The Value of Honors Program Education

As reported recently by Gregory Lanier (co-chair of the National Collegiate Honors Council Assessment and Evaluation Committee) in the Spring/Summer 2008 issue of the *Journal of the National Collegiate Honors Council*, the NCHC Board of Directors proffered the following list of reasons to underscore the value of honors education:

- High-caliber students provide intellectual enrichment for the entire campus
- Retention and six-year-persistence rates are often much higher for honors students, so graduation rates are better
- The higher retention rates for honors students have a significant economic impact on the campus
- Honors students bring social enrichment to campus
- Honors students bring service enrichment to the community through service activities
- Honors students provide an active and effective alumni base
- Honors students have good personal experiences: the small college within the large university feel
- Honors students create a community of like-minded individuals
- Honors residential living enriches campus
- Honors alumni create donation/development opportunities
- Honors programs foster the exploration and development of new courses/pedagogy
- Honors programs provide faculty/student interactions/mentoring opportunities
- Honors programs contribute significantly to the institution’s undergraduate research agenda
- Honors students provide leadership & involvement on campus (JNCHC 84).

The values represented in this list are to be understood in the context of honors education and in accord with the institution’s university-wide learning outcomes and strategic emphases, allocations of resources, and recognized and developing strengths. Program assessment also occurs in the context of the National Collegiate Honors Council’s guidelines document, *Basic Characteristics of a Fully Developed Honors Program* (appended to the UHP Annual Report and below).
UHP Strengths: Curriculum, and Extra-Curricular Opportunities and Dimensions

As noted in the program’s statement of Mission, Qualities, and Goals, the University Honors Program offers the advantages of an enriched learning community and course of study for students from all colleges and majors. Through small honors core courses in general education and innovative seminars, honors faculty work to enhance each student’s intellectual curiosity, knowledge, and creativity. As part of a dynamic, broad-based education, members are encouraged to participate in domestic or international exchange programs, and to take advantage of opportunities to engage in undergraduate research programs as well as internships, other forms of cooperative education, and volunteer and service-learning. The program director, associate director, and program advisor act as supplemental academic advisors to all students who qualify for honors study. Beyond the classroom, the program’s extra-curricular opportunities include free (UHP funded) concerts, plays, films, lectures, and off-campus excursions that foster cultural enrichment, friendship, and learning. The great majority of the nearly 500 students active in the program are able to participate without adding to the total number of credits needed for graduation.

UHP Curriculum

The UHP curriculum retains much of the traditional, liberal arts strengths in the arts and humanities, social sciences, and sciences devised by the program’s founding director, Dr. Marvin Henberg (then chair of the Department of Philosophy, former Rhodes Scholar). This curriculum includes such courses as the world history sequence History 101 and 102, Literature of Western Civilization I and II (English 257-258), and Philosophy 103 Ethics (includes major, primary readings and discussions from ancient & classical period up through current thinkers and debates)—these courses in particular are important, because they attend to primary texts and developments in thought, literature, and Western and world culture that do not receive as direct an emphasis in most public high school curricula, which tend to focus on U.S. History and Literature. The UHP curriculum includes a highly successful Honors Chemistry 111-112 sequence (this includes an intellectual history of science emphasis and also team-based projects on contemporary problems in chemistry, science, and public policy), a team-taught Biology 115 honors course led by the department chair, and a unique course in the intellectual history of mathematics, organized around a rotating series of key topics in “pure” mathematics (Math 315), taught recently the associate dean of the College of Science, and this semester by the chair of the Department of Mathematics.

The curriculum also includes a regular offering of honors Economics 272; in contrast, despite the welcome special honors course on Renaissance art and culture offered last semester, there has not been an honors core art course offered for many years, though the program has repeatedly sought to provide a suitable honors art course on a periodic basis. Moreover, as shall be addressed further below, there are specific UI core courses that have been requested repeatedly with no or little success, to meet strong demands and to meet the academic and intellectual goals of honors education, these include Statistics 251 and 301, and regular offerings in political science, especially international or comparative politics. Some courses in film and in the history of music have now been succeeded by other courses, such as International Film and Literature (team-taught and organized around three key historical moments in Germany, Spain, and France—-the fall of the Berlin Wall, the death of Franco, and May 1968 upheavals in France), and by the popular honors History of Rock and Roll.

It is helpful to keep in mind not only the program’s rich and selective original curriculum, but also the ongoing development and expansion of its course offerings over the past ten years.
From 2003-2009, the curriculum has drawn upon the wide range of academic expertise and interests of 72 different faculty, 60 of whom are of professorial rank (including deans, associate deans, full professors, associate professors, and assistant professors), and 12 of whom are lecturers (including lecturers with Ph.Ds). Since 1998-99, 13 general education core curriculum courses in eleven disciplines taught by at least 16 faculty members have been added and rotated into the honors curriculum. In addition (through 2008-2009), 11 different, interdisciplinary Core Discovery course sequences have been offered in honors sections (some sections taught in rotation by different faculty members), and four different CORS integrated science courses. Moreover, this count does not include the annual addition of (typically five to six) new and repeated honors seminars, the annual interdisciplinary colloquium honors section, the directors’ different vacation reading courses offered in annual rotation, students’ use of the Honors Elective Agreement to arrange to receive honors credit for one upper-division course outside their major, or the alternative use of the elective agreement to take Philosophy 202 Symbolic Logic as a substitute for honors Math 315.

A substantial portion of this invigorated, ongoing renewal of the honors curriculum has occurred in coordination with and through the leadership of university faculty who have developed the university’s General Core Studies curriculum, which included the participation of key honors faculty and administrators, and included the present UHP director’s service on the Undergraduate Committee for General Education, and a related cross-disciplinary ad hoc group that explored possibilities for a new general education core curriculum, including a special retreat that led to the creation, for example, of American Studies 101, which in turn became the two-semester Core Discovery sequence Contemporary American Experience. Another example: the special topics honors seminar on “Monsters” served as the prototype for the Core Discovery sequence “Monsters We Make.” Other honors seminars also have served as wonderful initial special topic courses that have in turn become part of particular departments’ regular course offerings (such as Dr. Rick Spence’s honors History seminar on “Conspiracy and Secret Societies”). Honors seminars, for example, have addressed “Law, Literature, and Cinema” (Donald Burnett, Dean of the College of Law), “Energy Issues” (Tom Bitterwolf), “Nanotechnology” (Eric Aston), “1960s Popular Culture” (CLASS Dean Katherine Aiken, fall semester 2008), and “Understanding Modern Communist China” (Pingchao Zhu, spring semester 2009), and two recent seminars examined political and economic developments in Africa.

Such recent and ongoing enrichment of the curriculum, however, must always keep in view further opportunities for developing new honors courses; moreover, now that some of the “best and most engaged” university faculty have devoted such energies to Core Discovery and CORS courses, and because such faculty have recently started to “take a break” from teaching the Core sequence, it may soon become possible to revisit the UHP curriculum and its structure with an interest in developing several new courses, designed specifically for the honors curriculum while also satisfying university and state core requirements in general education. As a member, for example, of the curriculum committee in the Department of English, the UHP director has recently advocated the development of a new course in contemporary and international literature in English. The UHP has benefited from a recent “partnership” with the Martin Institute to offer a special topics honors courses in public policy formation, taught by Dr. Bill Smith (Institute director, and International Studies program), which includes opportunities for funded research for honors students from any discipline. The UHP director invited the formation of a new course in topics related to medicine and the health professions, which has led to a special team-taught, interdisciplinary honors course to be offered this spring 2009, on “Business and Medicine.” The director is exploring possibilities for a similarly organized course to be offered in periodic rotation, on topics in law (drawing potentially upon faculty from the UI College of Law and local attorneys and judges). These brief examples suggest one aspect of the honors curriculum that
includes a thread of these and other offered and desired courses that speak to international and
global public policy and culture, and that address two distinctive resources and professional
programs at the university, in medicine (WAMI) and Law respectively.

Yet to be explored and created, for example, are one or more new courses that might serve
significant segments in the honors community, such as a general honors course in Engineering
(over 30% of entering UHP students are in the College of Engineering), or related honors
sections of core courses that meet requirements in Engineering curricula (from physics to
statistics), or a special course in the College of Business and Economics, or an honors course on
writing in the sciences and engineering (a suggestion from a current honors faculty member and
member of the Honors Program Committee). In addition, the Honors Program Committee is
slated to explore the option of an honors senior capstone or thesis project/course, and the UHP
director plans to propose discussion of enabling volunteer and service-learning “points” to be
counted toward completion of the UHP Certificate requirements, to honor and to recognize
students’ civic service and leadership as part of their educational and professional development.

UHP Extra- and Co-Curricular Opportunities and Dimensions

The series of UHP Annual Reports provide a solid review of the many aspects of honors
community, engagement, and cultural and artistic enrichment opportunities afforded to benefit
honors students, including free tickets to an international film series and independent and
“blockbuster” film series on campus (in partnership with ASUI), free tickets to the Auditorium
Chamber Music Series (with sponsorship funding from the UHP), selected free tickets to the
UI’s theater productions (purchased at a discount in partnership with the Department of Theatre
and Film), and occasional excursions, such as the 45 UHP students who will attend the national
touring production of “The Phantom of the Opera” at the Spokane Opera House (a similar trip
was offered several years ago to attend the national touring production of “Evita”).

The program and its students also enjoy other social and community-building activities, from the
recent “Climb-the-Wall” rock climbing event, Ice Cream Social and Scavenger Hunt, Movies
and Munchies events led by the Honors Student Advisory Board, and other get-togethers, such as
the new series of Friday Food for Thought luncheons for honors faculty and students, and
Fireside Chats at Scholars LLC (with Professor Tom Bitterwolf leading off in this program), and
other endeavors. Special note: the UHP anticipates drawing to a substantial extent upon
carryover funds to sustain and enhance extra-curricular programs in the current fiscal year.

As also noted in the annual report, the program arranges for special workshops for UHP students
on applying to graduate school, the program coordinates and leads on advising for major and
national scholarships (with staffing constraints noted in the report) and related
opportunities/workshops on study abroad and on undergraduate research, and the director acts as
program liaison to two special volunteer partnerships in which UHP students serve as tutors at
McDonald Elementary school in Moscow (the volunteer tutoring program relies almost solely on
honors students), and honors students volunteer as mentors for students in the school district’s
Moscow Mentors program. In addition, this fall a group of UHP students volunteered to help
construct the playground at West Park Elementary, adjacent to the university campus. These
examples offer a quick illustration of a much wider range of honors students’ activities and
achievements, chronicled in the UHP annual report.

The UHP director also has initiated a strengthening of two living-and-learning dimensions within
the honors community, by arranging with director of University Housing Ray Gasser, to provide
for priority reservation privileges for honors students and increased GPA requirements for the
McCoy Hall Scholars residence floors in Theophilus Tower, and at the Scholars LLC residence hall community, beginning fall 2009. In addition, the program in already increasing its liaison coordination of co-and-extra-curricular programming this year, led by UHP associate director Alton Campbell and respective student leadership in both McCoy and Scholars. Currently the director is teaching an honors course that includes student-to-student profiles and student-to-faculty profiles for the program’s website and related outreach efforts to identify and to build a sense of the honors community. Next semester, the director will initiate a new Honors Ambassadors association to strengthen honors recruitment and engagement, and the director with the chair of the Honors Program Committee has made preliminary arrangements for students in a spring semester JAMM feature-writing course to produce an additional 20 profiles of honors students and faculty.

**UHP Development: Challenges and Constraints**

Prospects for the University Honors Program turn first upon the varied disciplines and talents that comprise the university, and that mark the university’s and the UHP’s priority for academic excellence. As the university has experienced enrollment declines and reduced resources, and in contrast, also both a recent renewal of faculty hires and improved enrollment as well as the current hiring “pause,” these conditions in turn affect the program. If, for example, support for the university General Core Studies is not sufficient, then honors core course offerings may be jeopardized, or faculty may not be able to be “released” to teach honors core courses and upper-division seminars. In this section, the director presents key instances that also appear in the annual report’s section on staffing, and in both the 2007-2008 and 2006-2007 annual reports’ concluding sections on declining resources, consequent effects on budget decisions, and advocacy for program priorities. Fuller, detailed accounts of these issues appear in the past two UHP annual reports.

UHP staff support and requisite office space remain pressing issues— the UHP’s high staff:student ratio, approximately 1:230, does not compare favorably, as noted last year, to honors staff:student ratios at Washington State University (1:70), Boise State University (1:83), or the University of Montana (1:91). Designation of a full or part-time board-appointed clerical position to the program remains a priority, as does in the near term, an increase to the director’s position percentage in the UHP to provide for a course release in the spring semester, when program recruitment, scholarship awards, and assessment efforts should receive heightened attention. As noted in the annual report, the associate director’s half-time appointment is in formal terms an increase from an academic year to a ten-month position, but the centrally funded summer portion of the position has been cut, in effect cutting two months of half-time summer administrative support for the program. UHP staff members are vital to addressing recruitment, assessment, advising, and other aspects of the program’s ongoing commitments and development.

As understood in the annual report, the UHP’s curriculum, extra-curricular offerings, and advising include many of the hallmarks of a strong program that fulfills its primary mission. The account of particular course offerings, students’ achievements, and upcoming new courses and “partnerships” across campus and the honors community show good promise for the program’s ongoing vitality and importance. As advocated in past years, the University Honors Program must be part of the institution’s strategic growth and direct investment. The program has been taken into account in some aspects of the university’s heightened, centralized recruitment efforts, but without support directed explicitly to the program. Without an understanding of sufficient or potential funding allocations and direct central attention to the University Honors Program, it remains uncertain how best to plan for the program’s future development and goal-setting.
priorities. At question: should the program continue to align its vision to accord with reduced circumstances or might these circumstances and the program’s prospects change?

The clear, supportive sentiments of honors students and faculty indicate that the program and the university should strive to enhance its offerings and profile. The UHP’s unique role in the university’s mission, and demonstrated prominence for excellence, require institutional and alumni support commensurate with its strengths and its potential. Most important, the program must continue to meet the academic needs and expectations of high achieving students. The University Honors Program and its nearly 500 members can fulfill important university-wide interests to recruit and retain exceptional students, and contribute to the success of these talented students and to the departments and colleges in which they study.

Imposed cuts to the operating expenses budget (over 30% cut since FY 02) have contributed to negative, weakening effects to the University Honors Program’s range of course offerings, recruitment and advising, extra-curricular benefits, and assessment endeavors. Reduced funding for honors courses weakens the program’s stature across campus and beyond. The UHP director has arranged for an honors curriculum aligned with a substantially reduced budget (by cutting nearly $30,000 in curricular expenses to match prior reductions to the program’s budget), yet such action may only forestall rather than resolve risks to the program’s vitality and development. For example, in recent interviews with honors faculty, and the director’s recent conversations with two department chairs, the 37.5% reduction in funding directed to departments to offset honors course costs may compel some departments to offer honors courses less frequently; indeed, the UHP will not be able to offer honors History 102 or American Studies 301 this spring semester 2009, which may reflect both funding and staffing needs within CLASS. Fewer professorial faculty are participating in the Core and in some disciplines, faculty are released less frequently to teach honors courses in general. Another important example: it is not clear what resources would be needed to offer honors Statistics 251 and 301, or to provide for a section of honors International or Comparative Politics. Who can determine the answer to these questions?

The current work to reallocate resources and to set priorities across the university is an opportune moment for the president, provost, vice provost, and respective deans and department chairs to work with the UHP director and with faculty to explore how best to ensure an optimum and regular (planned upon) rotation of honors core courses, and to enable more faculty to propose honors seminars. The highest priorities expected to strengthen recruitment, retention, advising, and quality of program offerings are increases to levels of staffing, funding, and program space to provide an exceptional honors education and community for students, faculty, and the university.

The University Honors Program aims to retain distinctive qualities that include presenting honors course offerings only to UHP members, and admission and retention criteria that support high achieving students while fulfilling the mission of a land-grant institution. The periodic review and adjustment in the Honors Program Committee of program admission and retention criteria to determine an optimum honors education, composition of selected members and total population in relation to program offerings and resources (see annual report section on the Honors Program Committee) are evidence of the program’s ongoing evaluation and actions in response to self-study and assessment.
UHP Development and Fundraising

The university’s fundraising campaign should enhance the UHP’s annual and long term development to help offset course delivery costs, provide for directors’ release-time, clerical staffing, and program space. The UHP also seeks development support to expand extra-curricular programming through the Honors Program Gifts Fund and the Henberg Endowment. These gift funds are designated to support distinctive curricular and extra-curricular offerings, including enhanced resources for students’ research, academic travel, and cultural enrichment. In addition, the Honors Program Scholarship Endowment provides support that helps to offset fee costs for selected students.

Program Support Priorities

Priorities to develop the University Honors Program to meet the needs of highly motivated and academically talented students are summarized as follows:

- Increase funds to provide sufficient compensation to departments for honors course offerings and to broaden the program’s extra-curricular opportunities
- Augment staffing by addition of a board-appointed full or part-time clerical position
- Increase percentage of director’s and associate director’s positions in the UHP
- Advance fundraising on the program’s behalf, including directed support and assigned consultation from the university’s Office of Development
- Expand program physical space for staff and students
- Enhance resources and coordination for major and national scholarships advising
- Strengthen the university’s recruitment and retention of honors students, to include development of the program’s curricular and extra-curricular profile, information technology and website support, and scholarship benefits
- Determine means to develop co-curricular study abroad, undergraduate research, and service-learning opportunities
UNIVERSITY HONORS PROGRAM

Update: Fall 2008 Statistics, Information, and Overview of Materials Sent to External Reviewers

Fall 2008 entering University Honors Program freshmen
123 new freshmen, each enrolled in at least one honors course (comparison: 125 frosh fall 2007, with 110 each enrolled in at least one honors course last fall, and average of just over 6 credits for each student enrolled)
123 honors freshmen admitted out of 1709 entering freshmen enrolled at the university fall semester 2008 (7.197% of total freshmen)
3.899 average high school GPA (comparison: 3.93 GPA fall 2007)
29.146 average ACT composite score (comparison: 28.45 ACT fall 2007)
1334 average SAT reading and math combined score (comparison: 1281 SAT reading & math combined score fall 2007)
71 female (57.72%)
52 male (42.27%)
71 Idaho residents (57.72%)
52 nonresidents (42.27%)
30.89% of UHP freshmen have majors in the College of Engineering
32.52% of UHP freshmen have majors in the College of Letters, Arts, & Social Sciences
13.82% of UHP freshmen have majors in the College of Science
10.56% of UHP freshmen have majors in the College of Business & Economics
53.65% of UHP freshmen have majors in the sciences and in engineering
List of all members in program:
http://www.uiweb.uidaho.edu/honors_program/uhpmembers.htm

Overall fall 2008 enrollment in 15 honors courses: 343 seats occupied (327 seats occupied in fall 2007)
28.22 average enrollment in 100-200 level honors courses (32.28 avg. fall 2007)
16.8 average enrollment in 300-400 level "funded external" honors courses (this average drops to 14.5 when director Stephan Flores's special one-credit honors course with three students is factored in)—this compares to 27 avg. enrollment in upper-division courses and 15.66 average enrollment in seminars in fall 2007
22.86 average enrollment in 15 honors courses
Comparing fall 2008 with fall 2007, the total number of students in good standing decreased by .004%—a gross loss of two students. The total number of students enrolled in at least one honors course increased by 7%—a gross increase of 17 students. For fall 2008, 54% of the total number of students were enrolled in one or more honors courses; for fall 2007, 49% were enrolled—an increase of 5% for fall 2008.
Number of UHP students studying abroad or on national student exchange: 20
Total number of students in program: 483 total members in good standing in UHP

Honors Program Budget FY09
Salaries $154,793.00 (excluding fringe benefits)
Irregular Help 346.00
Travel 2,211.00
Other Expenses 76,792.00 (not counting $5,000 slated to be cut, or any additional budget reductions/"holdback")
Total $234,142.00
Total FY08 expenditures from operating expenses (OE) in 2007-2008 excluding travel and capital outlay (includes savings from deep reductions in expenditures for UHP courses as well as some savings in reduced travel): $57,233.72
Planned expenditures for FY09 include at least $47,200 on 80 credits of funded courses (81 crs total equals $582.71 per credit); increased number of funded extracurricular activities and travel opportunities, with a couple of substantial expense events (for example, taking 45 students in October to opera in Spokane) underway for FY09, as well as additional recruiting and travel expenditures planned.

Materials Sent to External Reviewers:
UHP Annual Report 2007-2008 (52 pp.)
UHP Annual Report 2006-2007 (includes director’s extensive concluding narrative assessment)
UHP Annual Report 2005-2006
UHP Annual Report 2004-2005 (includes historical review that looks back to Dr. Frank Hartigan’s 1998 external program review)
UHP UI Catalog entry for 2008-2009
Director’s memorandum and materials for Teaching in Honors
UHP Student Handbook for 2007-2008
Sampling of different issues of the publication “The Looking Glass,” produced by the members of the Honors Student Advisory Board.
Supplementary Compilation of Materials (193 pp.—see table of contents below)
University of Idaho Vision, Values, and Directions: Strategic Action Plan 2005-2010
University of Idaho Organizational Chart, August 2008

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Basic Characteristics of a Fully Developed Honors Program

Supplementary Compilation of Materials for University Honors Program External Program Review, 5-7 October 2008

Contents (keyed to page number in PDF document):

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Memorandum on Registration for New Students, with Information and Advice, including
  Overview of the University Honors Program, Planning Your Schedule, Brief Descriptions of
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Senior Exit Surveys/Responses Spring 2008 (34 surveys returned, pp.76-102)
Summary Transcriptions of Interviews with 15 Honors Faculty June 2008 (pp.103-128)
2007 CIRP Freshman Survey Profile (Total Institution Compared with Honors, pp.129-149)
UHP Program Advisor’s Log of Month-to-Month Tasks and Processes (pp.150-166)
No one model of an honors program can be superimposed on all types of institutions. However, there are characteristics, which are common to successful, fully-developed honors programs. Listed below are those characteristics, although not all characteristics are necessary for an honors program to be considered a successful and/or fully developed honors program.

• A fully developed Honors Program should be carefully set up to accommodate the special needs and abilities of the undergraduate students it is designed to serve. This entails identifying the targeted student population by some clearly articulated set of criteria (e.g., GPA, SAT score, a written essay). A program with open admission needs to spell out expectations for retention in the program and for satisfactory completion of program requirements.

• The program should have a clear mandate from the institutional administration ideally in the form of a mission statement clearly stating the objectives and responsibilities of the program and defining its place in both the administrative and academic structure of the institution. This mandate or mission statement should be such as to assure the permanence and stability of the program by guaranteeing an adequate budget and by avoiding any tendency to force the program to depend on temporary or spasmodic dedication of particular faculty members or administrators. In other words, the program should be fully institutionalized so as to build thereby a genuine tradition of excellence.

• The honors director should report to the chief academic officer of the institution.

• There should be an honors curriculum featuring special courses, seminars, colloquia and independent study established in harmony with the mission statement and in response to the needs of the program.

• The program requirements themselves should include a substantial portion of the participants’ undergraduate work, usually in the vicinity of 20% or 25% of their total course work and certainly no less than 15%.
• The program should be so formulated that it relates effectively both to all the college work for the degree (e.g., by satisfying general education requirements) and to the area of concentration, departmental specialization, pre-professional or professional training.

• The program should be both visible and highly reputed throughout the institution so that it is perceived as providing standards and models of excellence for students and faculty across the campus.

• Faculty participating in the program should be fully identified with the aims of the program. They should be carefully selected on the basis of exceptional teaching skills and the ability to provide intellectual leadership to able students.

• The program should occupy suitable quarters constituting an honors center with such facilities as an honors library, lounge, reading rooms, personal computers and other appropriate décor.

• The director or other administrative officer charged with administering the program should work in close collaboration with a committee or council of faculty members representing the colleges and/or departments served by the program.

• The program should have in place a committee of honors students to serve as liaison with the honors faculty committee or council who must keep the student group fully informed on the program and elicits their cooperation in evaluation and development. This student group should enjoy as much autonomy as possible conducting the business of the committee in representing the needs and concerns of all honors students to the administration, and it should also be included in governance, serving on the advisory/policy committee as well as constituting the group that governs the student association.

• There should be provisions for special academic counseling of honors students by uniquely qualified faculty and/or staff personnel.

• The Honors Program, in distinguishing itself from the rest of the institution, serves as a kind of laboratory within which faculty can try things they have always wanted to try but for which they could find no suitable outlet. When such efforts are demonstrated to be successful, they may well become institutionalized thereby raising the general level of education within the college or university for all students. In this connection, the Honors curriculum should serve as a prototype for educational practices that can work campus-wide in the future.

• The fully developed Honors Program must be open to continuous and critical review and be prepared to change in order to maintain its distinctive position of offering distinguished education to the best students in the institution.

• A fully developed program will emphasize the participatory nature of the honors educational process by adopting such measures as offering opportunities for students to participate in regional and national conferences, honors semesters, international programs, community service, and other forms of experiential education.

• Fully developed two-year and four-year honors programs should have articulation agreements by which honors graduates from two-year colleges can be accepted into four-year honors programs when they meet previously agreed upon requirements.
• A fully developed program will provide priority enrollment for honors students who are active in the program in recognition of their unique class scheduling needs. {March, 2004; November, 2007}

(Approved by the NCHC Executive Committee on March 4, 1994, and amended by the NCHC Board of Directors on November 23, 2007)
University Honors Program Courses Offered 2003-2009 (taught by 72 different faculty, 60 of whom are professorial faculty, tenured or tenure-track, 12 of whom are lecturers, including lecturers with Ph.Ds)

SPRING 2003 HONORS COURSES

Chemistry H112, 4 cr.: Thomas Bitterwolf
   Honors Principles of Chemistry II.
Economics H272, 4 cr., (02) 11:30 MTWTh: Steven Peterson, ED 401
   Honors Foundation of Economic Analysis.
English H258, 3 cr., (02) 11:00-12:15 TTH: Gary Williams, REN 129
   Honors Literature of Western Civilization.
History H102, 3 cr., (03) 2:30 MWF: Sean Quinlan, NICCOL 206
   Honors History of Civilization.
Music H101, 3 cr., (02) 12:30 M: MUS 222 12:30 WF: MUS 119, James Reid
   Honors Survey of Music.
Philosophy H103, 3 cr., (13) 2:00-3:15 T Th: Nicholas Gier, AD 227
   Honors Introduction to Ethics.
Soc H101, 3 cr., (04) 2-3:15 T-Th: Debbie Storrs, ALB 212
   Introduction to Sociology.
Core H102, 3 cr., (07) 12:30-1:45 T-Th: Gary Williams, ED 401
   Honors Contemporary American Experience.
Core H102, 3 cr., (20) 2:30-3:20 MWF: John Mihelich, WALLACE BSMT
Core H201, Integrated Science, 3 cr., (05) 2:30 MWF: Mickey Gunter, EP 202
   Honors Minerals and Human Health.
Intr 404.04, HON: Insight & Creativity: Putting Discipline into Interdisciplinary Work, 12:30-1:20 p.m. T, Professors O'Rourke, Fehrenbacher, and Bukvich

Spring 2003 Upper Division Honors Seminars:

English, H404, (05) 3 cr., 12:30-1:45 T-Thu: Walter Hesford, PHI 102
   The Nobel Prize in Literature and Other Fields.
Music, H404, (01) 3 cr., 3:30 MWF: James Reid, MUSIC 119
   American Musical Icons.

Foreign Lang. in English, H400, (01) 2 cr., Prof. Joan West
   Women in Cinema: The International Scene.

FALL 2003 HONORS COURSES

History H101, 3 cr., (01) 8-9:15 T-Th: Dr. Kenneth Faunce
   Honors History of Civilization.
English H257, 3 cr., (01) 1:30-2:20 MWF: Prof. Rick Fehrenbacher, LIFE 163
   Honors Literature of Western Civilization.
Philosophy H103, 3 cr., (17) 2-3:15 T-Th: Prof. Kathryn Paxton George,
   Honors Introduction to Ethics.
Biology H115, 4 cr., (08), 10:30-11:20, MWF, MINES 214 and 11:30-2:20 T, LIFE 356: Dr. Larry Forney
   Honors Biology: Cells & Evolution of Life.
Chemistry H111, 4 cr.: Prof. Thomas Bitterwolf
   Honors Principles of Chemistry
Music H101, 3 cr., (02) 12:30 M, MUS 222 and 12:30 WF MUS 119: Prof. James Reid
   Honors Survey of Music.
Psychology, H101, 3 cr., (01) 9:30-10:45 T-Th: Dr. Alan Whitlock, AG SCI 141
Honors Topics in Introductory Psychology.
Core H101, 4 cr., (07) 12:30-1:20 MWF: Prof. Katherine Aiken, REN 53
Honors Contemporary American Experience.
Core H101, 4 cr., (17) 2-3:15 T-Th.: Prof. John Mihelich, LIFE 163
Core H101, 4 cr., (34), 1:30-2:20 MWF: Prof. Janice Capel Anderson, ED 202
Honors Rites of Passage: Great Literature, Art and Music of the World.
Core H101, 4 cr., (40), 11:30-12:20 MWF: Prof. Sheila O’Brien,
Honors The Movies, the World and You.
Math H315, 3 cr., (01) 10:30-11:20 MWF: Prof. Mark Nielsen, JEB 026
Honors Topics in Pure Mathematics.
HON: Intr 404, (02) 1 cr. (pass-fail), 12:30-1:20 p.m., T, Professors Mary Dupree, Rodney Frey, and Kenton Bird.
IDAHO COMMONS, Whitewater Room
Interdisciplinary Colloquium on Sense of Place: Time, Memory and Imagination in the Pacific Northwest

Fall 2003 Upper Division Honors Seminars:
Chemistry 400, 3 cr., (01) 2-3:15, T-Th.: Dr. Tom Bitterwolf, REN 104
Energy Issues.
Geography 404, 3 cr., (02) 11-12:15, T-Th: Professors Harley Johansen and Katetegeilwe Rwiza
Urban and Rural Planning in Developing Countries

SPRING 2004 HONORS COURSES
HON: AMST 301.02, 3 cr., Patricia Hart, 11:00-12:15 TTH ED 202
HON: Anthropology 100, 3 cr., 2:00-3:15 TTH, Lee Sappington, JEB 221
Honors Introduction to Anthropology.
HON: Chemistry 112, 5 crs., 9:30 MWF, Rick Fletcher
Honors Principles of Chemistry II.
HON: Core 102, 3 cr., 12:30-1:20 pm, MWF, Katherine Aiken
Honors Contemporary American Experience.
HON: Core 102, 3 cr., 2:00-3:15 TTH, John Mihelich
HON: Core 102, 3 cr., 1:30-2:20 pm, MWF, Janice Capel Anderson
Honors Rites of Passage: Great Literature, Art and Music of the World.
HON: Core 102, 3 cr., 11:30-12:20, MWF, Sheila O’Brien
Honors The Movies, the World and You.
HON: Core Integrated Science 201.02, 3 cr., John Byers, 1:30-2:20 MWF, FRC 201 "Human Nature"
HON:Economics 272.02, 4 cr., 11:30 MTW,Th, Steven Peterson, AD 227
Honors Foundation of Economic Analysis.
HON: English 258.03, 3 cr., 10:30-11:20 MWF, Thomas Drake, BEL 188
Honors Literature of Western Civilization II.
HON: History 102.03, 3 cr., 2:30-3:20 p.m. MWF, Sean Quinlan, ALB 202
Honors History of Civilization--Renaissance to the Twentieth Century.
HON: Intr 404.04 1 cr (p/f), 12:30-1:20 pm T, Michael O’Rourke, Daniel Bukvich, Richard Fehrenbacher, BEL 204, Interdisciplinary Colloquium.
Spring 2004 Upper Division Honors Seminars:
FLEN 400.01: SEM:HON:“Greek Heroes and Heroines in Literature, Film, and Music,” 2 credits, Instructor: Louis Perraud, Professor of Classical Studies
POLS 404:SEM:HON: “Introduction to Popular Culture Studies,” 3 credits, 9:30-10:45 a.m.
TTH, Sandra Reineke

FALL 2004 HONORS COURSES
Core H104, 4 cr., (02) 9:30-10:45 T-Th: Prof. Mark Warner, WALLACE BASEMENT
Honors Contemporary American Experience.
Core H110, 4 cr., (03) 2:30-3:20 MWF: Prof. Sarah Nelson, FRC 201
Honors Sex and Culture: Women and Men in the 21st Century.
Core H105, 4 cr., (05), 2-3:15 T-Th: Prof. Michael O'Rourke
Honors Monsters We Make
Core H118, 4 cr., (01) Prof. Larry Forney & Prof. Kathryn Paxton George
Honors Bioethics.

Biology H115, 4 cr., (08), 10:30-11:20, MWF, MINES 212 and 11:30-2:20 T, LIFE 356: Dr.
Larry Forney and Matthew Benjamin Parks
Honors Biology: Cells & Evolution of Life.
Chemistry H111, 4 cr.: Prof. Thomas Bitterwolf
Honors Principles of Chemistry
English H257, 3 cr., (01) 9:30-10:45 T-Th: Prof. Cheryl Johnson, GJ 115
Honors Literature of Western Civilization.
History H101, 3 cr., (01) 8-9:15 T-Th: Prof. Kenneth Faunce, ALB 202
Honors History of Civilization.
Philosophy H103, 3 cr., (17) 10:30-11:20 MWF: Prof. Janice Capel Anderson
Honors Introduction to Ethics.
PolS H237, 3 cr., (02) 10:30-11:20 MWF: Prof. Lisa Carlson, AD 204
Honors International Politics.

Psychology, H101, 3 cr., (01) 9:30-10:45 T-Th: Dr. Alan Whitlock, GJ 116
Honors Topics in Introductory Psychology.
Honors Topics in Pure Mathematics. Finding truth - a history of mathematical ideas

Fall 2004 Upper Division Honors Seminars:
Geography 404, 3 cr., (02) 2:30 - 3:30 MWF, Prof. Gundars Rudzitis and Prof. Robert Goodrich
The Geography of Conflict.
Chemical Engineering 400, 1 cr., (01) 2:30-3:20 M: Prof. Eric Aston, REN 129
Microcosms.

Intr 400, 1 cr., (01) 6:30-8:30 pm W: Dean Donald L. Burnett, Law
Law, Literature and Cinema.

SPRING 2005 HONORS COURSES
CorS H210 Integrated Science, 3 cr., (01) 12:30 MWF: Marc Klouden
Insects/Human Health.
Economics H272, 4 cr., (02) 3:30-4:45 T-Th and 3:30-4:20 W: Steven Peterson
Honors Foundation of Economic Analysis.
English H258, 3 cr., (03) 12:30 MWF: D'Wayne Hodgin
Honors Literature of Western Civilization.
History H102, 3 cr., (03) 10:30 MWF: Sean Quinlan
Honors History of Civilization.
PolS, H101, (05) 3 cr., 10:30 MWF: Patrick Wilson
Introduction to Political Science and American Government.
Soc H101, 3 cr., (02) 11-12:15 T-Th: Debbie Storrs
Introduction to Sociology.
Music H201 3 cr. (02), 12:30 MWF: Prof. James Reid
Honors History of Rock and Roll.
Chemistry H12, 5 cr.: Prof. Thomas Bitterwolf
Honors Principles of Chemistry II.
Core H154, 3 cr., (04) 9:30-10:45 T-Th: Prof. Mark Warner
Honors Contemporary American Experience.
Core H160, 3 cr., (03) 2:30-3:20 MWF: Prof. Sarah Nelson
Honors Sex and Culture: Women and Men in the 21st Century.
Core H155, 3 cr., (05), 2-3:15 T-Th: Prof. Michael O'Rourke
Honors Monsters We Make.
Core H168, 3 cr., (01) Prof. Larry Forney & Prof. Kathryn Paxton George
Honors Bioethics.
Intr H404, (04) 1 cr. (pass-fail), 12:30-1:20 p.m., T, Profs. Michael O'Rourke, Daniel Bukvich, Richard Fehrenbacher, BEL 204
Interdisciplinary Colloquium: Insight and Creativity
Intr H499, 1-2 crs., 3:30 – 4:30 p.m., T, Prof. Stephan Flores, COMMONS 312
Intellectual History and the Narrative Quest of Identity
Spring 2005 Upper Division Honors Seminar:
Theatre, H404, (03) 3 cr., 9-10:15 T-Th: Robert Caisley, ED KIVA
Film & The Theatre of The Holocaust

**FALL 2005 HONORS COURSES**

Core H104 (01) 4 cr., 9:30-10:45, T-Th: Prof. Dale Graden
Honors Contemporary American Experience.
Core H117 (03) 4 cr. 12:30-1:20, MWF: Prof. Sheila O'Brien
Honors The Movies, the World and You.
Core H119 (02), 4 cr., 2-3:15 T-Th: Prof. John Mihelich
Honors Sports and American Society.
History H101, 3 cr., (01) 1:30 MWF: Prof. Pingchao Zhu
Honors History of Civilization.
English H257, 3 cr., (01) 10:30 MWF: Prof. D'Wayne Hodgin
Honors Literature of Western Civilization.
Philosophy H103, 3 cr., (17) 11:30-12:20 MWF: Prof. Janice Capel Anderson
Honors Introduction to Ethics.
Biology H115, (Provisional) 4 cr., (08), 10:30-11:20 Matt Parks
Honors Biology: Cells & Evolution of Life.
Chemistry H111, 4 cr.: Prof. Thomas Bitterwolf
Honors Principles of Chemistry.
Psychology, H101, 3 cr., (01) 9:30-10:45 T-Th: Dr. Alan Whitlock
Honors Topics in Introductory Psychology.
Communication Studies H335, 2-3:15 TR, 3 cr. Prof. Steve Banks
Honors Intercultural Communication
Sociology H499, 3 cr., 12:30-1:45 T-Th.: Prof. Debbie Storrs
Honors Program Research: Looking Inward
Numbers from Here to Infinity.
Fall 2005 Upper Division Honors Seminars:
Pol. Science H404, 3 cr., Youth Politics and Mobilization, Prof. Sandra Reineke
Youth Politics and Mobilization.
Chemistry H400, Energy Issues, 1:30 MWF, 3 cr., Dr. Tom Bitterwolf
Energy Issues.
Intr 400, 1 cr., Dean Donald L. Burnett, Law

Law, Literature and Cinema

**SPRING 2006 HONORS COURSES**

English H258, 3 cr., (02) 9:30-10:45 T-Th: Prof. Jeff Jones

Honors Literature of Western Civilization.

History H102, 3 cr., (03) 10:30 MWF: Prof. Sean Quinlan

Honors History of Civilization.

Philosophy H103, 3 cr., (17) 11:00-12:15 T-Th: Prof. Janice Capel Anderson

Honors Introduction to Ethics.

Chemistry H112, 5 cr.: Prof. Thomas Bitterwolf

Honors Principles of Chemistry II.

CorS H219 (01) 3 cr., 1:30-2:20 MWF: Prof. John Byers

Honors Human Nature.

Core H154, (01) 3 cr., 9:30-10:45, T-Th: Prof. Dick Wilson

Honors Contemporary American Experience.

Core H167 (03) 3 cr., 12:30-1:20, MWF: Prof. Sheila O’Brien

Honors The Movies, the World and You.

Core H169 (02), 3 cr., 2-3:15 T-Th: Prof. John Mihelich

Honors Sports and American Society.

Economics H272, (02) 4 cr., 2:00-3:15 TR and 3:30-4:20 W: Prof. Steven Peterson

Honors Foundation of Economic Analysis.

AmSt H301, 3 cr., (01) 11-12:15 T-Th: Prof. Patricia Hart

Legacies: Modern American Social and Cultural Movements.

Intr H404, (04) 1 cr. Profs. Michael O’Rourke, Daniel Bukvich, Richard Fehrenbacher

Interdisciplinary Colloquium: Insight and Creativity.

Intr H499 (01), 1 cr., 3:30-4:20 p.m., T: Prof. Mark Warner

Reading Food, Reading Culture. “Food is not Feed”

Spring 2006 Upper Division Honors Seminars

CheE H400 (01) 2 cr., 2:30-3:20, MW: Prof. D. Eric Aston

Microcosms & Nanotechnology.

Geog H404 (03) 3 cr., Profs. Robert Goodrich and Gundars Rudzitis

The Geography of Conflict.

Thef H404 (02) 3 cr., M 2:30-3:20, W 7-10:00 p.m.: Prof. Dennis West

Hollywood in the 1970s.

**FALL 2006 HONORS COURSES**

History H101, 3 cr., (01) 8-9:15 T-Th: Prof. Ellen Kittell

Honors History of Civilization.

English H257, 3 cr., (01) 12:30-1:45 T-Th: Cheryl Johnson

Honors Literature of Western Civilization.

Philosophy H103, 3 cr., (17) 11-12:15 T-Th: Prof. Janice Capel Anderson

Honors Introduction to Ethics.

Biology H115, 4 cr., (08) Matt Parks

Honors Biology: Cells & Evolution of Life.

Chemistry H111, 4 cr.: Prof. Thomas Bitterwolf (Lecture location TBA)

Honors Principles of Chemistry.

Psychology, H101, 3 cr., (01) 9:30-10:45 T-Th: Dr. Alan Whitlock

Honors Topics in Introductory Psychology.

PolS H237, 3 cr., 12:30-1:45 T-Th: Prof. Lisa Carlson

Honors International Politics.
Communication H335, 2-3:15 T-Th, 3 cr. Prof. Steve Banks
Honors Intercultural Communication.
Core H104 (01) 4 cr., 9:30-10:45, T-Th: Prof. Dale Graden
Honors Contemporary American Experience.
Core H110 (01) 4 cr., 9:30-10:45, T-Th: Prof. Sandra Reineke
Honors Sex and Culture: Women and Men in the 21st Century.
Core H113 (01) 4 cr., 11-12:15, T-Th: Dr. Kenneth Faunce
Honors Globalization.
The Role of Mathematics in Human Progress.
Fall 2006 Upper Division Honors Seminars:
Geog H404 3 cr., (03) Samuel Ndegeah (PhD student in Geography) and Prof. Harley E. Johansen
Africa: A Developmental Trajectory.
Mrtn H404 1 cr., (01) 3:30-4:20 T-Th: Dr. Bill Smith
UN Peacekeeping: An Overview

SPRING 2007 HONORS COURSES
Hist H102 (03) 3 cr., 10:30 MWF: Prof. Sean Quinlan
Honors History of Civilization.
Engl H258 (02) 3 cr., 11-12:15 TR: Prof. Gary Williams
Honors Literature of Western Civilization.
Phil H103 (13) 3 cr., 2-3:15 TR: Prof. Janice Capel Anderson
Honors Introduction to Ethics.
Chem H112, 4 cr.: Prof. Thomas Bitterwolf
Honors Principles of Chemistry II.
58440 Core 154 (01) 3 cr., 9:30-10:45, TR: Prof. Dale Graden
Honors Contemporary American Experience.
Core 160 (01) 3 cr., 9:30-10:45, TR: Prof. Sandra Reineke
Honors Sex and Culture: Women and Men in the 21st Century.
Core 163 (01) 3 cr., 11-12:15, TR: Prof. Kenneth Faunce
Honors Globalization.
CorS H210 (01) Integrated Science, 3 cr., 1:30 MWF: Prof. Marc Klowden
Insects and Human Health.
MusH H201 (02) 3 cr., 12:30 MWF: Prof. James Reid
Honors History of Rock and Roll.
Econ H272 (02) 4 cr., 2-3:15 TR & 3:30-4:20 W: Prof. Steven Peterson
Honors Foundation of Economic Analysis.
Intr H404 (04) 1 cr. (pass-fail), 12:30-1:20 T: Profs. Michael O’Rourke, Daniel Bukvich, Richard Fehrenbacher
Interdisciplinary Colloquium: Insight/Creativity.
Intr H404, 1 cr., 3:30-4:30 p.m. Tues.: Prof. Stephan Flores
Vacation Reading. This class explores several acclaimed novels and a work of nonfiction.
FLEN H420 (01) 3 cr., W: Profs. Dennis West, Joan West, James Reece
International Cinema and National Literatures.
Spring 2007 Upper Division Honors Seminars:
Engl. H404 (01) 3 cr., 11:00-12:15 TR: Prof. Jodie Nicotra.
Stranger than (Science) Fiction.
Hist H404 (05) 3 cr., 3:30-5:50 p.m. W: Prof. Ellen Kittell
Africa in Rebellion: The Movements for Independence.
FALL 2007 HONORS COURSES

English 257 (01) 3 cr., 12:30-1:45 TR: Prof. D'Wayne Hodgin
Honors Literature of Western Civilization.

Chemistry 111, 4 cr.: Prof. Thomas Bitterwolf (Lecture location TBA)
Honors Principles of Chemistry. Intensive treatment of principles and applications of
chemistry. Honors labs have an emphasis on independent laboratory exercises. Satisfies
core curriculum requirements in the natural and applied sciences.

Psychology 101 (01) 3 cr., 9:30-10:45 TR: Dr. Alan Whitlock
Honors Introduction to Psychology.

Sociology 101 (04) 3 cr., 12:30-1:45 TR: Prof. Leontina Hormel
Honors Introduction to Sociology.

CORE 104, (03) 4 cr., 9:30-10:20 MWF: Prof. Mark Warner
Honors Contemporary American Experience.

CORE 116, (01) 4 cr., 11:00-12:15 TR: Prof. Rodney Frey
Honors The Sacred Journey: Religions of the World.

CORE 117 (02) 4 cr., 9:30-10:45 TR: Prof. Anna Banks
Honors The Movies, the World & You.

Communication 335 (01) 3 cr., 2-3:15 T-Th: Prof. Steve Banks
Honors Intercultural Communication.

Math 315 (01) 3 cr., 10:30-11:20 MWF: Prof. Mark Nielsen
Honors Topics in Pure Mathematics: The Fourth Dimension.

Seminars:
Geog 404 (03) 3 cr., 1:30-2:20 MWF: Samuel Ndegeah (PhD student in Geography) and Prof.
Harley E. Johansen
Africa: A Developmental Trajectory.

Chemistry 400 (01) 3 cr., 1:30 MWF: Dr. Tom Bitterwolf
Energy Issues.

History 401 (01) 3 cr., 12:30 pm - 1:45 pm TR: Prof. Richard Spence
The Occult in History.

SPRING 2008 HONORS COURSES

Anthropology 220 (02), 3 cr., 3:30-4:45 TR: Prof. Rodney Frey
Honors Peoples of the World.

Art 208 (01), 3 cr., 10:30-11:20 MWF: Prof. Iván Castañeda
Honors Italian Renaissance Art and Culture.

Chemistry 112, 5 cr.: Prof. Thomas Bitterwolf
Honors Principles of Chemistry II.

CorS 210 (01) Integrated Science, 3 cr., 9:30-10:20 MWF: Prof. Marc Klowden
Honors Insects and Human Health.

Economics 272 (02) 4 cr., 3:30-4:45 MWF: Prof. Steven Peterson
Honors Foundation of Economic Analysis.

English 258 (02), 3 cr., 10:30 - 11:20 MWF: Prof. Tom Drake
Honors Literature of Western Civilization.

History 102 (01), 3 cr., 8-9:15 - TR: Prof. Ellen Kittell
Honors History of Civilization.

Philosophy 103 (13), 3 cr., 2-3:15 TR: Prof. Janice Capel Anderson
Honors Introduction to Ethics.

CORE 154 (03) 3 cr., 9:30-10:20 MWF: Prof. Mark Warner
Honors Contemporary American Experience.

CORE 166 (01) 3 cr., 11:00-12:15 TR: Prof. Rodney Frey
Honors The Sacred Journey: Religions of the World.
CORE 167 (02) 3 cr., 9:30-10:45 TR: Prof. Anna Banks
Honors The Movies, the World & You.
Intr 450 (02), 1 cr. (pass-fail), 12:30-1:20 Tues.: Profs. Michael O’Rourke, Daniel Bukvich, Richard Fehrenbacher
Honors Interdisciplinary Colloquium: Insight and Creativity.
Intr 404 (01) 1 cr. (pass-fail), 3:30–4:30 p.m., Tues.: Prof. Mark Warner
Honors Vacation Reading: Questioning and Critiquing College
Spring 2008 Upper Division Honors Seminars:
Geog H404 (02), 3 cr., 12:30–1:20 p.m., MWF: Prof. Robert Goodrich
Honors The Geography of Conflict.
Hist H401 (02)/(57564) AmSt H404 (01), 3 cr., 11-12:15, TR: Prof. Adam Sowards
Honors Science and Nature in U.S. History.

FALL 2008 HONORS COURSES
CORE 105 (02), 4 cr., 2:30-3:20 MWF: Prof. Matthew Wappett
The Monsters We Make.
CORE 116 (01), 4 cr., 11:00-12:15 TR: Prof. Rodney Frey
Honors The Sacred Journey: Religions of the World.
CORE 127 (01) 4 cr., 3:30-4:45 MW, Profs. Gary Williams, Kathy Aiken, Gary Machlis
(Monday lecture, combined honors/nonhonors sections; Prof. Gary Williams leads Honors only section on Wednesdays)
Honors War and Our World.
Chemistry 111, 4 cr.: Prof. Thomas Bitterwolf (Lecture location TBA)
Honors Principles of Chemistry.
CORS 220 (01) [core integrated science course] 3cr., Prof. Simon Kattenhorn
Honors Natural Hazards and Disaster Preparedness. The End Is Nigh!
English 257 (01) 3 cr., 11:00-12:15 TR: Prof. Kurt Olsson
Honors Literature of Western Civilization.
History 101, 3 cr., (01) 8-9:15 T-TH: Prof. Ellen Kittell
Honors History of Civilization.
Philosophy 103, 3 cr., (13) 2-3:15 TR : Prof. Janice Capel Anderson
Honors Introduction to Ethics.
Psychology 101 (01) 3 cr., 9:30-10:45 TR: Prof. Alan Whitlock
Honors Introduction to Psychology.
Communication 335 (01) 3 cr., 2-3:15 TR: Prof. Steve Banks
Honors Intercultural Communication.
Math 315 (01) 3 cr., 10:30-11:20 MWF: Prof. Monte Boisen
Honors Topics in Pure Mathematics.
MRTN 404 (01) 1 cr., TR 3:30-4:20 Prof. Bill L. Smith
Multilateral Policy Formulation.
INTR 404.07 1 cr HON:ST:Engagement & Communication
Instructor: Stephan Flores
Seminars:
English 404 (01) 3 cr., 12:30-1:45 TR: Prof. Walter Hesford
Crossing Borders with the Graphic Novel.
History 401 (02) , 1 cr., T 3:30-4:50 pm Prof. Kathy Aiken
1960s Popular Culture

SPRING 2009 HONORS COURSES
Anthropology 100 Introduction to Anthropology (3 crs)
Biology 115 Cells and the Evolution of Life (4 crs)
Chemistry 112 Principles of Chemistry II (5 crs)
Core The Monsters We Make (3 crs)
Core The Sacred Journey (3 crs)
Core War and Our World (3 crs)
Economics 272 Foundations of Economic Analysis (4 crs)
English 258 Literature of Western Civilization (3 crs)
Music History 201 History of Rock and Roll (3 crs)
Philosophy 103 Ethics (3 crs)
Biology 404 Business and Medicine (1 cr)
Interdisciplinary Studies 450 Colloquium (1 cr)
FLEN 404 seminar: Hollywood Remakes France (3 crs)
History 401 seminar: Understanding Modern Communist China (3 crs)