The Value of Honors Program Education

As reported 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 below).

UHP Curriculum and Extra-Curricular Opportunities and Dimensions

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 concerts, plays, films, lectures, and off-campus excursions that foster cultural enrichment, friendship, and learning. The great majority of the 400 students active in the program are able to participate without adding to the total number of credits needed for graduation.

**UHP Development**

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. The program must continue to meet the academic needs and expectations of high achieving students. The University Honors Program and its over 400 members 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.

The UHP seeks development support to expand curricular and 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. Potential donors may have particular interests that would dovetail with the program’s mission and values. One example: students who wish to take advantage of special internship, study, travel, and service opportunities in Washington, D.C. (and elsewhere) may decide against applying because of additional costs above usual tuition and fees. Yet it is precisely such experiences that may develop these students’ leadership, knowledge, connections, and future prospects for further study, graduate and professional school, and major scholarships. UHP scholarship support is directed to over 100 students representing over 150 majors across the university's colleges and departments.

**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 (from recent levels of $1500-1800 for a three-credit honors course, and to broaden the program’s extra-curricular opportunities
- Increase percentage of director’s 60% academic year appointment in Honors and associate director’s 50% position in the UHP
- Advance fundraising on the program’s behalf, including directed support and assigned consultation from the university’s Office of Development
- Enhance resources and coordination for major and national scholarships advising (including reinstatement of UHP direct scholarship leverage to count as additional funds, see below, and develop funded internships, via programs in Washington, D.C. and abroad)
• Strengthen the university’s recruitment and retention of honors students by developing the program’s curricular and extra-curricular profile, and by resuming direct scholarship benefits so that UHP funds are in addition to UI central, up-front awards.
• Determine means to develop co-curricular study abroad, undergraduate research, service-learning opportunities.

**Academic Profile of Honors Students**

**Fall 2012**

Total members: 393
Entering freshmen: 109 (increase of two from fall 2011)
67.9% of entering freshmen are Idaho residents
32.1% nonresidents
3.893 average, unweighted high school GPA (bit below typical 3.91 recent average)
Average SAT combined verbal and math scores: 1283.6 (below recent 1290 average)
Average ACT composite: 28.9 (typical 28-29 average of recent years)
Average UHP index score, based on correlation between GPA and test scores: 90 (84 is minimum for applying without letters of recommendation, and 90 is our typical average)
Registered for average of 16.07 credits
Registered for average of 5.933 HON credits
60 new freshmen have AP credits (average of 14.41 crs. per student)
85 new freshmen have college/transfer credits (average of 14.75 crs. per student)
44% male in freshmen class
56% female in freshmen class

The UHP’s 109 incoming from high school/first-year students are clustered in 61 different/unique majors; taking into account dual and multiple majors, these students have declared 156 majors of which 100 can be considered STEM majors; for example, 62 students have one declared major and 47 students have two declared majors.
82 students are in STEM majors;
27 in non-STEM majors (16 students with one non-STEM major and 11 students with two non-STEM majors).

As several students have more than one major, a further breakdown is helpful to portray the demographics of this group.

46 students have one (total) STEM major.
18 students have two different STEM majors.
18 students have one STEM and one non-STEM major.
16 have one non-STEM major
11 have two different non-STEM majors.

**Fall 2013 Snapshot of Students New to UI/UHP Admission & Enrollment (as of 7 June 2013)**

Total applications to UHP received (in house information) 482
Admitted to UHP for Fall 2013 264
New to UI admits | 180  
Current admits | 10  
transfer admits | 9  

**Registration Status (New to UI only)**  
New to UI admit registered Fall '13 | 144  
Registered for Honors Credits | 124  
Note: of the 20 admit reg. who are not reg. for HON credits, some are on waitlists, some recent so may yet reg., some may have scheduling issues, and/or changed their minds about UHP  

New to UI admit NOT registered | 51  
Avg UI credits (reg) | 16  
Avg Hon credits (reg) | 6  

**Residency**  
Resident | 119  
Non-Resident | 75  
Foreign | 1  

**Note on next section:** Of approximately 50 new Honors scholarship and WUE rate awards to incoming freshmen, 34 did not register (21 of those 34 are WUEs plus 2 more WUEs waitlisted/not yet reg. in HON courses). Approximately 70% decline/not reg. rate.  

Registered for Honors Credits  
w/Scholarship Offer | 28  
Hon WUE | 19  
Honors | 7  
Hon Wallis | 1.5  
Hon Cahill | 0.5  

Not Registered for Honors Credits  
w/Scholarship Offer (UI crs) | 2  
WUE | 2  

Not Registered for UI credits  
w/Scholarship Offer | 12  
Hon | 5  
WUE | 7  

Applied (no composition topics--in house info) | 218  
Applied meet criteria (new to UI) | 123  
Exception Apps | 42  
Current Student Apps | 3  
Transfer Apps | 15  
Deferred exception apps | 23  
Deferred current apps | 8
withdrew applications 2
not admitted 2

NMS - 38
Visited 2
Applied 11
Admitted Decline 6
Withdrew App 1
Admitted to program 18

**Total contacts made (in office)** 536

Letters sent to admitted students met min criteria 933
Letters sent to w/ test scores indicate met min criteria 1032
**Total contacts** 1970

Admitted (new) ALL 181
Average GPA 3.91
Average SAT 1334.65
Average ACT 29.14
Average Index 92.08

Admitted New, Exception excluded (low Index) 209
Average GPA 3.92
Average SAT 1346.02
Average ACT 29.03
Average Index 93.17

Admitted not coming 65
Average GPA 3.93
Average SAT 1374.12
Average ACT 29.97
Average Index 94.55
Non-resident 34
resident 31

UHP Scholarship 22
Wallis 1
Honors 4
WUE 14
NMS 6

National Merit (admit) 18
Average GPA 3.92
Average SAT 1517.06
Average ACT 34
Index 101.11

National Merit (admit declined) 6
Average GPA 3.94
Average SAT 1490
Average ACT 33.67
Index 101

National Merit (applied) 11
Average GPA 3.99
Average SAT 1438
Average ACT 34.5
Index 102.3

National Merit (withdrew app) 1
Average GPA 3.949
Average SAT 1550
Average ACT
Index 104

Applied New (no composition topics) 166
Average GPA 3.88
Average SAT 1271.57
Average ACT 29.03
Average Index 89.39
Non-resident 70
resident 95

Applied (new exceptions omitted) 123
Average GPA 3.95
Average SAT 1290.91
Average ACT 29.48
Average Index 93.34
Non-resident 47
resident 76

Note: an Index correlation of 84 is the program’s minimum acceptable score—those whose index is below 84 must arrange for letters of recommendation

Current Students (Spring 13)
Total 396
Freshman standing by credits 32
Sophomore 102
Junior 107
Senior 154
Non-Deg 1
Honors Course Offerings Fall 2013 (from website):

(35320) ISEM Integrated Seminar 101 (01) 3 cr., 12:30pm-1:45pm TR: Prof. Lisa Carlson.  
This course introduces students to the various forms of conflict between and among humans and the conflict resolution techniques that are employed to resolve these conflicts. The conflicts explored range from the interpersonal to labor-management disputes to the outbreak of civil and international war. Students will then examine the major theories and practices of bargaining and negotiation as specified primarily in the fields of political science, economics, psychology, and sociology. The bargaining problem and its resolution are also explored via literary works and film. Thus both the disciplines of social science and humanities will be introduced. The conceptual and theoretical foundations and tools of negotiation and bargaining acquired during the first part of the semester will then be employed by the students for use in an in-class simulation to resolve a complex negotiation problem. Satisfies either social science or humanities credits in General Studies core curriculum. Limit 30 entering freshmen (and note the university does not provide waitlists for any ISEM 101s—you will need to check back from time to time if the course is full, or select a nonhonors ISEM 101 this fall, or take an ISEM 101 in spring semester).

(35413) ISEM Integrated Seminar 101 (61) 3 cr., 9:30am-10:20am, MWF: Prof. Mark Warner  
*Human Communities: American Identities.* This course is to be a sustained and interdisciplinary exploration of the ways American society is constructed and functions. The course is framed around four broad concepts that commonly play an important role in structuring how individuals and/or communities chose to represent themselves or how they are portrayed by others. The concepts are place, gender/sexuality, class and race. The class will explore these concepts through a variety of genres, including, social science scholarship, humor, film, literature, architecture, music as well as personal experiences, with the expectation that students will gain an understanding of the differences in the way the humanities and social sciences explore the world. Satisfies either social science or humanities credits in General Studies core curriculum. Enrollment limited to 30 entering freshmen (and note the university does not provide waitlists for any ISEM 101s—you will need to check back from time to time if the course is full, or select a nonhonors ISEM 101 this fall, or take an ISEM 101 in spring semester).

Chemistry 111, 4 cr.,: Prof. Thomas Bitterwolf  
(10726) Sec. 30 -- 9:30am-10:20am MWF, Lab 2:30pm-5:20pm M, (Limit 23/section)  
(35251) Sec. 31 -- 9:30am -10:20am MWF, Lab 2:30pm-5:20pm W, (Limit 23/section)  
(35252) Sec. 32-- 9:30am -10:20am MWF, Lab 7pm-9:50pm R, (Limit 23/section)  
*Principles of Chemistry.* Intensive treatment of principles and applications of chemistry. Honors labs have an emphasis on independent laboratory exercises. Satisfies General Studies curriculum requirements in the natural and applied sciences. Chemistry Lab Fee of $95.00

(37180) CORS 229 (01) 3 cr., 1:30pm-2:20pm MWF: Prof. Dennis J. Geist  
*The Nature Of Islands.* Ocean islands make up a very small part of the earth’s surface, but they are incredibly important natural laboratories for geology and biology. Islands have captured the interest of explorers throughout history, and authors have repeatedly used them as metaphors for humans’ isolation (think *Robinson Crusoe* here). *The Nature of Islands* is an interdisciplinary course that uses ocean islands to examine basic concepts in volcanology, tectonics, evolution, biogeography, and the history of exploration. It is my intention to make the class really participatory, so roll up your sleeves and get ready to ask, discuss, reason, and argue at all levels. Satisfies General Studies curriculum requirements in the natural and applied sciences. Limit 30.
Required readings will come from David Quammen’s *The Song of the Dodo*, and some supplementary stuff which I will provide. Everyone needs to buy a copy of the National Geographic map of the world and bring it to class every day unless you won your state’s geography bee.

My goals for this class are to help you develop skills in:
- Integrating knowledge from several disciplines;
- Communication, including reading, oral presentation, and writing;
- Designing, executing, and evaluating simple experiments to test a hypothesis
- Working both individually and in teams.

(15919) Engl 102 (11) 3 cr., 12:30 pm-1:20 pm MWF Instructor to be determined
*College Writing and Rhetoric.* Honors students will apply principles of expository and argumentative essay writing along with critical reading and thinking skills to analyze, synthesize and interpret texts and experiences in clear, concise, and vigorous prose. Satisfies core curriculum requirement for communication. Prereq: English 101 or equivalent. Limit 26.

(15864) English 257 (02) 3 cr., 11:00am-12:15pm TR: Thomas A. Drake
*Literature of Western Civilization.* Key historical and literary developments and themes dominating early Western culture, Ancient Era to Renaissance. This course examines Western Civilization's earliest and most beautiful attempts to understand itself through written language. We will reach back 4,000 years to find our ancestors struggling with the same questions each of us must answer: Who am I? What is love? What is God? What is happiness and how can I find it? How can I build a moral and just society? What becomes of us when we die? We will try to see our history and the seeds of our own culture not as a series of events but as an experience lived by individuals who loved, hated, yearned and often sinned with all the passionate intensity each of us brings to our own lives. We might subtitle this course "suffering and love", or "love and death", or, simply, "life", because when we refer to "the literature of Western Civilization," we're really referring to the chronicle of what it means to be alive, to feel the human experience.

Basically, our task is to better understand the worldviews that created these texts, better understand the world the texts created and, most important, better understand our own worldviews in relationship to the events, texts and authors who created them, and in that process, created us. Satisfies General Studies curriculum requirement for humanities. Limit of 30.

(26978) Hist 101 (03) 3 cr., 8:00am-9:15am, TR: Prof. Ellen E. Kittell
*History of Civilization.* Contributions to the modern world to 1650. Satisfies General Studies curriculum requirements for social sciences. Limit 18 (this limit will be increased as needed--contact instructor and honors@uidaho.edu).

(26460) Philosophy 103 (11), 3 cr., 10:30am-11:20am MWF Prof. Janice Capel Anderson
*Introduction to Ethics.* An introduction to philosophical reasoning through historical study of Western moral thought. Readings, lectures, and discussions, with required individual papers and group presentation; satisfies General Studies curriculum requirement for humanities. Initial limit of 24 (with possibility of an additional three students to be added by instructor permission, if class fills, to limit of 27).

(15581) Psych 101 (01) 3 cr., 9:30am-10:45am TR: Alan Whitlock
*Introduction to Psychology.* An exploration of the evolution of psychology, personality theory,
memory, research in psychology, biology related to psychology, sensation and perception, learning, states of consciousness, psychological disorders, and psychotherapy. Each student will evaluate their own personality and search for new meanings in their experience. Satisfies General Studies curriculum requirements for the social sciences. Limit 30.

Fall 2013 Upper Division Honors Courses and Seminars

Please note that upper-division seminars offer priority by class level, so that fourth and third-year students who enroll during the initial 24 hours of registration take precedence for remaining in the seminar over second-year students. Students need to have completed at least one honors course prior to the start of the seminar.

(62247) INTR 450 (02) 1 cr. (P/F), 12:30pm-1:20pm T Prof. Kenton Bird and Daniel Bukvich
Malcolm C. Renfrew Interdisciplinary Colloquium: Insight and Creativity. UI faculty and staff present and describe their approaches to teaching and/or research in their respective disciplines in this series of lectures. The lectures present the specific subjects and methodologies that define the disciplines and initiate conversations about those disciplines to explore and to encourage interdisciplinary cooperation. Students attend the weekly lectures, complete journal and response assignments, and also meet with professors O’Rourke and Bukvich. Limit 20.

(12592) Math 315 (01) 3 cr., 10:30am-11:20am MWF: Prof. Robert E Ely
Honors Topics in Pure Mathematics: The Infinite. Some of mathematics’ greatest discoveries and thorniest paradoxes come from our attempts to comprehend the infinitely large and the infinitely small. In this course we will explore worlds within worlds of infinitesimals, infinite different sizes of infinity, deranged series, paradoxical supertasks, and much more, and we’ll learn how the human mind thinks about these things. No particular prerequisite knowledge is required. Also counts as upper-division course credits toward UHP Certificate. Limit 30.

NOTE in relation to Math 315/quantitative reasoning component of the UHP Certificate requirements: Keep in mind the alternative option of using the Honors Elective Agreement for Phil 202 Symbolic Logic or with consent of a Statistics professor (or stats lecturer by permission in some cases) you might complete a special project in Stat 251 or Stat 301, to take the place of Math 315 for completing that component of the requirements for the UHP Certificate; take care, however, that you have other 300-400 level HON-designated credits to total six credits for the certificate, and that you have not used the elective agreement for another 300 or 400 level nonhonors course.

(29569) HIST 401 (01) 3 cr., 9:30am-10:45am TR Prof. Dale T. Graden
Seminar: Spanish Civil War, 1936-1939. This history course is designed for specialists and non-specialists. Though a minimal background in Spanish, European or United States history is helpful, it is not a prerequisite. In many ways, the Spanish Civil War compares to the Civil War of the United States (1861-65) in terms of its impact and legacies. A traditional society quickly became enmeshed in the modern world and international politics. The conflict unleashed unimagined violence and hatred. In the wake of the Second World War which ended in 1945, many purposely sought to erase the memory of this conflagration. Hence, only in the past two decades has the Spanish Civil War taken a central place in histories and cultural studies of the 20th century. We will read history and literature, and also watch films related to the war, including The Butterfly’s Tongue and Soldiers of Salamina.

Discussion
will play a central role in this seminar. Limit 17.

Primary readings:

Additional course description:
Political polarization in Spain during the 1930s resulted in the emergence of two broad coalitions. These included the National Front on the right and the Popular Front on the left. A brutal civil war ensued that lasted for nearly three years (July 1936 - April 1939) and claimed the lives of some 400,000 people. The Spanish Civil War remains alive in the historical memory of the Spanish people and has provoked huge debate. Alicante, Spain was the last enclave of Republican resistance in the Spanish Civil War. Children and grandchildren of Republicans reside in Alicante and continue to celebrate the Republican cause. I will incorporate interviews taken in Alicante during summer 2013 into the fall 2013 seminar.

(29230) CHEM 400 (01) 3 cr., 2:00pm-3:15pm TR, Prof. Thomas E. Bitterwolf
*Seminar: Energy Issues*. Energy Issues explores the myriad of factors that must be considered when providing power for an energy hungry world recognizing that all choices have consequences. The course explores economic, environmental, political, ethical and technical aspects of energy decisions through readings and intensive in-class discussion. Numerous invited speakers contribute to these conversations that are lively and often involve students drawing information from the Internet and breaking news during the class.

While certain themes reoccur from class to class the direction of the course is dictated by events and student interest. I anticipate the themes in the Fall will include fracking, energy independence, alternative energy sources, the impact of deliberate misinformation campaigns in public perceptions and the role of geopolitics in energy decisions. The course is seminar style with my role being that of a ringmaster. In the early days of the class I lay out a picture of the possible terrain, assign readings and keep the discussion on task. Limit 17.

Primary text/reading:
Examples of additional readings:
Hardin, Garrett. “The Tragedy of the Commons” (1968)
Plass, Gilbert N. “Carbon Dioxide and the Climate.” American Scientist (2010 reprint)

**Semester in the Wild** option (selective, by application--apply as soon as possible)

A new opportunity to earn six honors/equivalent credits for this fall 2013 semester has just developed.

UHP members who are accepted, by application, among the 17 students chosen for this fall's Semester in the Wild program in the Frank Church Wilderness (with coursework also in McCall, Idaho), will be able to earn three HON-credits in Engl 316 (see below, taught by the highly distinguished scholar/teacher, Dr. Scott Slovic), and also will have an additional three credits counted in progress toward achieving the UHP Core Award or UHP Certificate (those additional three credits will be treated similarly to study abroad credits or other national exchange credits, where the program counts up to three credits per semester toward the certificate, with a total limit of seven of such credits combined from Semester in the Wild, study abroad, or national exchange, eligible to be applied toward the certificate).

For full information see the [Semester in the Wild website](http://www.uidaho.edu/cnr/wild/people) and related links, including profiles of the terrific faculty leading/teaching in this unique setting, and directions on how to apply (apply as soon as possible--applications will be accepted beyond the initial April 1st deadline--the faculty in this program encourage you to apply!).

**Semester in the Wild main site**

**Who Is Teaching**--faculty self-introductions/profiles: [http://www.uidaho.edu/cnr/wild/people](http://www.uidaho.edu/cnr/wild/people)

**What You'll Learn**

Western Literature (ENG 473, 3 credits)--see site for description.

Outdoor Leadership (CSS 304, 3 credits)--see site for description.

Environmental Writing (ENG 316, 3 credits), Dr. Scott Slovic [includes HON-section, with additional daily journal entries, longer main essay, and perhaps a shorter essay, required for members of the University Honors Program to receive three honors credits--an additional three credits from the Semester in the Wild courses also will be counted toward the UHP Core Award or Certificate]

Much of this class will be spent reading and discussing stories, essays, and poems. Students will do in-class writing exercises, practice taking field notes and craft imaginative works to explore their ideas on the environment and their own experiences. We will work toward developing practical approaches to the communication of ideas and information about scientific and environmental issues to general audiences.

River Ecology (FISH 404, 3 credits)--see site for description.
Wilderness and Protected Area Management (CSS 490, 3 credits)--see site for description.

Schedule

How to Apply

**Honors Course Offerings Fall 2012-Spring 2013**

Average enrollment in fall 2012 lower-division core courses: 27.75
Average enrollment in upper-division courses: 15.6

ISEM Integrated Seminar 101, Prof. Rodney Frey
Human Communities: Sacred Journey

ISEM Integrated Seminar 101, Prof. Anna Banks
Human Communities: Through the Camera Lens

Chemistry 111, 4 cr., Prof. Thomas Bitterwolf
Principles of Chemistry I

Engl 102 (01) 3 cr., Prof. Annie Lampman
College Writing and Rhetoric

English 257 (02) 3 cr., Prof. Walter Hesford
Literature of Western Civilization

Hist 101 Prof. Pingchao Zhu
History of Civilization

INTR 204 (12), 1 cr. Prof. Alton Campbell
The Quest for Survival: The Legend of Freshman Year

INTR 204 (07): HON: The Developing Leader: Meeting the Challenges of a Changing World (2cr), Prof. Alton Campbell 16

Philosophy 103 (11), 3 cr., Prof. Janice Capel Anderson
Honors Introduction to Ethics

Psych 101 (01) 3 cr., Prof. Alan Whitlock
Honors Introduction to Psychology

INTR 450 (02) 1 cr. Profs. Daniel Bukvich and Kenton Bird
Malcolm C. Renfrew Interdisciplinary Colloquium: Insight and Creativity

INTR 404 (13) 1 cr. (P/F), Prof. Alton Campbell Mentoring in Honors

Math 315 (01) 3 cr., Prof. Mark Nielsen
Honors Topics in Pure Mathematics: Unsolved Mathematics
COMM 335.01 Intercultural Communication (3 crs) Prof. Stephen Banks

Spring 2013
Anth 220, 3 cr., Prof. Laura Putsche
Peoples of the World

Chem 112 Principles of Chemistry II (5 cr) Thomas Bitterwolf

Engl 258 (03), 3 cr. Prof. Gary Williams
Literature of Western Civilization.

Engr 210 (04) 3 cr. Paul Hopkins
Engineering Statics

Geog 100 Physical Geography, 3 cr., Prof. Von Walden

Geog 200, World Regional Geography, 3 cr., Bob Goodrich

MusH 201 (04) 3 cr., Prof. James Reid
History of Rock and Roll

Phil 103 (12), 3 cr., Prof. Janice Capel Anderson
Introduction to Ethics

Engl 404 (01) 3 cr., Prof. Jackie Bennett
Speculative Fiction

Hist 401 (01) 3 cr., Prof. Richard Spence
The Occult in History.

Intr 404 seminar: (1cr) Prof. Bob Neuenschwander
The Uncommon Traveler

Continuation of Data Snapshot Profiles for Several Prior Years

Spring 2012:
Average UI institutional GPA of all members in good standing: 3.81

Fall 2011:
Total members: 413
Entering freshmen: 107
Average HS GPA of entering freshmen: 3.91
Average ACT composite score: 28
Average SAT: 1294 (sum of verbal and math, does not include writing portion)
68% Idaho residents
32% Nonresidents

Fall 2010:
Total members: 437
Entering freshmen: 120 (out of 1750 new freshmen at UI)
Fall 2009:
Total members: 438 members
Entering freshmen: 111
Average HS GPA of entering freshmen: 3.91
Average ACT composite: 29.1
Average SAT: 1294 (combined verbal and math scores)
Average UI institutional GPA of all members at end of semester: 3.61

Fall 2008:
483 total members
123 honors freshmen admitted out of 1709 entering freshmen (7.197% of total freshmen)
3.899 average HS GPA (comparison: 3.93 HS 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 [note that this did not
account for all majors currently considered STEM disciplines, so the figure would have
been somewhat higher]
Number of UHP students studying abroad or on national student exchange: 20

Since 1991- 27 Goldwater scholarships (two scholars in 2013)
Since 1996- 15 Udall Scholars (one scholar in 2013)
Since 1997- at least 22 Fulbright Scholars (does not include any 2013 recipients)
20 Rhodes scholars (last Rhodes in mid-80s, nominated by former Rhodes Scholar and founding
director of UHP, Dr. Marv Henberg)

Graduating Honors Students’ “Endeavors & Possibilities” sketches of plans and aspirations
are available on the UHP website, under the Certificate & Core Award ceremony pages for 2013
and 2012: http://www.uidaho.edu/honors/news/events/awardsceremony
http://www.uidaho.edu/honors/news/events/awardsceremony/2012-ceremony

Not reprinted are lists previously shared with the Honors Program Committee, of Honors
Students’ Achievements/Kudos. And not listed are the many honors students who win Alumni
Association Awards for Excellence and ASUI Student Achievement Awards in Leadership and
Service, as well as a variety of other departmental and college level awards, in ratios of
honors/nonhonors that show that UHP students garner such recognition in numbers that far
exceed the nonhonors population.

See also the Featured Students page and main page slideshow, on the UHP website:
http://www.uidaho.edu/honors/people/featuredstudents
Perspectives and Praise from UHP Alumni [http://www.uidaho.edu/honors/people/alumni]

"The University Honors Program has been the defining experience of my college career. Through classes, the Honors Student Advisory Board, Quest Mentoring, and more, I've learned about who I am and how the world works. I feel like my education has been well-rounded because of the UHP, and I know that I met some of my best friends because of the program."

Emily Kay Brookhart '12 [Recipient of Lindley Award for the Outstanding Graduating Senior in the College of Letters, Arts, and Social Sciences]
English/International Studies
Idaho Falls, Idaho

"The UHP offers a wonderful community within the university in which to make personal connections and develop socially. It also offers great leadership opportunities through the advisory board, committee membership, and volunteer coordination. Finally, the classes offered by the UHP allow for expanded critical thinking, greater interaction with one's peers and professors, and give unique opportunities to explore interesting topics in various disciplines."

Meaghan Elisabeth Jones '12
Anthropology, Chemistry
Nampa, Idaho

"The UHP provides personal attention, small class sizes, outstanding professors and UHP staff. Every class exceeded my expectations: passionate faculty and interesting course topics made the difference. The UHP really influenced my growth at the University of Idaho. From the very beginning, it connected me with like-minded students who wanted to make a difference and classrooms full of people who can't be anything but interesting. The program also served as a great introduction into University life and helped develop my academic and study habits through challenging and reflective material and assignments. I was challenged to think critically, listen, participate and engage. That's what college is all about, right?"

Steve Hanna '11
English-Professional Emph., Foreign Languages-Spanish Opt.
Baker City, Oregon

"I LOVED my upper-division honors classes especially. I appreciated the smaller class sizes, the more interactive curricula and interesting/out of the ordinary topics that the classes delved into. I think that my UHP experience was great in helping me form relationships with important people, have interesting and different classes that I would not otherwise have had, and allowed me to learn in a smaller, more intimate environment."

Rachel Anne Smotherman '13
Political Science
Las Vegas, Nevada

"I loved the numerous classes I could take and the AMAZING teachers. The UHP has really expanded my mind. I came out of the program a much better person and I'm very thankful that I completed the curriculum. The end result
was exactly what college is meant to do: the program broadened my mind, got me to think about things I had never thought of and would never have thought of without having taken these classes and met these wonderful teachers and students. I feel like my education is more well-rounded and that I have had one of the most amazing college experiences thanks to the UI Honors Program."

Megan R. Jasper '11
Foreign Languages-Spanish
Moscow, Idaho

"I cannot imagine my life at the University of Idaho without the Honors Program. In freshman Honors Chemistry I met friends who I would not only share the rest of my undergraduate experience with, but who, I believe, will be friends for a lifetime. University Honors Program classes excite and stimulate. They have defined my university experience and helped me see the world from new and varied perspectives."

Dr. Melanie Coonts Samuel '02, Goldwater Scholar
Microbiology, Molecular Biology/Biochemistry, and English
Boise, Idaho, Postdoctoral Associate, Harvard University

"One major strength of the curriculum is that it provides an "overall education" - one that a student would not receive taking just classes in his/her major. I credit some of my honors classes (such as Contemporary American Experience, Philosophy, Economics, and Geography of Conflict) for preparing me to be a citizen of the world. My honors classes had excellent discussions, smaller class sizes, and enthusiastic professors... all aspects that aided in my thinking and learning. I have especially enjoyed my upper division seminar, which I feel has educated me a great deal about our battling world and how it came to be. The UHP experience has made me a more well-rounded world citizen, and that knowledge provides me confidence for future opportunities in my field and the world."

Zach Dobroth '08
Civil Engineering
Eagle, Idaho

More Quotes from UHP Alumni
Although no single or definitive honors program model can or should be superimposed on all types of institutions, the National Collegiate Honors Council has identified a number of best practices that are common to successful and fully developed honors programs.

1. The honors program offers carefully designed educational experiences that meet the needs and abilities of the undergraduate students it serves. A clearly articulated set of admission criteria (e.g., GPA, SAT score, a written essay, satisfactory progress, etc.) identifies the targeted student population served by the honors program. The program clearly specifies the requirements needed for retention and satisfactory completion.

2. The program has a clear mandate from the institution’s administration in the form of a mission statement or charter document that includes the objectives and responsibilities of honors and defines the place of honors in the administrative and academic structure of the institution. The statement ensures the permanence and stability of honors by guaranteeing that adequate infrastructure resources, including an appropriate budget as well as appropriate faculty, staff, and administrative support when necessary, are allocated to honors so that the program avoids dependence on the good will and energy of particular faculty members or administrators for survival. In other words, the program is fully institutionalized (like comparable units on campus) so that it can build a lasting tradition of excellence.

3. The honors director reports to the chief academic officer of the institution.

4. The honors curriculum, established in harmony with the mission statement, meets the needs of the students in the program and features special courses, seminars, colloquia, experiential learning opportunities, undergraduate research opportunities, or other independent-study options.

5. The program requirements constitute a substantial portion of the participants’ undergraduate work, typically 20% to 25% of the total course work and certainly no less than 15%.

6. The curriculum of the program is designed so that honors requirements can, when appropriate, also satisfy general education requirements, major or disciplinary requirements, and preprofessional or professional training requirements.

7. The program provides a locus of visible and highly reputed standards and models of excellence for students and faculty across the campus.

8. The criteria for selection of honors faculty include exceptional teaching skills, the ability to provide intellectual leadership and mentoring for able students, and support for the mission of honors education.

9. The program is located in suitable, preferably prominent, quarters on campus that provide both access for the students and a focal point for honors activity. Those accommodations include space for honors administrative, faculty, and support staff functions as appropriate. They may include space for an honors lounge, library, reading rooms, and computer facilities. If the honors program has a significant residential component, the honors housing and residential life functions are designed to meet the academic and social needs of honors students.

10. The program has a standing committee or council of faculty members that works with the director or other administrative officer and is involved in honors curriculum, governance, policy, development, and evaluation deliberations. The composition of that group
represents the colleges and/or departments served by the program and also elicits support for the program from across the campus.

11. Honors students are assured a voice in the governance and direction of the honors program. This can be achieved through a student committee that conducts its business with as much autonomy as possible but works in collaboration with the administration and faculty to maintain excellence in the program. Honors students are included in governance, serving on the advisory/policy committee as well as constituting the group that governs the student association.

12. Honors students receive honors-related academic advising from qualified faculty and/or staff.

13. The program serves as a laboratory within which faculty feel welcome to experiment with new subjects, approaches, and pedagogies. When proven successful, such efforts in curriculum and pedagogical development can serve as prototypes for initiatives that can become institutionalized across the campus.

14. The program engages in continuous assessment and evaluation and is open to the need for change in order to maintain its distinctive position of offering exceptional and enhanced educational opportunities to honors students.

15. The program emphasizes active learning and participatory education by offering opportunities for students to participate in regional and national conferences, Honors Semesters, international programs, community service, internships, undergraduate research, and other types of experiential education.

16. When appropriate, two-year and four-year programs have articulation agreements by which honors graduates from two-year programs who meet previously agreed-upon requirements are accepted into four-year honors programs.

17. The program provides priority enrollment for active honors students in recognition of scheduling difficulties caused by the need to satisfy both honors and major program(s) requirements.

Approved by the NCHC Executive Committee on March 4, 1994; amended by the NCHC Board of Directors on November 23, 2007; further amended by the NCHC Board of Directors on February 19, 2010