion: Masks: Othering the Self

**Journal 4: Film Reaction 1**
**Prompt:** React to the first of your individually-viewed films

17 W Readings:
Gloria Anzaldúa, “We Call Them Greasers” (US)
*Hel.La*: chapters 15-16
Music: Cajun music; Zydeco (Louisiana, US)

22 M **SOLIYA Student Registration Completed**
Readings: Antonio Jacinto, “Poem of Alienation” (Angola)
Excerpt from Nella Larsen, *Passing*
*Hel.La*: chapters 17-19

**Journal 5: Discipline-Specific Response**
**Prompt:** TBA (related to cultural diversity and your major field of study)

24 W **Group Presentations (I): Groups A & B**
Readings:
Sylvia Plath, “Daddy” (US)
*Hel.La*: chapters 20-22
Featured Artist: Frida Kahlo’s Self-Portraits & Film segment: *Frida* (Dir. Julie Taymor) 2002
29  M  Group Presentations (I): Groups C & D  
Readings: Khalil Hâwî, “The Cave,” from *Naked in Exile* (Lebanon)  
*HelA*: chapters 23-24  

**Journal 6: Film Reaction II**  
**Prompt:** React to the second of your individually-viewed films

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**OCTOBER**

01  W  SOLIYA Orientation Session Completed  
Readings:  
Excerpts from James O’Barr’s comic book series, *The Crow* (US)  
*HelA*: chapters 25-27  
Featured Artist: Vincent Van Gogh’s Self-Portraits  

**Journal 7: Literary Reaction II**  
**Prompt:** Select and react to another of the literary texts covered thus far in the course.

06  M  EXAM 1  
Opening Reception of O’Barr exhibition @ Mosely Gallery, 4:00 – 6:00 p.m.  
Film screening and Q&A with artist James O’Barr

08  W  Class Visit to the Mosely Gallery

*DARK DREAMS: THE ART OF JAMES O’BARR, CREATOR OF ‘THE CROW’*

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October 13 – 17  Soliya Online Dialogue Sessions Begin, Introductions.

17  F  Reading:  
*HelA*: chapters 28-30  

**Journal 8: Service-Learning**  
**Prompt:** Describe your participation in the service-learning component of the course.  
What did you learn about yourself through this activity? What did you learn about the “Other”?

October 20 – 24  Soliya: Engaging with Difference through Dialogue  
“The Coming Clash of Civilizations” by Samuel Huntington  
“What are the sources of conflict between Islam and the Western World?”  
[http://vimeo.com/27056504](http://vimeo.com/27056504)  
“Bridging Cultural Differences: American Public Relations Practices & Arab Communication Patterns” by R.S. Zaharna  
[http://cms.soliya.net/sites/default/files/Bridging%20Cultural%20Differences_Extract.pdf](http://cms.soliya.net/sites/default/files/Bridging%20Cultural%20Differences_Extract.pdf)

24  F  Readings:  
Excerpts from David Sedaris, *Me Talk Pretty One Day* (US/France)  
*HelA*: chapters 31-33  
Featured Artist: TBA

October 27 – 31  Soliya: Group Selected Topic

31  F  Reading:  
*HelA*: chapters 34-38 (end)  

**Journal 9: Art Reaction**  
**Prompt:** Choose one of the artworks discussed and react to it.
November

November 03 – 07  Soliya: Role of Religion in Society and Students’ Lives
“What Alabamians and Iranians Have in Common: A Global Perspective on Americans’ Religiosity Offers a Few Surprises” by Steve Crabtree and Brett Pelham
“The Battle for Hearts and Minds: Moderate vs. Extremist Views in the Muslim World” by Dalia Mogahed
http://media.gallup.com/WorldPoll/PDF/ExtremismInMuslimWorld.pdf
You can also hear an audio recording of the report here:
“Religion takes a back seat in Western Europe” by Noelle Knox
“The Islamic veil across Europe” by BBC News
http://www.bbc.co.uk/news/world-europe-13038095

07  F  Reading:
HeLa : Afterword
Film Segment: La Haine (Hate); Dir. Mathieu Kassovitz; France; 1995.
Group Presentations (II): Groups A & B
Journal 10: Soliya Connect Reaction
Prompt: Respond to one of the topics discussed by your Soliya group.

November 10 – 14  Soliya: Life Stories
14  F  Reading: Anna Akhmatova, “Requiem 1935-1940” (Russia)
Group Presentations (II): Group C
Project Abstract & Bibliography due

November 17 – 21  Soliya: The Role of the Media
21  F  Film segment, Everything is Illuminated Dir. Liev Schreiber. 2005.

November 24 – 28  Soliya: Group Selected Topic
28  F  **Thanksgiving Holiday—no class**
30  Sun  Soliya Final Project: note this is a holiday weekend. Please complete this early!

December

December 01 – 05  Soliya: Youth Empowerment & Bridging the Divide
05  F  Conclusion of course. Review for EXAM 2

11  R  EXAM 2: 1:00 – 2:50 p.m.
Soliya Online Evaluations due
Objective:
The purpose of the journal is to explore your own standpoint vis-à-vis the issues that we encounter in the various linguistic/cultural (con-)texts throughout this course. For this reason, the focus of entries should be reaction, NOT retelling. Do not merely summarize the plot of a film, recapitulate a text’s argument, describe the object in question, or paraphrase our guest speakers’ presentations.
Try to limit the scope of your writing to a specific element – one episode of a story, one historical event’s evolution, one especially poignant question, etc.
The style may be casual; feel free to use writing as a process. This means that your ideas need not be clearly outlined before you begin to write; instead, use the entries as a sounding-board for your thoughts and feelings about the subject. It is, however, essential that you arrive at some succinct conclusion before the process may be considered complete.

Key Reminders:
Each submission will be assessed on a scale of **20 possible points** (20 % of course grade).
Each entry should be **one type-written page in length** (1” margins; 12-point font = ~ 200 words).
Entries must be **double-spaced** to allow for instructor’s comments.
Email **attached documents in Word® are acceptable**, but these must be received prior to the end of the class in which they are due.
Remember **always to cite references**, ideas, and citations that you have used or borrowed.

Journal Content:
To assist you in articulating ideas that evidence critical thought, the instructor has developed the following list of elements that a successful entry might include:

1) A **specific (con)textual reference**. As stated above, do not write vague summaries or thematic syntheses. The more specific the element you’ve chosen to react to, the more detailed your exposition of that point will be.

2) A **personal connection**. You’ve chosen to write about one particular statement / occurrence / object... Explain and justify your choice of this element over the multitudinous alternatives available. Try to include an anecdote, experience, belief, opinion, conviction, etc. that illustrates a link between you as the “reader” and the (con)-text.

3) An **extra-textual consideration**. Consider the ramifications of the (con)-text to the world beyond the object at hand. If, for example, we are reading a piece that appears historically demarcated, explain how things have / have not evolved over time. If you’re discussing a text, what was the author’s motivation? What are the functions / merits / faults / etc. of the object you’ve chosen to discuss?

4) An **inter-textual consideration**. Many of the issues raised by one “text” overlap and reappear in others. You should attempt whenever possible to make connections between two or more texts of the program. Learning to always think comparatively will facilitate your class participation, your performance on exams, etc.
Please refer to note, **Honors-prefixed courses**, in file “Honors 02 Summary Overview and Rationale 2015 Honors Curricular and Catalog Proposals” for justification of School/Department below.

School: □ Ag & Natural Sciences  □ Arts and Professions  □ Business and Technology  □ Health Professions  □ Library Services

DEPARTMENT:  N/A

NEW COURSE
□ Change  □ Eliminate  □ Add

Prefix & Number: HONR 201  Credit Hours: 3

Title: Honors Sophomore Seminar: Leadership: From Theory into Practice

Start Date: □ Fall  □ Spring  □ Summer I  □ Summer II  □ Summer III  □ Winter  Year: 2015*

(* The first cohort is projected for Fall 2016 since students will need to have completed prerequisite HONR 101: Honors Freshman Seminar. 2015 is indicated to ensure inclusion in the forthcoming iteration of the Undergraduate Catalog).

Old Catalogue Description:  N/A: proposal is for a new course.

New Catalogue Description:
This seminar is designed to introduce students to diverse styles, strategies, ethical concepts and philosophies of leadership; to advance students’ understanding of and appreciation for the complexities of organizational leadership; to increase students’ awareness of personal strengths and identify areas for future professional improvement; and to provide students venues for training as leaders on campus, in the community, and beyond. Content may vary by semester.

Prerequisites: HONR 101: Honors Freshman Seminar (or approved substitution for transfer students and students admitted to the Honors Program with more than 28 earned credit hours). Sophomore standing.

Co-requisites: None

Course Outline (Topics Only): overview of leadership styles and strategies; theories of leadership; leadership ethics; “initiative / team-building games”, conflict management & resolution, personal growth through leadership; community-based / civic leadership; organizational leadership.

Course Objectives & Learning Outcomes: By the end of HONR 201, students will:  
* identify, analyze and critique historical and contemporary theories and techniques of leadership;  
* exhibit increased awareness of personal strengths and professional effectiveness and efficiency, as these pertain to their leadership;  
* apply the theories, strategies, and styles learned to foster teamwork among their peers in a series of “initiative” games, problem solving exercises and scenarios that stimulate ethical discussions;  
* complete a “practicum” throughout which they partner with a campus or local/regional agency, institution, or organization to practice leadership development, implement a leadership plan, and develop a leadership portfolio;  
* draft and revise their own personal statements of leadership philosophy.  
(see appended sample syllabus, file “Honors 04B”)
**Effects on staff and/or facility:** Will need to identify existing faculty who are qualified to instruct this interdisciplinary course. There are a number of faculty in ORLD, life coaches in CAAS, and others with degrees in Educational Leadership, etc. whose experiences and expertise are an apt match.

**Lab Fee:** None

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### Signatures for Approval

<table>
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<tr>
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<td>3/4/15</td>
<td>5/11/15</td>
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<td>Chair, UMES Senate:</td>
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<td>Vice President for Academic Affairs:</td>
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Revised 3/5/15
Sample Syllabus

HONR 201: Honors Sophomore Seminar
“Leadership: From Theory into Practice”

Fall 2015 | MWF 12:00 – 12:50 p.m.
Dr. Michael E. Lane, Director, The Richard A. Henson Honors Program
Associate Professor of French and Francophone Studies
Suite 2051 Hazel Hall | O: 410-651-6023 | melane@umes.edu

Course Description
This seminar is designed to introduce students to diverse styles, strategies, ethical concepts and philosophies of leadership; to advance students’ understanding of and appreciation for the complexities of organizational leadership; to increase students’ awareness of personal strengths and identify areas for future professional improvement; and to provide students venues for training as leaders on campus, in the community, and beyond. Content may vary by semester. Prerequisites: HONR 101: Honors Freshman Seminar (or approved substitution for transfer students and students admitted to the Honors Program with more than 28 earned credit hours). Sophomore standing.

Topical Content & Objectives
By the end of HONR 201, students will:

* identify, analyze and critique historical and contemporary theories and techniques of leadership;
* exhibit increased awareness of personal strengths and professional effectiveness and efficiency, as these pertain to their leadership;
* apply the theories, strategies, and styles learned to foster team work among their peers in a series of “initiative” games, problem solving exercises and scenarios that stimulate ethical discussions;
* complete a “practicum” throughout which they partner with a campus or local/regional agency, institution, or organization to practice leadership development, implement a leadership plan, and develop a leadership portfolio;
* draft and revise their own personal statements of leadership philosophy.

Texts, Materials, and Resources

- Required Readings include:

- Additional course materials consist of films, websites, e-docs (.pdfs), PowerPoints, etc. on BlackBoard.
- Students must regularly access their e-mail accounts to receive various documents, announcements, reminders, and updates. Students who do not own a computer are reminded that there are multiple public computer labs on campus and are advised to become familiar with these labs and their hours of operation.

Evaluation: Please refer to the description of each component below.

<table>
<thead>
<tr>
<th>Course Component</th>
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<th>Percentage of Course Grade</th>
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<tr>
<td>Class Attendance, Readiness &amp; Participation</td>
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<td>15%</td>
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<tr>
<td>Written Exams – 2</td>
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<td>20%</td>
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<tr>
<td>Group Presentation</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Journal (10 entries [1 page each])</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Statement of Leadership Philosophy</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Leadership Practicum &amp; Portfolio</td>
<td>250</td>
<td>25%</td>
</tr>
<tr>
<td><strong>All Components</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Class Attendance, Readiness & Participation

Leaders are there, on time, and at the ready!

- **Regular attendance is essential to progress in this course.** To ensure that students take full advantage of the classroom environment, the following attendance policy has been adopted:
  - **Attendance will be taken at the beginning of each class session.**
  - **A student arriving to class after roll has been called will be counted as absent.**
  - **Each student is permitted two (2) unexcused absences without penalty.** Each unexcused absence beyond the second will result in the reduction of the course grade by two (2) percentage points. (Example: A student’s overall average is 91 [A-], but s/he has 4 unexcused absences, and will, therefore, receive an 87 [B+] for the course).
  - **Serious illness, family emergencies, or conflict with a university-sponsored activity** (e.g. athletics, music groups, etc.) may be excusable with official documentation.
  - **Make-up policy:** Eligibility to make up work is reserved for those who supply documentation for their absence and/or have made prior arrangements to reschedule such work.
  - **Absence from class on one day does not excuse lack of preparation on the following day.** Students are responsible for contacting the instructor (by phone or e-mail) to learn of important announcements, assignments, etc. made during their absence.

- The majority of class time will be devoted to interactive discussion and application of the assigned readings, films, etc. therefore, it is expected that each student be prepared by carefully completing homework prior to coming to class.

- **About participation:** Physical presence (warming a seat) does not constitute participation (sharing in the learning process). We can best achieve our goals if each student eagerly contributes to in-class discussions and activities and participates, to the extent that his/her schedule permits, in various related events.

- To encourage active and meaningful engagement in and outside of class, each student will periodically (every 3 weeks) receive an evaluation of his/her participation.

- Each of the aforementioned evaluations is based on a 30-point scale.
  - Thus 30 points x 5 evaluations = 150 total possible points for participation. (15% of course grade)

Group Presentation

- In groups of 3-4, students will prepare one 15-minute oral presentation on a topic of interest to them and relevant to the course (suggested topics will be provided in the early semester).

- For each presentation, students will receive a grade that reflects his/her individual contributions to the group (75 points) and the group’s collaboration (25 points).

- Each presentation will:
  - Be designed using PowerPoint or other presentational software and distributed via the course Blackboard site **at least one class session** prior to the presentation itself. This will expedite the presentations and allow for more meaningful class discussion;
  - Include an audio-visual component (such as a cultural artifact, a video segment, a webpage, etc.);
  - Address questions to the audience to provoke discussion.

Written Exams

- Students will complete two (2) written exams, each focusing on materials treated since the previous exam.

- Exams will include a variety of short-answer questions, a selection of “micro-essays,” followed by a choice of longer essay.

Journals

- Students will prepare ten journal entries of 1 page each (12 pt. font, double spaced, 1” margins) on various topics related to class readings, film/video viewings, discussions, websites, guest speakers, and the like. Journal
entries will be assessed on a scale of 20 points. Grammatical accuracy, creativity, and content will serve as criteria for assessment. Thus,
10 entries @ 20 pts. = 200 total possible pts., or 20% of course grade.

- A prompt detailing the topic(s) for each journal entry will be provided in the “Program” below.
- A “Guide to Journal Entries” may be found at the end of this syllabus. It is meant only to support your writing endeavors, not to restrict them – be creative, be insightful, be confident!

**Statement of Leadership Philosophy**

Every leader has his or her own perceptions and beliefs regarding leadership. A philosophy statement is highly personal and is the critical analysis of fundamental assumptions or beliefs. For this assignment, students will create their own philosophy statement as it relates to leadership. **This statement should be 5 pages in length** and should incorporate theories, concepts, and practices discussed throughout this course that support the personal statement.

The statement should include, but not be limited to, responses to the following prompts:

- How do you define leadership? (process, what do you believe it should be, what is vital to your leadership)
- Who are you as a leader? (traits, competencies/skills, ethics, position in working with/leading others)
- What experiences (environmental, organizational or cultural) contribute/guide your understanding of leadership?
- To which theory (theories) and/or leadership style(s) do you ascribe? Why?

**Practicum & Portfolio**

Each student will complete a campus- or community-based “practicum” by “shadowing”/observing a leader or leaders of – and then by assuming a progressive leadership role within – a campus or local/regional agency, institution or organization. Students will prepare a written project (portfolio) that includes evidence of contributions made and lessons learned throughout the practicum experience. The students’ time commitment to this partnership will be **no less than 40 documented hours, to be contributed over a period of not less than 5 weeks.**

Specific details about the scope and structure of the practicum are forthcoming, but each resulting portfolio will contain the following parts:

- a detailed “log” of dates/times contributed to the practicum, signed by the partner agency;
- a two (2) page narrative description of the students’ “practicum” environment, to include: location, contact names/“colleagues”/team member profiles, anticipated (before) and actual (after) objectives and outcomes, level of student involvement and anecdotal details about specific experiences;
- a collection of materials related to the “agency” – promotional literature, governance structure, operating procedures / by-laws / constitution; meeting agenda and minutes, etc.
- a short (3-minute) “marketing”/ “publicity” video that complies with specific parameters and that features highlights of the host agency’s clientele, services, etc.
- a 2-3 page, abridged “strategic plan” highlighting proposed future initiatives and activities for the partner agency, institution, organization.

The practicum and resulting portfolio project will be evaluated on a scale of 250 points (25% of course grade).

**Miscellaneous Items**

This syllabus is subject to modification at any time to better meet the needs of students and objectives of the course.

**ACADEMIC INTEGRITY & APPROPRIATE BEHAVIOR**

It is the instructor’s policy to actively enforce the “Student Code of Conduct” as published here: http://www.umes.edu/Student/students.html#code Students are asked to familiarize themselves with the university’s definition of and stance regarding academic dishonesty. In the interest of promoting a healthy and happy learning environment for all persons, students are advised that all formal university policies regarding acceptable behavior, dress, cell phone usage, etc. are in effect at all times while in class.

**DISABILITY SERVICES**

Students who may require exceptional classroom or evaluation environments (due to a learning disability,
physical impairment, or the like) are asked to identify themselves to the instructor at the onset of the course, so that modified or alternative accommodations may be arranged.

**Americans with Disabilities Act Compliance**

The University of Maryland Eastern Shore assures commitment to provide access and equal opportunity to students with disabilities admitted to the University. The obligation to accommodate students with disabilities extends beyond the moral responsibility and beyond our University’s commitment to fulfill the promise of access. As part of the Rehabilitation Act of 1973, Congress enacted Section 504. Section 504 provides that, “No otherwise qualified handicapped individual in the United States...shall, solely by reason of...handicap be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal Financial Assistance.” On July 26, 1990, the Americans with Disabilities Act (ADA) was enacted. The ADA (updated expansion of Section 504) reinforces the concept of reasonable accommodations in education and mandates greater access to employment transportation and public accommodations. Thus, the University of Maryland Eastern Shore is charged with the responsibility of assuring that meaningful access and opportunity to students with disabilities be provided to maximize not only their academic potential, but social and extracurricular activities as well. (p. 43, http://www.umes.edu/sbt/DS.pdf) View the Disability Statement here: http://www.umes.edu/sbt/DS.pdf

***GUIDE TO JOURNAL ENTRIES***

**Objective:**

The purpose of the journal is to explore your own standpoint vis-à-vis issues encountered in the (con-)texts throughout this course. For this reason, the focus of entries should be **reaction**, **NOT retelling**. Do not merely summarize the plot of a film, recapitulate a text’s argument, describe the object in question, or paraphrase our guest speakers’ presentations.

Try to limit the scope of your writing to a specific element – one episode of a story, one historical event’s evolution, one especially poignant question, etc.

The style may be casual; feel free to use writing as a **process**. This means that your ideas need not be clearly outlined before you begin to write; instead, use the entries as a sounding-board for your thoughts and feelings about the subject. It is, however, essential that you arrive at some succinct conclusion before the process may be considered complete.

**Key Reminders:**

Each submission will be assessed on a scale of **20 possible points** (20% of course grade).

Each entry should be **one type-written page in length** (1” margins; 12-point font = ~ 200 words).

Entries must be **double-spaced** to allow for instructor’s comments.

**Remember always to cite references**, ideas, and citations that you have used or borrowed.

**Journal Content:**

To assist you in articulating ideas that evidence critical thought, the instructor has developed the following list of elements that a successful entry might include:

1) **A specific (con)textual reference.** As stated above, do not write vague summaries or thematic syntheses. The more specific the element you’ve chosen to react to, the more detailed your exposition of that point will be.

2) **A personal connection.** You’ve chosen to write about one particular statement / occurrence / object... Explain and justify your choice of this element over the multitudinous alternatives available. Try to include an anecdote, experience, belief, opinion, conviction, etc. that illustrates a link between you as the “reader” and the (con)text.

3) **An extra-textual consideration.** Consider the ramifications of the (con)text to the world beyond the object at hand. If, for example, we are reading a piece that appears historically demarcated, explain how things have / have not evolved over time. If you’re discussing a text, what was the author’s motivation? What are the functions / merits / faults / etc. of the object you’ve chosen to discuss?

4) **An inter-textual consideration.** Many of the issues raised by one “text” overlap and reappear in others. You should attempt whenever possible to make connections between two or more texts of the program. Learning to always think comparatively will facilitate your class participation, your performance on exams, etc.
PROPOSAL FOR COURSE, PROGRAM OR CURRICULUM STATUS

Please refer to note, **Honors-prefixed courses**, in file “Honors 02 Summary Overview and Rationale 2015 Honors Curricular and Catalog Proposals” for justification of School/Department below.

School:  
☐Ag & Natural Sciences  ☒Arts and Professions  ☐Business and Technology  
☐Health Professions  ☐Library Services

DEPARTMENT:  N/A

☐Change  ☐Eliminate  ☒Add

Prefix & Number  HONR 301  
Credit Hours:  3

Title:  **Honors Junior Seminar: Global Problems, Local Solutions**

Start Date:  ☒Fall  ☐Spring  ☐Summer I  ☐Summer II  ☐Summer III  ☐Winter  Year:  2015*

(* The first cohort is projected for Fall 2016 since students will need to have completed prerequisite HONR 101: Honors Freshman Seminar. 2015 is indicated to ensure inclusion in the forthcoming iteration of the Undergraduate Catalog).**

Old Catalogue Description:  N/A: proposal is for a new course.

New Catalogue Description:
This discussion-based and research-intensive, interdisciplinary course provides an overview of significant problems plaguing today’s planet and the advances being made toward resolution of these issues. Students will demonstrate knowledge of global politics, phenomena and processes in their cultural contexts. Students will have on- and/or off-campus co-curricular experiences that contribute to the understanding of how and to what extent solutions to world issues are approached by the US, especially at our most local levels. Topics may vary by semester.

Prerequisites:  HONR 101: Honors Freshman Seminar (or approved substitution for transfer students and students admitted to the Honors Program with more than 28 earned credit hours). Junior standing.

Co-requisites: None

Course Outline (Suggested Topics Include):
Climate change; water rights, access, contamination; famine, food supply; health care, disease, epidemics; terrorism; national security; international conflict; poverty, wealth distribution and inequality; human rights; political corruption; population growth; immigration, population displacement; sex trafficking; child soldiers; gender discrimination; monolingualism; cultural myopia; xenophobia.

Course Objectives & Learning Outcomes: By the end of HONR 301, students will:

- Be able to describe the process of globalization;
- Demonstrate a deepened understanding of contemporary world issues;
- Collaborate with peers in structured, formal debates, to argue the positive and negative impacts of various world phenomena on the planet and its populations;
- Articulate the impact of local contributions and cooperative efforts on resolution of a particular problem;
- Prepare a written investigation detailing a world problem and how it is approached on the local level;
- Defend, by oral presentation to the class and at least one external faculty reader, the research project;
- Utilize and correctly cite appropriate research sources.

(see appended sample syllabus, file “Honors 05B”)
**Effects on staff and/or facility:** Will need to identify existing faculty who are qualified to instruct this interdisciplinary course. There are a number of faculty whose experiences and expertise are an apt match (most instructors of courses containing international content).

**Lab Fee:** None

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Revised 3/6/15
Sample Syllabus

HONR 301 : Honors Junior Seminar
"Global Problems, Local Solutions"

Fall 2015 | MWF 12:00 – 12:50 p.m.
Dr. Michael E. Lane, Director, The Richard A. Henson Honors Program
Associate Professor of French and Francophone Studies
Suite 2051 Hazel Hall | ☑️ O: 410-651-6023 | mailto:melane@umes.edu

Course Description
This discussion-based and research-intensive, interdisciplinary course provides an overview of significant problems plaguing today’s planet and the advances being made toward resolution of these issues. Students will demonstrate knowledge of global politics, phenomena and processes in their cultural contexts. Students will have on- and/or off-campus co-curricular experiences that contribute to the understanding of how and to what extent solutions to world issues are approached by the US, especially at our most local levels. Topics may vary by semester.

Topical Content (suggested topics might include):
Climate change; water rights, access, contamination; famine, food supply; health care, disease, epidemics; terrorism; national security; international conflict; poverty, wealth distribution and inequality; human rights; political corruption; population growth; immigration, population displacement; sex trafficking; child soldiers; gender discrimination; monolingualism; cultural myopia; xenophobia.

Course Objectives: Upon successful completion of HONR 301, students will:
- Be able to describe the process of globalization;
- Demonstrate a deepened understanding of contemporary world issues;
- Collaborate with peers in structured, formal debates, to argue the positive and negative impacts of various world phenomena on the planet and its populations;
- Articulate the impact of local contributions and cooperative efforts on resolution of a particular problem;
- Prepare a written investigation detailing a world problem and how it is approached on the local level;
- Defend, by oral presentation to the class and at least one external faculty reader, the research project;
- Utilize and correctly cite appropriate research sources.

Texts, Materials, and Resources
- Required Reading
- Additional course materials consist of films, websites, e-docs (.pdfs), PowerPoints, etc. on BlackBoard.

Evaluation: Please refer to the description of each component below.

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<tr>
<td>Short written assignments – 5</td>
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<td>20%</td>
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<tr>
<td>Written Exams – 2</td>
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<td>20%</td>
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<td>Debates – 2</td>
<td>100</td>
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<tr>
<td>Oral Presentation</td>
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<td>10%</td>
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<tr>
<td>Research Project</td>
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Class Attendance, Readiness & Participation

- **Regular attendance is essential to progress in this course.** To ensure that students take full advantage of the classroom environment, the following attendance policy has been adopted:
  - **Attendance will be taken at the beginning of each class session.**
  - **A student arriving to class after roll has been called will be counted as absent.**
  - **Each student is permitted two (2) unexcused absences without penalty.** Each unexcused absence beyond the second will result in the reduction of the course grade by two (2) percentage points. (Example: A student’s overall average is 91 [A-], but s/he has 4 unexcused absences, and will, therefore, receive an 87 [B+] for the course).
  - **Serious illness, family emergencies, or conflict with a university-sponsored activity** (e.g. athletics, music groups, etc.) may be excusable with official documentation.
  - **Make-up policy:** Eligibility to make up work is reserved for those who supply documentation for their absence and/or have made prior arrangements to reschedule such work.
  - **Absence from class on one day does not excuse lack of preparation on the following day.** Students are responsible for contacting the instructor (by phone or e-mail) to learn of important announcements, assignments, etc. made during their absence.

- The majority of class time will be devoted to interactive discussion of the assigned readings, films, etc. therefore, it is expected that each student be prepared by carefully completing homework prior to coming to class.

- **About participation:** Physical presence (warming a seat) does not constitute participation (sharing in the learning process). We can best achieve our goals if each student eagerly contributes to in-class discussions and activities and participates, to the extent that his/her schedule permits, in various related events.

Debates

Students, in arbitrarily-assigned teams, will prepare two debates on subjects drawn from a list of possible topics provided (or may suggest another topic to their liking). Students will assume different roles in the debate: supporting (pro), derailing (con), or moderating (neutral). Groups will be responsible for presenting any new information relevant to their topic to the class, for detailing their position, and for addressing questions to and from the class as a whole.

- Prior to the debate, students will receive a detailed description of the format to be followed.
- A “mock” debate will be arranged in the early weeks of the semester to afford students an opportunity to practice and fully understand the format for the subsequent debate.

Written Exams

- Students will complete two (2) written exams, each focusing on materials treated since the previous exam.
- Exams will include a variety of short-answer questions, a selection of “micro-essays,” followed by a choice of longer essay.

Project

- Each student will prepare a research project on a topic pre-approved by the instructor.
- Specific details about the scope and structure of projects are forthcoming, but each will contain:
  1. a thoroughly researched investigation of a world problem, and
  2. documented communication (emails; letters; interviews…) with local/regional agencies active in addressing the world problem being investigated.
- a one-page abstract delineating the problem, methodology, limitations and proposed solution(s);
- a ten (10) page DRAFT of the research paper;
- a fifteen (15) page FINAL, edited version of the research paper;
- an annotated bibliography of no fewer than ten (10) appropriate sources;
Presentation
- Students will prepare 10-minute oral presentations ("defenses") on the topic of their research project.
- Each presentation will:
  - Be designed using PowerPoint and distributed to the class at least one class session prior to the presentation itself, to expedite the presentations and allow for more meaningful class discussion;
  - Be evaluated by the students’ instructor, peers (class), and at least one external faculty member;
  - Include an audio-visual component (such as a cultural artifact, a video segment, a webpage, etc.);
  - Address questions to the audience to provoke discussion.

Miscellaneous Items
This syllabus is subject to modification at any time to better meet the needs of students and objectives of the course.

ACADEMIC INTEGRITY & APPROPRIATE BEHAVIOR
It is the instructor’s policy to actively enforce the “Student Code of Conduct” as published here: http://www.umes.edu/Student/students.html#code Students are asked to familiarize themselves with the university’s definition of and stance regarding academic dishonesty. In the interest of promoting a healthy and happy learning environment for all persons, students are advised that all formal university policies regarding acceptable behavior, dress, cell phone usage, etc. are in effect at all times while in class.

DISABILITY SERVICES
Students who may require exceptional classroom or evaluation environments (due to a learning disability, physical impairment, or the like) are asked to identify themselves to the instructor at the onset of the course, so that modified or alternative accommodations may be arranged.

Americans with Disabilities Act Compliance
The University of Maryland Eastern Shore assures commitment to provide access and equal opportunity to students with disabilities admitted to the University. The obligation to accommodate students with disabilities extends beyond the moral responsibility and beyond our University’s commitment to fulfill the promise of access. As part of the Rehabilitation Act of 1973, Congress enacted Section 504. Section 504 provides that, “No otherwise qualified handicapped individual in the United States...shall, solely by reason of handicap be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal Financial Assistance.” On July 26, 1990, the Americans with Disabilities Act (ADA) was enacted. The ADA (updated expansion of Section 504) reinforces the concept of reasonable accommodations in education and mandates greater access to employment transportation and public accommodations. Thus, the University of Maryland Eastern Shore is charged with the responsibility of assuring that meaningful access and opportunity to students with disabilities be provided to maximize not only their academic potential, but social and extracurricular activities as well. (p. 43; http://www.umes.edu/Student/SH.pdf)
View the University’s Disability Statement here: http://www.umes.edu/sbt/DS.pdf
TO:          Honors Council
FROM:        Michael E. Lane, Ph.D.;
             Director, Richard A. Henson Honors Program
RE:          Revised DRAFT of Senior Honors Thesis Course Description
DATE:        24 November 2014

Please review the appended revisions to the course description for university-wide Senior Honors theses / capstones. To the extent possible, I have integrated the feedback provided by members of the Council. Footnotes provide clarification to questions raised. The Council should be prepared to discuss, edit and, ideally, vote on this at its December 10th meeting. If you are unable to attend the meeting, please ask a colleague from your unit to participate in your absence. Thank you!
Proposed Senior Honors Thesis / Capstone Project Course Description

HONR 496: Senior Honors Thesis / Capstone Project. (1-4 credits). F; S.
The student will plan, research, prepare, produce and formally present a substantial and original scholarly work or creative endeavor in his/her major program(s) of study or on a topic pre-approved by an appointed committee. Course format and requirements vary and are determined by the department. Available by application only to students of the university’s Honors Program. Directed and graded by a faculty member in the student’s thesis/project area with at least one additional faculty serving as a second reader. May be taken concurrently for credit in a student’s major department, if applicable. Student must complete a minimum of three (3) total thesis hours and earn a composite grade of B or higher to satisfy university honors requirements. May be repeated up to a maximum of nine (9) total credit hours. Prerequisite: Junior or Senior status.

It is further proposed that the student’s disciplinary area will be reflected in the course section number assigned by the Registrar. For example:
HONR 496-0101: Senior Honors Thesis / Capstone Project: Biology
HONR 496-0102: Senior Honors Thesis / Capstone Project: English
We’ll need to have a follow-up discussion about this and “concentrations”, etc. For instance, how do we uniquely identify the various “tracks” in Human Ecology?

1 It is understood that, although the course is titled “Senior” thesis, depending on each department’s preferences and expectations, students may begin the process (proposal; committee formation; research; etc.) during their Junior year.
2 Formal presentations (“defenses”, exhibits, recitals, productions) are common expectations of honors thesis projects at our peer and aspirational peer institutions.
3 Accommodates double majors or students’ major/minor and encourages interdisciplinarity.
4 Departments should have a standing (curriculum?) committee in place to review/approve such requests. This clause allows for students with diverse interests and talents to produce a thesis project outside of their major (a graphic novel submitted by a Computer Science major; an Exercise Science major / cello virtuoso’s recital; etc.)
5 Each department will submit a detailed description (~syllabus) of expectations and evaluation policies for the course. For instance, is this essentially a directed/independent study or a regular research seminar? How are the credit hours distributed over multiple semesters? How many committee members are included and who is eligible to serve in that capacity? Is the presentation/defense a public one or among the committee only? How many drafts are required? What percentage of the course grade is attributed to drafts, final version, presentation, etc?
6 A basic application is being developed that will require a working title/short abstract, timeline for completion, schedule of meetings with director, and identification of committee members.
7 Each department must determine whether this course counts in lieu of an extant requirement (substitution) or if it is to be completed as an “elective” or as an “add-on” requirement for honors students.
8 Consensus among Council members was to leave this requirement as written.
PROPOSAL FOR COURSE, PROGRAM OR CURRICULUM STATUS

Please refer to note, Honors-prefixed courses, in file “Honors 07 Summary Overview and Rationale 2015 Honors Curricular and Catalog Proposals” for justification of School/Department below.

School: □ Ag & Natural Sciences □ Arts and Professions □ Business and Technology
□ Health Professions □ Library Services

DEPARTMENT: N/A

NEW COURSE

□ Change □ Eliminate □ Add

Prefix & Number: HONR 496
Credit Hours: 1-4 (repeatable up to 9)

Title: Senior Honors Thesis / Capstone Project

Start Date: □ Fall □ Spring □ Summer I □ Summer II □ Summer III □ Winter Year: 2015

Old Catalogue Description: N/A: Proposal is for a new course

New Catalogue Description:

The student will plan, research, prepare, produce and formally present a substantial and original scholarly work or creative endeavor in his/her major program(s) of study or on a topic pre-approved by an appointed committee. Course format and requirements vary and are determined by the department. Available by application only to students of the university’s Honors Program. Directed and graded by a faculty member in the student’s thesis/project area with at least one additional faculty serving as a second reader. May be taken concurrently for credit in a student’s major department, if applicable. Student must complete a minimum of three (3) total thesis hours and earn a composite grade of B or higher to satisfy university honors requirements. May be repeated up to a maximum of nine (9) total credit hours. Prerequisite: Junior or Senior status.

Prerequisites: Junior or Senior status.

Co-requisites: N/A

Course Outline (Topics Only): Course format and requirements vary and are determined by the department

Course Objectives: The student will plan, research, prepare, produce and formally present a substantial and original scholarly work or creative endeavor in his/her major program(s) of study or on a topic pre-approved by an appointed committee. Further course objectives vary and are determined by the department.
Course Learning Outcomes: Student: demonstrates ethical responsibility in researching, producing and presenting the project, including, but not limited to IRB processes and protocol (for projects involving human subjects, for instance); correctly cites references; shows familiarity with research methods proper to the academic discipline; exhibits enhanced oral and written communication skills; further outcomes vary and are determined by the department in its detailed description / syllabus for the thesis or capstone course.

Effects on staff and/or facility: Minimally, one faculty mentor/director and one additional reader will constitute the guiding team and evaluating committee.

Lab Fee (if required): _N/A: No associated fee except as determined by the student’s major department (e.g., departments having capstone experiences that require such a fee)

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<th>Signatures for Approval</th>
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<td>Director, Honors Program</td>
<td>09/10/2014</td>
<td>12/10/2014 (as amended by Council)</td>
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<td>Honors Council Chair (ex-officio)</td>
<td>11/24/2014</td>
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<td>Chair, Senate Academic Affairs Committee</td>
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<td>Vice President for Academic Affairs:</td>
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Revised 3/5/15
PROPOSAL FOR CHANGES TO UNDERGRADUATE CATALOG

The Honors Program

Request is to expand and update the description of the Honors Program in the 2015-2017 Undergraduate Catalog.

Proposed description is included as file Honors 07B.
Current description is included as file Honors 07C.

Changes requested include:

1) correction of residual typographical / grammatical errors.

2) deletion of obsolete descriptors. Most of the description is VERY outdated and does not reflect recent/current practices and policies with regard to eligibility criteria, application/admissions processes, etc.

3) expansion of description to include: (1) full Mission & Vision statements; (2) Core Values; (3) Program of Study, as presented in the current proposals; and (4) course descriptions for HONR 101, 201, 301 and 496, as presented in the current proposals.

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<td>02/04/2015</td>
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Revised 3/6/15
THE HONORS PROGRAM

Mission
The primary mission of the Honors Program at the University of Maryland Eastern Shore is to offer high achieving and motivated undergraduates the opportunity to participate in student centered learning experiences that promote intellectual growth, cultural appreciation, professional focus, leadership development, and civic participation. Also, to serve the entire University by enhancing the intellectual life of the campus, helping students prepare for graduate and professions school, and serving as a locus for curricular experimentation.

Admission to and Retention in the Honors Program
Students may apply for admittance into the Honors Program as incoming freshmen, transfer students, or as a student already matriculated at the university. Interested students must complete an application to the program and submit all requested documents, including transcript(s), letters of recommendations, a résumé detailing leadership roles, service contributions, awards and honors earned, and co-curricular activities, and essay by posted deadlines. Students must also sign and return the Honors Contract Agreement Form. The Application Forms and Honors Contract Agreement may be obtained from the Honors Program office or the website at www.umes.edu/honors. Preference is given to Maryland residents and students with successful academic preparation in the sciences, mathematics, and humanities for competitive admission. All applicants admitted to the program are eligible and may apply for one of several merit-based scholarships. Application deadlines for program admission and scholarships are also posted on the website.

Admission into the Honors Program is selective. In making application to any component of the Honors Program, the following procedures should be observed:

☐ The applicant should complete a University of Maryland Eastern Shore application and indicate at the top of the first page that admission into The Honors Program is sought. The application and a copy of an official transcript with SAT scores should be forwarded to the UMES Office of Admissions and Registration.

☐ At least two letters of recommendation are required from science, mathematics, or English teachers who have taught the applicant. The recommendations, résumé, and essay should be sent to The Honors Program office.

☐ The applicant should submit a personal essay to The Honors Program office indicating why the major area of study has been chosen and why admission into honors is desired. Any additional information the applicant wishes to be considered that is not included elsewhere in the application should also be included in the personal essay.
If the full and complete application indicates the applicant may qualify for the Honors Program, an interview at UMES may be scheduled. Applicants are notified by the director of the status of their acceptance into the program prior to April 15 of the year in which admission is sought.

Program Description
Students accepted into the Honors Program are automatically eligible for Honors Merit Scholarships. Maryland Distinguished Scholars, National Merit Finalists and National Achievement Finalists receive Merit-Plus Scholarship Awards. No separate application is required. Awards to entering freshmen are based strictly on merit and academic promise. Financial need is not considered. Scholarships vary in amount, but may include the full cost of room, board and tuition. Awards are renewable for three additional years provided good academic standing in the program is maintained. Applications should be submitted early for scholarship consideration. For additional information, contact The Honors Program office at 410-621-3070 or melane@umes.edu.
 Proposed Undergraduate Catalog (2015-2017) Description

THE HONORS PROGRAM

Mission
The primary mission of the Honors Program at the University of Maryland Eastern Shore is to offer high achieving and motivated undergraduates the opportunity to participate in student-centered learning experiences that promote intellectual growth, cultural appreciation, professional focus, leadership development and civic participation.

The Honors Program also serves the entire University by enhancing the intellectual life of the campus, helping students prepare for graduate and professional school, and providing a locus for curricular experimentation.

Facilitating the entry of those from underrepresented groups within the state of Maryland is a further priority.

Core Values
The Honors Program values:
- critical inquiry and creative expression that advance understanding, awareness and appreciation;
- engaged and engaging dialogue that fosters and supports a dynamic community;
- fairness and inclusiveness that ensure accessibility of resources and diversity; and
- leadership and collaboration that serve to better the lives of others.

Objectives
The objectives of the Honors Program are:

1. To support academic excellence by providing curricular, co-curricular and extra-curricular opportunities that foster intellectual growth, encourage critical inquiry and increase communication proficiency.
2. To engage students in experiences that promote their awareness and appreciation of multicultural diversity.
3. To advance students’ professional development and graduate school readiness.
4. To strengthen students’ leadership skills through initiation to various strategies, styles and experiences.
5. To inspire students to be responsible citizens who make altruism a life habit through civic participation, service learning and philanthropic efforts.

Admission
Admission to the Honors Program is competitive and by separate application. Students may apply for admission into the Honors Program as incoming freshmen, transfer students, or as a student already matriculated at the university who has earned fifty-five (55) or fewer credit hours. Interested students must first complete an application and be admitted to UMES. Following admission to the university, students seeking admission to the Honors Program must complete an application and provide supporting materials, including transcript(s); SAT/ACT test scores; letters of recommendation; a résumé
detailing leadership roles, service contributions, awards and honors earned, and co-curricular activities; and an essay that addresses how the student intends to benefit by membership in the Honors Program and what talents, expertise and experiences the student hopes to contribute to the campus community. Students must also sign and return the Honors Membership Agreement. Eligibility criteria, application forms and membership agreements may be obtained from the Honors Program office or the “Forms Library” of its website at www.umes.edu/honors. All applicants admitted to the program are eligible and may apply for one of several merit-based scholarships. Application deadlines for program admission and scholarships are also posted on the website.

Program of Study

To qualify for graduation with University Honors, students must satisfy all terms of the Honors Program Membership Agreement and complete the requisite coursework, as detailed in the Honors Program of Study.

The following academic criteria (“Program of Study”) must be satisfied:

Completion of at least twenty-four (24) total hours of Honors coursework, to include:

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<th>Credits</th>
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<tr>
<td>• 3</td>
<td>HONR 101: Honors Freshman Seminar¹;</td>
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<td>• 3-6</td>
<td>HONR 201: Honors Sophomore Seminar; or</td>
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<td>•</td>
<td>HONR 301: Honors Junior Seminar;</td>
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<tr>
<td>• 3-9</td>
<td>HONR 496: Senior Honors Thesis / Capstone;</td>
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<tr>
<td>• 6</td>
<td>Major department honors course credits (excluding HONR 496)</td>
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The balance of course credits may be obtained by satisfactory completion of:

- honors sections of general education courses;
- honors versions of major/minor degree courses;
- additional HONR seminars (HONR 201: Honors Sophomore Seminar; HONR 301: Honors Junior Seminar);
- graduate coursework completed for undergraduate credit;
- a pre-approved international experience (with prior written approval of the Director of the Honors Program, one-half of hours earned through participation in a credit-bearing study abroad program, will articulate as honors credits).

Students are also eligible to receive “Honors Course Credit by Contract,” a process by which the student earns honors credit for completion of a standard curriculum course. This process is by application and pre-approval only. Guidelines and forms are available on the Honors website. Students may complete a maximum of six (6) contracted honors hours in fulfillment of their honors Program of Study.

¹ Students admitted after Freshman year may complete an additional HONR 201 or 301 in lieu of HONR 101.
HONR 101: Honors Freshman Seminar: Selves and Others.  
Credit 3

An interdisciplinary seminar centered on themes of identity: race/ethnicity, gender, class, faith, and sexuality, this course explores definitions of “Self” and “Other” as constructs in psychological, social, political, and other realms through an examination of literature, film, arts, and mass media. A service-learning component embedded into the course introduces students to- and engages them with - local, regional, state, and federal resources and partners for purposes of professional development and philanthropic service. Students’ oral and written communication skills will be strengthened, critical thinking and inquiry advanced, and awareness of their diverse roles as individuals who contribute to collective efforts and enterprises.

HONR 201: Honors Sophomore Seminar: Leadership: From Theory into Practice  
Credit 3

This seminar is designed to introduce students to diverse styles, strategies, ethical concepts and philosophies of leadership; to advance students’ understanding of and appreciation for the complexities of organizational leadership; to increase students’ awareness of personal strengths and identify areas for future professional improvement; and to provide students venues for training as leaders on campus, in the community, and beyond. Content may vary by semester. Prerequisites: HONR 101: Honors Freshman Seminar (or approved substitution for transfer students and students admitted to the Honors Program with more than 28 earned credit hours). Sophomore standing.

HONR 301: Honors Junior Seminar: Global Problems, Local Solutions  
Credit 3

This discussion-based and research-intensive, interdisciplinary course provides an overview of significant problems plaguing today’s planet and the advances being made toward resolution of these issues. Students will demonstrate knowledge of global politics, phenomena and processes in their cultural contexts. Students will have on- and/or off-campus co-curricular experiences that contribute to the understanding of how and to what extent solutions to world issues are approached by the US, especially at our most local levels. Topics may vary by semester. Prerequisites: HONR 101: Honors Freshman Seminar (or approved substitution for transfer students and students admitted to the Honors Program with more than 28 earned credit hours). Junior standing.

HONR 496: Senior Honors Thesis / Capstone Project.  
Credit 1-4

The student will plan, research, prepare, produce and formally present a substantial and original scholarly work or creative endeavor in his/her major program(s) of study or on a topic pre-approved by an appointed committee. Course format and requirements vary and are determined by the department. Available by application only to students of the university’s Honors Program. Directed and graded by a faculty member in the student’s thesis/project area with at least one additional faculty serving as a second reader. May be taken concurrently for credit in a student’s major department, if applicable. Student must complete a minimum of three (3) total thesis hours and earn a composite grade of B or higher to satisfy university honors requirements. May be repeated up to a maximum of nine (9) total credit hours. Prerequisite: Junior or Senior status.
Proposal is to approve, formally, the Honors Program’s Program of Study (file: Honors 08B).

As the Honors Program at UMES moves toward transition to collegiate status, we must implement a Program of Study that provides academic offerings across all four years of study, that requires a minimum of 24 accumulated honors hours, and that requires a culminating thesis / capstone course.

The National Collegiate Honors Council’s guidelines are transparent:
* The curriculum of an honors college offers significant course opportunities across all four years of study
* The curriculum of the honors college constitutes at least 20% of a student’s degree program (24 hours)
* The honors college requires an honors thesis course or honors capstone project
  (lines #8 & 9, Honors 09 Appendix A NCHC Basic Characteristics of College).

As noted in the Summary Overview and Rationale, honors students have been “expected” to enroll in “at least one honors course per term” to fulfill the terms of the Membership Agreement or as a contractual obligation (scholarship recipients). No minimum total honors hours earned has been established to ensure that students graduating with University Honors are held to a fair and universally-applicable standard of excellence (some interpreted “one honors course” as a one-credit lab, for instance. Total honors hours earned among graduates have been widely divergent – some have as many as 36, some as few as... 61).

Additional materials submitted in support of this new “Program of Study” include:
(1) Honors Strategic Plan – Appendix C; (2) Honors 2014 Self Study – Appendix D; (3) Honors 2014 External Review / Site Visit report – Appendix E; and (4) 2014 Honors Program Membership Agreement – Appendix I.