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**Resolution #29 2013-2014
College Senate**

Supersedes Res #: _____

TO: Dr. John R. Halstead, College President

FROM: The College Senate: **4/21/2014**

RE: → I. Formal Resolution (*Act of Determination*)
II. Recommendation (*Urging the Fitness of*)
III. Other, For Your Information (*Notice, Request, Report, etc.*)

SUBJ: **Honors College Curriculum Change** (28_13-14UC)

Signed: Dawn M Jones Date: 4/28/14
(Dawn Jones, 2013-14 College Senate President)

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: Dawn Jones, College Senate President

FROM: John R. Halstead, College President

RE: → I. Decision and Action Taken on Formal Resolution (circle choice)
a. Accepted - Implementation Effective Date**: Fall 2015 entering class
****Implementation of resolution requires final approval from SUNY- State Education Department.** YES NO

b. Deferred for discussion with the Faculty Senate on ___/___/___
c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation or Other/FYI

a. Received and acknowledged ___/___/___

b. Comment: _____

Signed: John R. Halstead Date: 4/28/14
(Dr. John R. Halstead, President, The College at Brockport)

DISTRIBUTION: Upon approval, the College President will forward copies of resolutions to his staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at <http://www.brockport.edu/collegesenate/resolutions>.

**COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE
DEADLINE FOR SUBMISSIONS: FEBRUARY 28**

Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

Routing Number <i>Routing # assigned by Senate Office 2013-2014</i>	#28_13-14UC <i>Use routing number and title in all reference to this proposal.</i>
This Proposal Replaces Resolution	

INSTRUCTIONS

- Use committee guidelines available at brockport.edu/collegesenate/proposal.html.
- Prepare ONE complete document in **Word format**: include this proposal cover page, proposal, attachments and support letters from your department chair and dean if applicable.
- **Locate the Resolution # and date this proposal will replace at our "Approved Resolutions" page on our Web site.**
- Email completed proposal to senate@brockport.edu. (General Education Proposals and questions go to dlamphro@brockport.edu in the Vice Provost's Office first.)
- Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to senate@brockport.edu.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. **PROPOSAL TITLE:** Please be somewhat descriptive, i.e. *Use a course number and/or title, indicate if for GED code, etc.*

Adding an engaged learning experience requirement to the Honors College curriculum for four-year students

2. **BRIEF DESCRIPTION OF PROPOSAL:**

We propose that four-year Honors College students complete an engaged learning experience(s) totaling three credits or more as a requirement for graduation in the Honors College, in addition to the existing course requirements.

3. **WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED?** NO YES EXPLAIN YES

4. **DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.**

See attached.

5. **HOW WILL THIS AFFECT TRANSFER STUDENTS:**

n/a

6. **ANTICIPATED EFFECTIVE DATE:**

Fall 2015 entering class

7. **SUBMISSION & REVISION DATES:** PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
2/10/14	2/20/14		

8. **SUBMITTED BY: (contact person)**

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
Donna Kowal	Honors College	X 5054	dkowal@brockport.edu

9. **COMMITTEES: (Senate office use only)**

Standing Committee	Forwarded To	Dates Forwarded
<input type="checkbox"/> Executive Committee	Standing Committee	2/11/14, 2/24/14
<input type="checkbox"/> Enrollment Planning & Policies	Executive Committee	3/31/14
<input type="checkbox"/> Faculty & Professional Staff Policies	Senate	4/7/14, 4/21/14
<input type="checkbox"/> General Education & Curriculum Policies	Passed GED's go to Vice Provost	
<input type="checkbox"/> Graduate Curriculum & Policies	College President	4/29/14
<input type="checkbox"/> Student Policies	OTHER	
<input checked="" type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	

NOTES: RES #29

We propose that four-year Honors College students complete an engaged learning experience(s) totaling three credits or more as a requirement for graduation in the Honors College, in addition to the existing course requirements.

- For the purpose of this proposal, the phrase “four-year Honors students” refers to students who enroll in the Honors College as entering freshmen (regardless of the number of transfer credits from high school). In recent years, our entering Honors freshman class size has been approximately 90 students.
- By “engaged learning experience” we are referring to courses that foster intellectual growth through student-driven learning and/or experiential learning (whether lower- or upper-division credits). In the context of Honors advisement, such courses may be selected by the student according to his/her interests and educational goals as follows: study abroad, internship, practicum course (e.g. supervised teaching, teaching assistantship, clinical or field experience), peer mentoring course, independent study, service-learning, Washington semester program or other credit-bearing engaged learning experiences with the approval of the Honors Director. Note that engaged learning credit earned at other institutions may meet this requirement, for example, in the case of study abroad or an international internship. Students may also submit a petition form to the Honors Office to obtain approval for a non-credit equivalent to this requirement (e.g. Leadership Development Program, Summer Research Program). This form will require students to justify an engaged learning experience in terms of its objective, resulting product or outcome, and contribution to their intellectual development. In some instances on non-credit bearing engaged learning experience programs, it may be appropriate for a student to enroll in an independent study that is connected to the student’s work.

We believe it is important to provide a variety of options for students to fulfill this proposed requirement so that it can be customized to a student’s program of study and goals, as well as his/her financial status. This approach also keeps any demand on institutional resources to a minimum by utilizing already existing resources as much as possible. Moreover, our proposal to add an engaged learning experience requirement is consistent with Honors course work at other institutions.

Currently, four-year students complete a total of seven courses (19-21credits) in Honors (approximately 17% of their undergraduate course work). Five of the seven courses are Honors sections of General Education requirements (4 lower-division and 1 upper-division), and the remaining two are HON 395 Junior Colloquium (1 cr. senior thesis planning course) and HON 490 (3 cr. senior thesis project). The proposed additional three credits or more of an engaged learning experience(s) will increase Honors requirements to 20% of their undergraduate course work).

There are three reasons for the proposed curricular change:

1. First, the required three-credit or more engaged learning experience will enable us to better carry out and assess the Honors College’s programmatic mission, which is “to provide an enriched program of study and foster a dynamic learning community for academically talented undergraduate students. Through small, interactive interdisciplinary courses taught by distinguished faculty and opportunities to engage and work with faculty and fellow Honors students outside the classroom, the Honors College seeks to empower students to perform at their highest level of achievement.”
2. Second, the National Collegiate Honors Council (NCHC), which last semester announced that it will be offering voluntary national accreditation for the first time beginning Fall 2014, recommends that:
 - a. *“The curriculum of the honors college constitutes at least 20% of a student’s degree program.”*
 - b. *“The curriculum is designed so that Honors requirements can, when appropriate, also satisfy general education requirements, major or disciplinary requirements, and pre-professional or professional training requirements.”*
 - c. *“The college offers specialized active-learning courses, seminars, colloquia and/or experiential learning opportunities.”*

Adding three credits of engaged learning experience coursework will contribute to our ability to address these accreditation standards. (Currently, 17% of the undergraduate course work of four-year Honors students is earned in Honors courses.)

3. Third, the proposed curricular change will address a gap that many four-year Honors students experience in the sophomore-junior years. In recent years, it has become increasingly apparent that Honors freshmen enter Brockport with a significant amount of AP, IB and/or other college credit. For instance, data provided by the Academic Advisement Office indicate that 41% of the entering Honors freshman class of Fall 2012 brought in 24 or more AP, IB and/or other college credits. Additionally, 31% of this class had completed the SUNY 10 GE requirements by the end of Spring 2013 and 50% of them had just one remaining GE requirement after Spring 2013.



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

Office of the Vice Provost for Academic Affairs

February 10, 2014

Executive Committee, College Senate
The College at Brockport

I would like to register my strong support for the 2013-2014 College Senate Proposal #28 presented by Donna Kowal for the purpose of making a minor change in the Honors College program requirements.

The three-point rationale, as summarized in this proposal, for adding one, three-credit upper division course related to “engaged learning” to the program is well thought out and, in my opinion, compelling.

While I will not reiterate all of Dr. Kowal’s reasons in this letter, I will say that earning the accreditation of the National Collegiate Honors Council (NCHC) would be a step forward for the Honors College program and the curricular change proposed in this proposal would help with that effort.

I hope that the proposal will receive the approval of the College Senate.

Sincerely,

P. Michael Fox
Vice Provost for Academic Affairs

Additional answers and information from Donna Kowal (March 26, 2014)

Some people found the definition of “ELE” unclear. Unfortunately they have not explained why they think it is unclear, so I cannot guide you in responding to this concern.

We decided to use the term “engaged learning experience” because it is terminology already used at Brockport, especially by the Institute for Engaged Learning. Realizing that a variety of courses fit into the category of ELEs, we provided an explanation in the second bulleted paragraph of the proposal to clarify the options students have for satisfying this requirement (see “By ‘engaged learning experience,’ we are referring to ...”). If the Senate approves our proposal, we will create a petition form that students must submit to the Honors Office to have their ELE(s) approved in advance. In any instance where we have a question about a proposed course we will contact the department chair for clarification.

Additionally, if the committee thinks the terminology “engaged learning experience” could be confusing, we would certainly consider adopting different word choice to identify the requirement, e.g. “experiential learning.”

2) Are not the Honors students already doing an ELE, since they are each completing a Thesis?

Yes, however, for the sake of clarity and consistency in communicating the requirements to students, we will continue to refer to the “Senior Honors Thesis” (HON 490) as a separate requirement from the “Engaged Learning Experience Course.” In other words, the ELE requirement we are proposing is *in addition to* the senior thesis project. See the attached side-by-side list of requirements for an illustration.

3) Did you review the transcripts of all Honors graduates from last year, to see how many of them completed an extra 3-credit ELE (beyond the Thesis) even without this requirement? This is a “resource question.” If most Honors students are already doing this ELE, then few new resources are needed to implement this change. If this is not the case, then perhaps substantial resources are needed to implement this change. In that case, your proposal should explain whether the extra supervision of the ELEs (indep study, internships, etc, all require faculty supervision).

We did not review the transcripts of all Honors graduates from last year because the rationale for the proposal is based primarily on the programmatic mission and future pursuit of accreditation with the National Collegiate Honors Council. (I wish we had the time to review the transcripts, as you suggest, however, our priority right now is recruitment and application reviews for the fall 2014 entering class.) However, we have reviewed resumes/curricula vitae submitted by May 2013 graduating seniors. Our quick review affirms that a majority of Honors students are already active in engaged learning experiences, both credit and non-credit bearing. Many Honors students already have ELE courses embedded in their academic major, choose to study abroad or do an internship, serve as peer mentors or OSAs, engage in student teaching or clinic practicum, etc. For those that do not, it will be the Honors directors who advise the students and help them find an appropriate ELE.

Ultimately, we consider this proposal to be *resource neutral* insofar as students will be taking classes—both required and elective courses—that are already offered by the College. Additionally, as mentioned in the proposal, the form students must submit to the Honors Office will include an option for proposing a non-credit bearing experience to meet the ELE requirement (e.g. Leadership Development Program, Summer Research Internship).

4) How different must this ELE be from the Honors thesis? Often in Psychology, students complete a PSH 499 either concurrently with their honors thesis credits, or in preparation for their honors thesis

credits. If the new ELE experience must be distinct from thesis work, then this may become a workload issue. There are more students in Psychology who need and want independent study spaces than there are openings.

While we will treat the ELE and senior thesis as separate requirements, it would be fine for a student to satisfy the ELE requirement by engaging in a course that prepares them for carrying out their thesis (HON 490). Indeed, this already happens in the work some students carry out in independent studies, field research, research methods or seminar courses and in the Summer Research Internship Program, for example. We want to avoid being overly restrictive in ELE options because whatever a student pursues for this requirement should be *integrated* into his or her chosen program of study as much as possible.

Donna M. Kowal, Ph.D.
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Honors College Curriculum for students who enter as freshmen (Honors Scholarship recipients)

Side-by-side Comparison of Current and Proposed Curriculum

	Current Honors Curriculum	Credits	Proposed Honors Curriculum	Credits
1.	HON 112: Introduction to Honors	4	HON 112: Introduction to Honors	4
2.	Three Additional Honors GE Courses*	9-12	Three Additional Honors GE Courses*	9-12
3.	XXX HON Contemporary Issues**	3	XXX HON Contemporary Issues**	3
4.	HON 395 Junior Colloquium	1	HON 395 Junior Colloquium	1
5.	HON 490 Senior Honors Thesis	3	HON 490 Senior Honors Thesis	3
			XXX Engaged Learning Experience(s)***	3
	Total Credits	20-23	Total Credits	23-26

* Three Additional Honors GE Courses (9-12 credits) come from a variety of lower-division courses that have been designated as Honors GE sections. At least five GE Honors sections are offered every semester. Examples of such courses include THE 232 HON Improvisational Theatre, which fulfills “Fine Arts with Performance,” and PLS 323, HON American Politics, which satisfies “Social Science.”

** XXX HON Contemporary Issues course (3 credits) is an Honors section of a GE “I” course. Recent titles of contemporary issues courses offered for Honors have been WMS 360 HON “Sex and Culture,” ENL 366 HON Literature & Forgiveness and BIO 333 “Cont. Issues in Life Science.” At least three Honors “I” courses are offered every semester.

*** **XXX Engaged Learning Experience(s)** (3 credits completed by one or more approved courses or by an approved non-credit equivalent). Honors students may select from a variety of options according to their personal interests, academic major and educational goals as follows: study abroad, internship, practicum course (e.g. supervised teaching, teaching assistantship, clinical or field experience), peer mentoring course, independent study, service-learning, Washington semester program or other credit-bearing engaged learning experiences with the approval of the Honors Director. An engaged learning credit earned at other institutions may meet this requirement, for example, in the case of study abroad or an international internship. Students may also submit a petition form to the Honors Office to obtain approval for a non-credit equivalent to this requirement (e.g. Leadership Development Program, Summer Research Program). This form will require students to justify an engaged learning experience in terms of its objective, resulting product or outcome, and contribution to their intellectual development. In some instances of non-credit bearing engaged learning experience programs, it may be appropriate for a student to enroll in an independent study that is connected to the student’s work.