

A Future for University Honors

March 2019

Background

University Honors (UH) is the Honors College’s oldest and largest living-learning program. Of the 1,000 Honors students who matriculate to the University each year, more than half of them choose to join UH (Figure 1). But despite its size and centrality to the Honors College, UH has for decades struggled to deliver a satisfactory experience for these highly recruited students.

This situation has not passed unnoticed. A 2014-15 survey of Honors students revealed that fewer than 10% of UH students felt that they learned more than their peers in other Honors living-learning programs (LLPs) (Figure 2). And whereas 85% of students in the other six LLPs report a strong collegiate environment in their respective programs, fewer than 60% of UH students share this estimation (Figure 3).

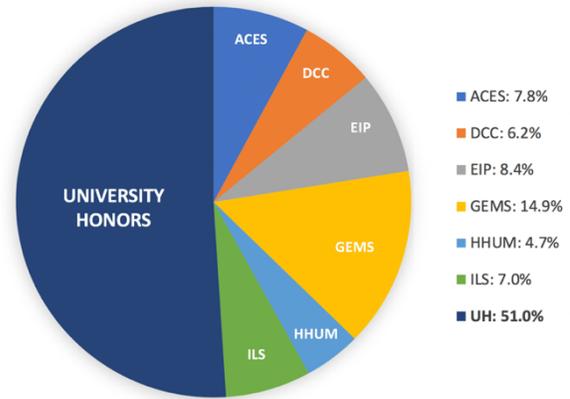


Figure 1. Honors Enrollment by LLP
Average Cohort Size: AY15-18

This evaluation is reinforced by studies dating back to the 1980s.¹ Report after report describes UH as an “underfunded,” “understaffed” “step-down” from the other LLPs, offering “few community-building activities” and an “unfocused” curriculum. Among the “major weaknesses” of the General Honors Program identified as early as the Markley Report (1988), for example, were the following:

“inadequate budgetary support,” “relatively low involvement of campus faculty,” and “quality issues within honors seminars stemming from ... the use of part-time faculty, and/or faculty teaching outside their disciplines.”

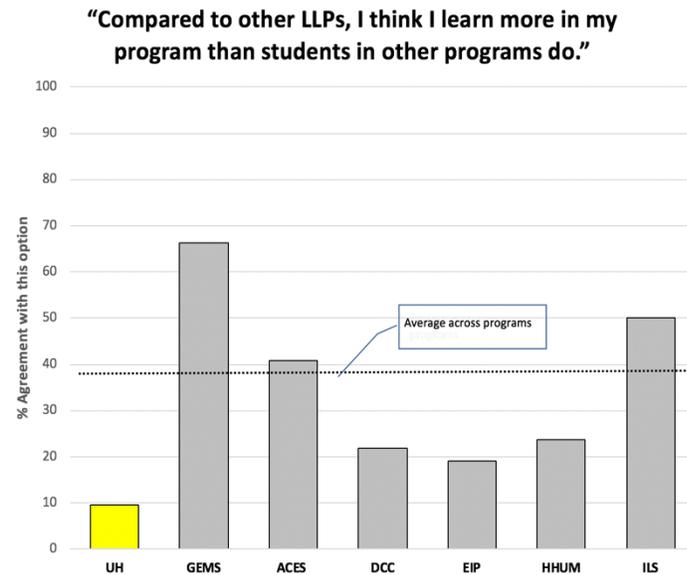


Figure 2. Student Satisfaction Survey (2014-15)

Commissioned by Provost Mary Ann Rankin and Associate Provost and Dean for Undergraduate Studies William Cohen in 2016 and submitted in April 2017, the most recent study was prepared by an Honors College Strategic Vision Committee (HCSVC) consisting of senior faculty, staff, and students from across campus. Observing that UH is plagued by “structural and funding arrangements that chronically undermine both the curriculum and students’ living-learning experiences,” the

¹ See, e.g., reports submitted by the Ad Hoc Committee on Undergraduate Honors Program (1988), Summer Working Group on Honors (1996), Honors Review Committee (2006), Committee on Living-Learning Programs (2009), Honors College Self-Study Committee (2014), Honors College External Review Committee (2015), and Honors College Strategic Vision Committee (2017).

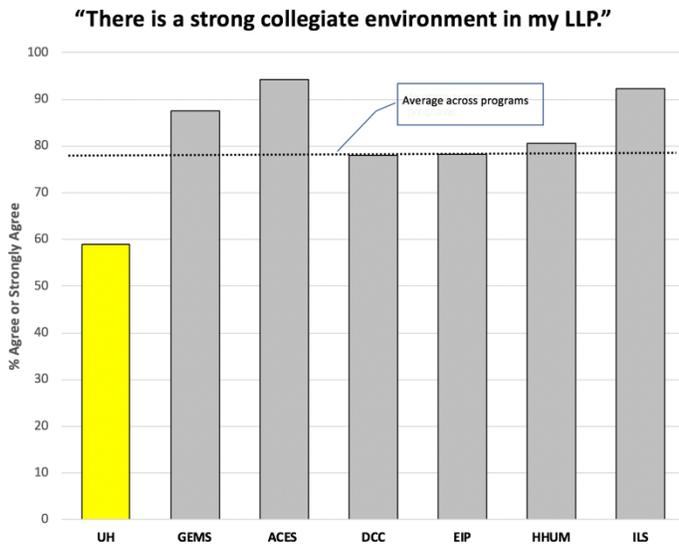


Figure 3. Student Satisfaction Survey (2014-15)

HCSVC’s report calls for a top-to-bottom reorganization, including a distinctive mission, a coherent curriculum, greater involvement from campus faculty, dedicated teaching resources, adequate staffing, increased funding, and intentional cocurricular programming.

At a December 2017 meeting of the Provost’s Academic Planning Advisory Committee (APAC), the Honors College presented a preliminary proposal for implementing these recommendations. The College has continued to refine this proposal in light of the feedback it has received from constituencies across campus, including Directors of the other Honors LLPs, Honors students, Associate Deans of the academic colleges and schools, the Office of Undergraduate Studies, the Enrollment Management Taskforce, Faculty

Affairs, Undergraduate Academic Planning committee (UGAP), and the Office of the Provost. The present document reflects the current state of this effort.

Challenges

The challenges facing UH fall into three broad categories:

(1) *Curriculum and Cocurricular Programming*

The current instructional staffing arrangement between the Honors College and the academic colleges and schools (Herman Targets) delivers an educational experience that both lacks internal coherence and fails to provide follow-up courses for interested students. Inadequate staffing results in insufficient cocurricular programming. For this community of the University’s most promising students, we can, and should, do better.

(2) *Faculty and Staff*

Despite offering more than 120 seminars per academic year, UH lacks a dedicated faculty. Departments are reluctant to “give up” their best tenure-line faculty to teach for UH, and tenure-line faculty are disinclined to develop courses that will be offered only once to non-majors. With minimal input in the selection of those who teach nearly 60% its courses, UH has limited quality control of its course offerings. Furthermore, whereas each of the other LLPs is led by a Director and enjoys staff-to-student ratios ranging from 1:38 to 1:100, UH lacks a Director and, with its two full-time staff members, has a staff-to-student ratio of approximately 1:500.

(3) *Mission and Brand*

Widely viewed as the “default” program in the Honors College, UH lacks a clear and distinctive mission. This perception is reinforced by the program’s name, which is non-descriptive, confusing, and uninspiring.

The present document outlines the Honors College’s strategy for addressing each of these challenges, with particular attention paid to the implications for the academic colleges and schools, as well as the other Honors LLPs.

Curriculum and Cocurricular Programming

At the heart of the proposed restructuring of UH is a rigorous, multidisciplinary curriculum comprised of collaboratively designed, thematically organized courses of contemporary significance. Instead of taking an assortment of disparate seminars and H-version courses, in the proposed UH, students will receive their citation upon completion of a cohesive, 15-credit sequence of classes and seminars.

Whilst students may complete their coursework anytime during their undergraduate careers, the typical pathway through this sequence will look as follows:

<i>Freshman Year</i>	<i>7 CR</i>	<i>Sophomore Year</i>	<i>6 CR</i>	<i>Junior/Senior Year</i>	<i>2 CR</i>
Gateway Seminar	1 CR	Cluster 2: I-Series Class	3 CR	Vantage Point Seminar	2 CR
Cluster 1: I-Series Class	3 CR	Cluster 2: Seminar A/B/C	3 CR		
Cluster 1: Seminar A/B/C	3 CR				

Gateway Seminar

UH freshmen begin their journey by taking this 1-credit, S/F seminar. Led by Lecturers, organized in partnership with I-Faculty Fellows (see below), and featuring invited guests, this conversation-based course gives students a window into how researchers, teachers, and DC-area practitioners cultivated their



Figure 4. Sample Cluster Themes and Seminar Topics

passions, built their careers, and conceive of their contributions to education and society. UH freshmen will have the opportunity to learn about less familiar areas of study and career paths, network with faculty and prospective mentors, and introspect and write about their own futures. The Gateway Seminar replaces, and will incorporate some of the campus-orientation material currently provided by, HONR 100.

Thematic Clusters

Typically in their freshman and sophomore years, students will complete two “Clusters” of courses. A Cluster consists of a group of thematically related, non-sequential, 3-credit courses (Figure 6). At the heart of each Cluster is an I-Series course taught by the Cluster’s I-Faculty Fellow. Each I-Series course will explore a “big” question of contemporary and enduring significance and will accommodate 60 UH students. Proposed by participating Faculty Fellows,

the theme of each Cluster can be engaged from multiple disciplinary perspectives, and the other seminars in the Cluster will do precisely that. Smaller in size (20) and somewhat narrower in scope, Seminar A will be taught by a Lecturer and Seminars B and C will be taught by Faculty Fellows. (Some illustrative examples are given in Figure 4.) Cluster topics and syllabi will be approved by the Honors Council. Learning outcomes will emphasize the traits of the Honors College Graduate (Figure 8). Any two-course combination within a Cluster will fulfill three GenEd requirements: one SCIS + two additional categories.

Theory and Practice Tracks

While most students will complete one two-course Cluster in their first year and one two-course Cluster in their second year, an alternative to the second Cluster is the “Theory and Practice Track.” Each Theory and Practice Track consists in two thematically related, non-sequential, 3-credit seminars: one taught by a Faculty Fellow “theoretician,” the other taught by a DC-based “practitioner” (illustrative examples given in Figure 5). These pairings ensure the continued involvement of DC-area experts, whose seminars have proven extremely popular with UH students.

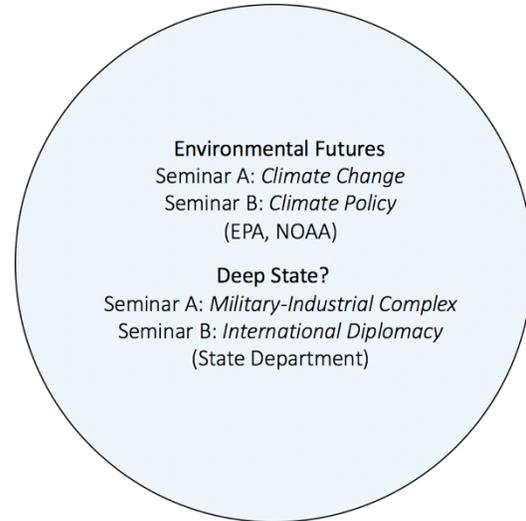


Figure 5. Sample Theory & Practice Themes and Topics

Vantage Point Seminar

Juniors and Seniors cap their experience in the proposed UH by completing this 2-credit, discipline-nonspecific seminar. Led by Lecturers, this course guides students through a process of self-inquiry as they revisit questions first explored in the Gateway Seminar, reflect on their curricular and co-curricular experiences at the university (e.g., clusters, study abroad), pivot toward completing their major programs and launching their postgraduate lives. Materials compiled and generated through this process (including, e.g., curriculum vitae, writing sample, professional website) will be collected in an ePortfolio. Students who complete this Seminar will receive their University Honors Citation at a ceremony at the conclusion of their senior year.

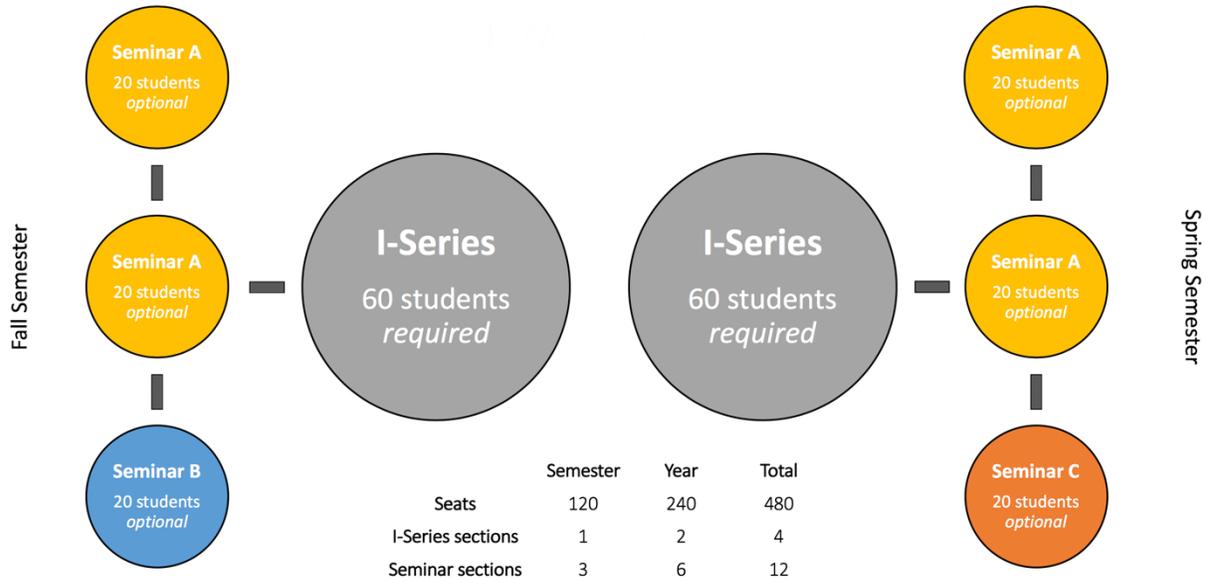


Figure 6. Thematic Cluster

Scheduling

It is crucial that the proposed UH curriculum preserves the sort of scheduling flexibility on which current UH students have come to rely (Figure 7).

- 8 Clusters run every year, and each Cluster runs for 2 years. For each Cluster, 1 section of the I-Series course and 3 sections of seminars (2 x Seminar A and 1 x Seminar B in Fall Semester, 2 x Seminar A and 1 x Seminar C in Spring Semester) is offered in every year in which the Cluster runs.
- 3 Theory & Practice Tracks are offered every year, and each Track runs for up to three years. Both Theory & Practice Track Seminars will be offered in both semesters of the year in which the Track runs.
- 12 sections of the Gateway and the Vantage Point Seminars will be offered each semester.

	AY 1		AY 2		AY 3		
	Fall	Spring	Fall	Spring	Fall	Spring	
Lecturer	Gateway Sem. (4 sec.)	Vantage Point (2 sec.) Course Fair	Cluster Sem. A (2 sec.) Vantage Point (2 sec.)	Cluster Sem. A (2 sec.)	Cluster Sem. A (2 sec.) Vantage Point	Cluster Sem. A (2 sec.) Vantage Point	THEMATIC CLUSTER
Lead Faculty Fellow	R&D Gateway Sem. (partic.)	Course Fair	Cluster I-Series	Cluster I-Series	Cluster I-Series	Cluster I-Series	
Faculty Fellow	-	Course Fair	Cluster Sem. B	-	Cluster Sem. B	-	
Faculty Fellow	-	Course Fair	-	Cluster Sem. C	-	Cluster Seminar C	
Faculty Fellow (Theoretician)	Theory & Practice Sem. T	Theory & Practice Sem. T	Theory & Practice Sem. T	Theory & Practice Sem. T	Theory & Practice Sem. T	Theory & Practice Sem. T	T&P TRACK
DC Practitioner	Theory & Practice Sem. P	Theory & Practice Sem. P	Theory & Practice Sem. P	Theory & Practice Sem. P	Theory & Practice Sem. P	Theory & Practice Sem. P	

Figure 7. Sample 3-year Schedule

Cocurricular Programming

The stability and coherence of the proposed curriculum will allow for development of the sort of robust cocurricular program currently absent in UH and which prospective students expect. Likely community-building activities and topics will include financial literacy, wellness, citizenship skills, career planning, etc.

Further Considerations

Among the features of this curricular structure are the following:

- Alignment with university’s strategic plans, specifically the *2016 Strategic Plan Update’s* commitment to “expand and enhance living-learning communities” and to “transform teaching to enhance learning” in ways that “increase opportunities for collaborative learning and discovery” and “result in deeper, long-term learning.”
- The university’s most promising students will be better served by a curriculum that is at once coherent and continually refreshed by new courses on topics of contemporary and enduring significance led by a reenergized faculty.
- Through the new Honors Council, research-active tenure-line faculty will play an integral role in the design and development of UH course offerings.
- Maximal flexibility for students, who may complete any Cluster or Track in a semester, a year, or over a period of up to 2 (Clusters) or 3 (Tracks) years.



Figure 8. Traits of UMD Honors Graduate

- Adaptable structure that can expand or contract to accommodate fluctuations in UH and Honors College enrollment.
- By decreasing its citation requirements from 16CR to 15CR, the proposed UH is brought into line with ACES, EIP, Honors Humanities, and ILS (all of which require 15CR) and will require fewer credits than both DCC (16CR) and Gemstone (18CR).
- Faculty are better incentivized to develop courses since all courses in the proposed UH are guaranteed to be offered more than once.
- Currently, fewer than half of the those who teach UH students are tenure-line faculty. A UH student today can complete her citation without ever taking a course designed or taught by a tenure-line faculty member (and many do). In the proposed UH, by contrast, 96% of all courses will be led by dedicated UH faculty—Faculty Fellows and/or Lecturers with fulltime appointments in UH—with the remaining 4% led by DC-based “Practitioners.”
- Stable structure that allows UH to develop lasting partnerships with stakeholders both on campus (e.g., Do Good Institute) and off (e.g., Phillips Collection, DC-area institutions and agencies).

Alternative Models Considered

Several alternatives to the proposed curriculum were considered and ultimately rejected. For example, the College explored a curriculum consisting of fifteen tracks per year. Among the features of this model were the following: *all* participating tenure-line faculty members would be required to make a 2-year, 1/1 commitment; each track was to consist of just two seminars; Lecturers would be provided with housing in the new Varsity Fields residence hall or in private apartments near campus. Following extensive consideration and consultation, this strategy was rejected in favor of the “Cluster” approach for several reasons, among them (a) the need for greater variety in the type of appointments open to tenure-line faculty members, due to the variety of standard teaching loads across campus—from 1/1 in some colleges to 4/4 in others; (b) operational challenges associated with devising, coordinating, and maintaining such a large number of small tracks; (c) insufficient scheduling flexibility for students enrolled in highly prescriptive degree programs; and (d) logistical challenges introduced by faculty living in residence with students.

The College also considered eliminating UH altogether and replacing it with six area-specific LLPs similar in size and scope to ACES, DCC, EIP, Honors Humanities, and ILS. This approach was similarly rejected for several reasons, including (a) cost; (b) the unlikelihood of identifying sponsoring colleges for each new program; (c) the undesirability of closing a program with such a long history and devoted alumni base; and (d) recognition of the fact that Honors students both value and benefit from a flexible program whose curriculum is discipline-nonspecific.

Faculty and Staff

Seminars in the proposed UH will be designed and taught by three cadres of faculty: 12 Lecturers, 27 Faculty Fellows (including 8 I-Faculty Fellows, 16 Faculty Fellows, and 3 “Theoretician” Faculty Fellows), and 3 “DC Practitioners” (Appendix 1).

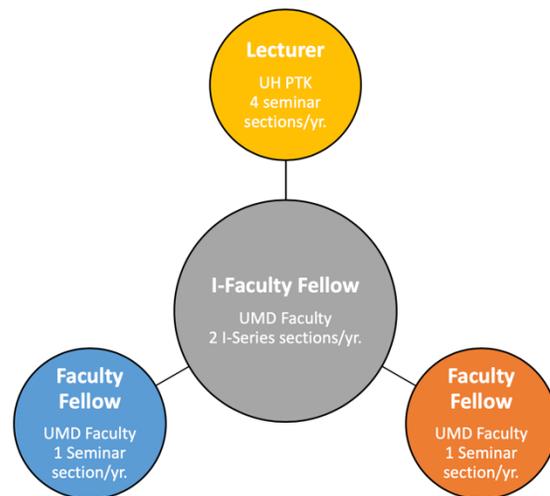


Figure 9. Cluster Faculty Group

Lecturers

Rotating group of recent PhDs (3 x cohorts of 4). 3-year appointment (possibly renewable in exceptional cases). Each Lecturer is paired with a I-Faculty Fellow, helping to develop, steward, and teach in 1 Cluster. 9-month salary, customary fringe benefits. Teaching load: 3/3. Year 1: 4 sections of Gateway Seminar + 2 sections of Vantage Point Seminar (i.e., 2 preps) + R&D. Years 2 and 3: 4 sections of Cluster Seminar A + 2 sections of Vantage Point Seminar (i.e., 2 preps).

Faculty Fellows

All 27 Faculty Fellows are tenure-line or PTK UMD faculty. In recognition of their commitment to the proposed UH, Faculty Fellows receive a stipend. This group falls into three categories:

- (1) 8 I-Faculty Fellows make a 2-year teaching commitment. Teaching load: 1/1. Years 1-2: 2 sections of Cluster I-Series (1 prep). Prior to the beginning of their term, I-Faculty Fellows will begin developing a Cluster theme, assist in the hiring of the Lecturer with whom they will be paired, and participate occasionally in the Gateway Seminar led by this Lecturer. For assistance in the Cluster I-Series courses, UH will provide each I-Faculty Fellow with TA support from his or her home department.
- (2) 16 Faculty Fellows teach one Cluster Seminar per year for two years. Teaching load: 1/0 for the Faculty Fellow teaching Seminar B, 0/1 for the Faculty Fellow teaching Seminar C. It is preferable but not necessary for Seminar B to differ from Seminar C. It is possible, in other words, for these two Faculty Fellows to trade off teaching the same course. Also, the 1/0-0/1 structure is not required. For example, one Faculty Fellow might teach Seminar B in Fall of academic year 1 and Spring of academic year 2, while her counterpart teaches Seminar C in Spring of year 1 and Fall of year 2.
- (3) Each of the remaining 3 Faculty Fellows is identified as a “Theoretician” and is paired with a “DC Practitioner.” The commitment is one year, and the teaching load is 1/1.

DC Practitioners

Rotating group of 3 experts drawn from the Washington, D.C. area. 3-year appointment. Per course stipend. Teaching load: 1/1 (1 prep). Each DC Expert partners with a Faculty Fellow to develop and teach in 1 Track. PTK titles for DC Practitioners will be determined on a case-by-case basis.

Staff

A program of this size, complexity, and importance requires leadership and adequate staff support. Currently, UH is served by two full-time staff members—an Assistant Director for Academics and a Coordinator—plus two graduate assistants. The proposed UH will retain these individuals and, by the end of the three-year ramp-up period, add a Director, an Assistant Director for Student Life, a Program Manager, plus two graduate assistants and several hourly student workers.

Mission and Brand

This past summer, the Honors College charged a small committee of UH and UH-affiliated staff members with the task of drafting a tag line and mission statement that could serve both immediately for the current UH and eventually for the proposed UH. The tentative results of this effort are as follows:

Tagline: *Awaken Your Curiosity*

Mission Statement: *University Honors is a gateway through which inquisitive minds encounter unfamiliar ideas, interrogate familiar ones, confront assumptions, grapple with uncertainty, and chart new possibilities. Comprised of promising students and expert faculty drawn from all backgrounds and disciplines, our inclusive community*

of fellow explorers is united by a shared commitment to leading a life propelled by curiosity.

To signal the program’s transformation, as well as to mitigate the persistent conflation of “University Honors” and the “Honors College,” a substantial rebranding exercise is recommended. Undertaken in



Figure 10. Varsity Fields Project

partnership with the new Honors Council, key stakeholders across campus, and/or the Committee on Living-Learning and Other Special Programs, this effort should be timed to coincide with the recruitment season prior to the first year of steady-state operations (Fall 2021), the opening of the Varsity Fields residence halls and program space (Fall 2021, Figure 10), and celebrations of the 50th anniversary of the first cohort of Maryland Honors graduates (2020-21).

Impact Assessment: Academic Colleges and Schools

As UH and the academic colleges and schools transition from one mode of operation to another, a degree of disruption is inevitable and to be expected. But we believe that the benefits of this proposed program to the colleges and schools (not to mention our students) will eventually far outweigh the tradeoffs.

The impact on academic colleges and schools will differ from unit to unit. But overall, commitments to UH will both decrease sharply from their current levels (Figure 11) and be distributed more equitably across campus. Collectively, colleges and schools will see a 51% reduction annually in seminars for which they

are responsible (from 77 presently to 38 by AY22) and a 65% reduction in individual faculty members who they “give up” to UH each year (from 77 presently to 27 by AY22). These reductions will generate savings due to the decrease in instructional replacement costs, though the recipient(s) of these recovered costs remains to be determined.

Currently, tenure-line faculty members who teach for UH receive no additional compensation and limited staff support. Moreover, course enrichment funding is insufficient and unevenly distributed. In the proposed UH, by contrast, Faculty Fellows will not only receive a stipend, but will also benefit from considerable administrative and teaching support: access to one UH GA, extensive course-development assistance from UH

staff, subsidized TA support from the faculty member’s home department, a budget for course enrichment, etc. The tradeoff required to make these reductions possible is a longer and deeper commitment on the part of participating Faculty Fellows. For 24 of the 27 Faculty Fellows, this means a 2-

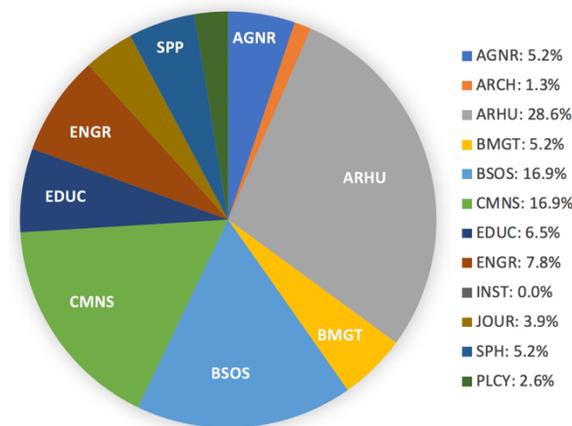


Figure 11. Herman Targets: Current UH

year commitment of a 4-course (I-Faculty Fellows) or 2-course (Faculty Fellows) teaching load. The remaining 3 Faculty Fellows participating in the Theory & Practice Tracks make up to a 3-year commitment of a 1/1 teaching load.

Currently, Honors seminars developed and taught by tenure-line faculty members typically cannot be offered subsequently in their home departments because, among other things, they are designed for non-majors and are discipline-nonspecific. In the proposed UH, the Cluster I-Series courses may be adapted and subsequently offered in the Faculty Fellow's home departments.

Impact Assessment: Other Honors Living-Learning Programs

In several respects, UH stands in an asymmetrical relationship with respect to the other living-learning programs (LLPs) in the Honors College. First, Honors College policy permits open enrollment in UH seminars by *all* Honors students, regardless of program affiliation. The reverse is prohibited: UH students may not take courses offered by the other LLPs. Second, Honors College policy permits Honors students in other LLPs to transfer out of their program and into UH. The reverse is prohibited: Honors students may not transfer from UH into any of the other LLPs. Likewise, students who join the Honors College after their first year—whether as transfers from other institutions or from within the University—may transfer into UH, whereas the other LLPs do not permit students to begin their programs after their freshman year (except in rare instances).

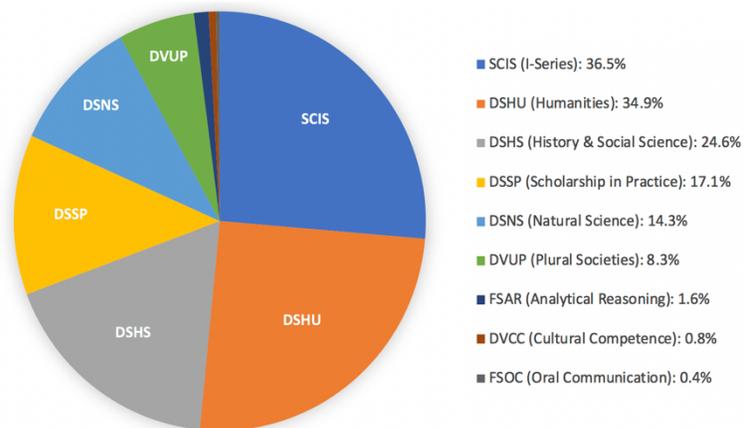


Figure 12. GenEd Distribution in UH Seminars (AY16-18)

In order for UH to achieve the distinctive identity called for in this proposal, it must establish the same sort of “boundary integrity” enjoyed by its peers. This in turn will necessitate changes to those policies and practices that have perpetuated UH’s role as the College’s “default” program and additionally taxed an already under-resourced program. Accordingly, it is recommended that the proposed UH be brought into alignment with the other LLPs by

- (1) permitting only UH students to enroll in UH courses; and
- (2) devising transfer policies that are both feasible and workable for all programs.

The impact of these changes remains to be seen. The effects of (1), for example, cannot be foretold simply by noting that, in recent years, roughly 30% of the annual enrollment in Honors seminars is by non-UH Honors students. Students’ reasons for enrolling in these seminars is also highly relevant, and only some students enroll in these courses because they are required to do so. (DCC and EIP currently require their students to complete 2 Honors seminars in order to receive their citation.) Others use the Honors seminars to satisfy GenEd requirements that could be alternately satisfied (Figure 12). Still others enroll in Honors seminars purely out of interest and because their schedules allow it. (The typical ILS student, for instance, enters the university with extensive Advanced Placement credit and thus has considerable scheduling flexibility.)

Consequently, more fine-grained data will be needed in order to gauge the impact of implementing (1) and (2). And the Honors College pledges to coordinate with all seven LLPs both to secure this data and to develop new policies that are equitable and mutually agreeable.

Consultation Process

In preparing this proposal, the Honors College has consulted widely with colleagues, partners, stakeholders, and friends of Honors from across campus. Versions of this proposal—in some cases, multiple versions on multiple occasions—have been, or will soon be, presented to Campus APAC, the Council of Deans, Undergraduate Academic Programs committee (UGAP), Undergraduate Programs Advising Committee (UPAC), the Enrollment Management Taskforce (EMT), the Office of Undergraduate Studies (UGST), University Relations, the Academy of Innovation and Entrepreneurship, the Teaching and Learning Transformation Center, all of the affected colleges and schools, the other living-learning programs in the Honors Colleges, Honors College central staff, as well as members of both the University Honors Student Advisory Board and the Honors College Student Advisory Board. At every step along the way, the proposal has been modified and shaped to respond to feedback and suggestions from these various constituencies.

Once the proposal is approved for implementation, we shall consult several additional constituencies, including current UH students, UH and “General Honors” alumni, the Office of Undergraduate Admissions, and faculty and staff with recent experience in launching and coordinating new programs on campus (e.g., FIRE). We shall also integrate the proposed UH into Honors College development materials and begin courting potential donors.

APPENDIX ONE: FACULTY FELLOWS

I-FACULTY FELLOW

Fall AY1: theme development

Spring AY1: hiring committee

Fall AY2: coordinate with Fellow(s), Lecturer;
Gateway Seminar

Spring AY2: participate in "course fair"

Fall AY3: 1 I-Series course

Spring AY3: 1 I-Series course

Fall AY4: 1 I-Series course

Spring AY4: 1 I-Series course

FACULTY FELLOW

Fall AY1: theme development - *optional*

Fall AY2: coordinate with Lead Faculty Fellow

Spring AY2: participate in "course fair"



Option 1: 2 Faculty (1/0 & 0/1)

Fall AY3: Seminar B

Spring AY3: Seminar C

Fall AY4: Seminar B

Spring AY4: Seminar C

Option 2: 1 Faculty (1/1)

Fall AY3: Seminar B

Spring AY3: Seminar B

Fall AY4: Seminar B

Spring AY4: Seminar B

THEORETICIAN FACULTY FELLOW

Fall AY1: coordinate with "Practitioner"

Spring AY1: participate in "course fair"

Fall AY2: 1 "Theory" seminar

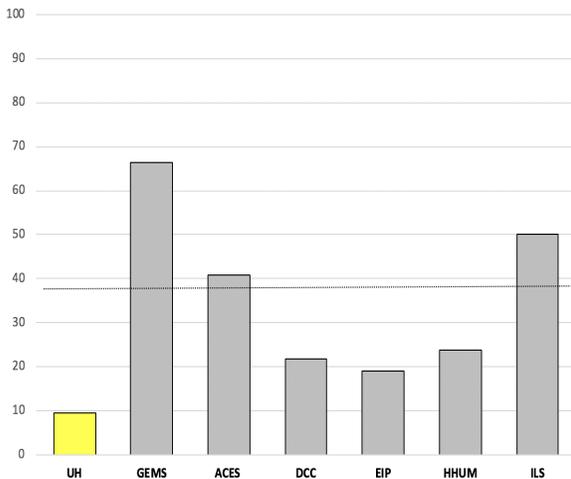
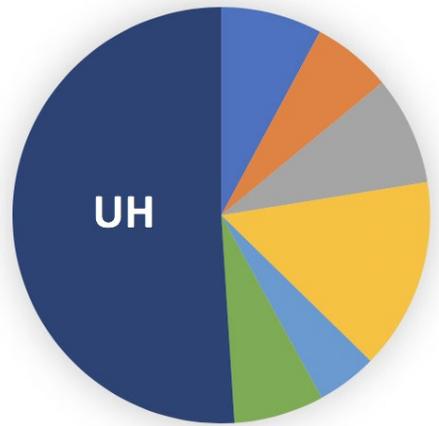
Spring AY2: "Theory" seminar

Fall AY3: "Theory" seminar

Spring AY3: "Theory" seminar

Fall AY4: "Theory" seminar

Spring AY4: "Theory" seminar



IMPETUS FOR ACTION

CHALLENGES

Curriculum & Cocurricular Programming
 Faculty and Staff
 Mission and Brand

REPORTS

Ad Hoc Committee on Undergraduate Honors (1988)
 Summer Working Group on Honors (1996)
 Honors Review Committee (2006)
 Committee on Living-Learning Programs (2009)
 Honors College Self-Study Committee (2014)
 Honors College External Review Committee (2015)
 Honors College Strategic Vision Committee (2017)

TIMING

Fall 2021: Varsity Fields Project
 2020-21: 50th Anniversary of 1st Honors Graduates

CONSULTATIONS

Academic Planning Advisory Committee (APAC)
 Council of Deans
 Academic Leadership Forum (ALF)
 Undergraduate Academic Programs Committee (UGAP)
 Enrollment Management Taskforce (EMT)
 Office of Undergraduate Studies (UGST)
 Undergraduate Programs Advising Comm. (UPAC)
 Living-Learning and Other Special Programs (LLOSP)
 University Relations
 Academic Colleges and Schools
 Honors College LLPs
 Honors College central staff
 Honors College Student Advisory Board (HCSAB)
 University Honors Student Advisory Board (UHSAB)
 Honors Alumni
 Office of Undergraduate Admissions (OUA)

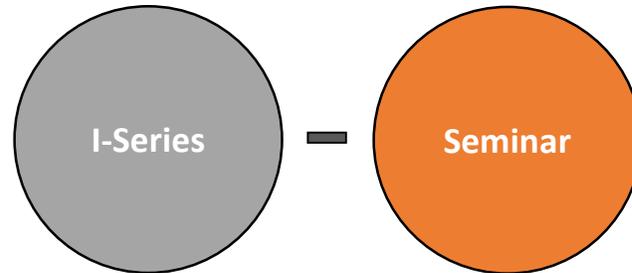
NEW UH: CITATION REQUIREMENT (15CR)



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Gives freshmen a window into how researchers, teachers, and DC-area practitioners cultivated their passions, built their careers, and conceive of their contributions to education and society.

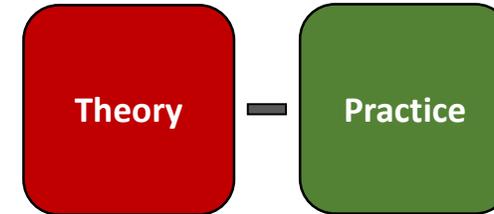
1 CR



THEMATIC CLUSTER

Thematically related, non-sequential courses in different disciplines. At the heart of each Cluster is an I-Series course taught by the Cluster's Lead Faculty Fellow. Each I-Series course explores a "big" question of contemporary and enduring significance. Cluster topics and syllabi will be approved by the Honors Council. Students take one I-Series (3CR) and choose one from among several associated Seminars (3CR).

6-12 CR



THEORY & PRACTICE TRACK

This track consists of two thematically related, non-sequential seminars: one taught by a Faculty Fellow "theoretician," the other taught by a DC-based "practitioner." Students take both the "Theory" seminar (3CR) and the "Practice" seminar (3CR).

0-6 CR



VANTAGE POINT SEMINAR

Guides students through a process of self-inquiry as they revisit questions first explored in the Gateway Seminar and pivot to post-UH opportunities (e.g., departmental honors).

2 CR