



# HONORS PROGRAM HANDBOOK

2017-2018

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# **Shepherd University**

## **Honors Program Handbook**

### **2017-2018**

#### ***Honors Program Overview***

The Honors Program at Shepherd University is designed to provide a varied and stimulating curriculum to students demonstrating the ability and willingness to engage in intellectual challenges. Honors courses encourage critical thinking, in-depth analysis, and a greater level of student involvement. Some Honors courses incorporate field trips to Washington, D.C., Baltimore, and surrounding areas. The Honors Program has also sponsored international trips as well as travel within the United States in conjunction with course work in history, literature, and culture.

Shepherd University is a public liberal arts university of approximately 4,000 students, situated in the Shenandoah Valley on the banks of the Potomac River. Founded in 1871, the University is located in historic Shepherdstown, West Virginia, the oldest town in the state. Shepherd University is only 65 miles from the cultural, scientific, and political resources of Washington, D.C. and Baltimore. The proximity of these two cities as well as easy accessibility to New York and Philadelphia affords Shepherd's students the advantages of both a University town and a large metropolitan area. Shepherd University offers Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Science degrees in a wide range of fields, encompassing the liberal arts, teacher education, business administration, and the social and natural sciences.

#### ***Mission of the Honors Program***

The mission of the Honors Program at Shepherd University is to create an academic environment in which students can experience education in a dynamic and interactive way. Through seminars that promote active engagement in the subject area, independent research, a student-centered curriculum, and innovative teaching techniques, students in the Honors Program have the opportunity to become more self-directed in their learning. In the Honors Program, education does not simply take place in the classroom or through texts. Students become directly involved in the area of study through field trips, one-to-one interaction with their professors and classmates, and a variety of activities outside the classroom, potentially including international and domestic travel. In addition to expanding the students' academic horizons, the Honors Program encourages student leadership and service to the community. The aim is to create graduates of Shepherd University's Honors Program who are independent thinkers, life long learners, and responsible, socially conscious citizens. Honors students will leave Shepherd equipped to attend the finest graduate schools in the country and to be successful as solid contributors in their chosen professional careers.

## ***Honors Academic Requirements***

### **Admission Requirements**

Approximately 40-50 freshmen enter the Honors Program each year. Admission to the program typically requires a high school grade point average of 3.60 or above. Students must also have a combined SAT score of 1200 or better or, if the student has taken the ACT for admission, a 25 or above is usually required. Lower SAT/ACT scores may be offset by an outstanding GPA and vice versa. During the application process, students will also provide an academic résumé and writing sample.

### **Required Honors Degree Courses**

In order to graduate from the Honors Program, students must complete at least 25 credit hours of Honors courses, including the required First Year Honors Core (HNRS 102 and HNRS 205, 6 credits), one Honors Seminar (HNRS 389, 3 credits), the Honors Project Preparation Course (HNRS 388, 1 credit), the Honors Directed Readings Course (HNRS 488, 3 credits), the senior Honors Capstone Project (HNRS 489, 1-3 credits), and Honors electives (at least 11 credits). Honors students typically fulfill their required Honors electives through an Honors section of a Core Curriculum course, a second or third Honors seminar, or a 300- or 400-level course in the major contracted for Honors credit. Course requirements are detailed below in the Program of Studies section, and a checklist of courses is provided in Appendix A.

In order to remain in good standing with the Honors Program, students must maintain an overall GPA of 3.0. Students must also make consistent progress toward completing required Honors courses. Furthermore, freshmen Honors students must obtain a passing grade in their Honors First Year Core courses (HNRS 102 and HNRS 205) to continue in the Honors Program beyond the first semester; any students who fail to obtain passing grades in both HNRS 102 and HNRS 205 will be separated from the program.

## ***Scholars Program Requirements***

### **Admission Requirements**

Up to 20 students are selected each year to enter the Scholars Program. Admission to the program typically requires a college grade point average of 3.30 or above. Students must also have earned at least 24 credits at Shepherd University or another accredited institution of higher learning (including accredited community colleges).

### **Scholars Degree Course Requirements**

In order to graduate from the Scholars Program, students must complete at least 11 credit hours of Honors courses, including one Honors Seminar (HNRS 389, 3 credits), the Honors Project Preparation Course (HNRS 388, 1 credit), the Honors Directed Readings Course (HNRS 488, 3 credits), the senior Honors Capstone Project (HNRS 489, 1-3 credits), and one Honors elective (at least 3 credits). Scholars students typically fulfill their required Honors electives through an Honors section of a Core Curriculum course or a second or third Honors seminar. Course requirements are detailed below in the Program of Studies section, and a checklist of courses is provided in Appendix A. In order to remain in good standing with the Scholars Program, students must maintain an overall GPA of 3.00. Students must also make consistent progress toward completing required Honors courses.

## ***Program of Studies***

The following section provides an outline of the coursework required to complete an Honors or a Scholars degree. Appendix A contains course checklists to help students keep track of their progress.

### **First Year Honors Core – HNRS 102 and HNRS 205 (Honors only)**

During the first semester, Honors students must participate in the First Year Honors Core: Honors History of Civilization (HNRS 102) and Honors Literature and Culture (HNRS 205). This Honors Learning Community introduces first year Honors students to a survey of world literature in conjunction with the study of world civilizations of the same period, including both Western and non-Western works. Topics focus on intellectual and cultural history with emphasis on changes in government, economics, arts, science, and literature.

### **Honors Electives (Honors and Scholars)**

Honors students may also choose Honors courses in a specific discipline or special topics courses. Honors sections of many Core Curriculum courses are often offered and have recently included courses in Art, Economics, FACS (Family and Consumer Sciences), General Science, Philosophy, Psychology, Political Science, and Sociology. See Appendix A-1 for a checklist of Honors Elective courses. Students may also satisfy Honors elective credits with a second or third Honors Seminar. Finally, should none of these options suit the educational goals of the student, Honors students may contract a maximum of two 300- or 400-level non-Honors courses for Honors credit. To get Honors credit for a non-Honors course, students should follow the guidelines for Contract Courses. More information on Contract Courses appears on page 5.

### **Honors Seminar – HNRS 389 (Honors and Scholars)**

Each Honors student must take at least one Honors Seminar (HNRS 389). The subject matter and content of each Honors Seminar vary from semester to semester, with an emphasis on interdisciplinary and multidisciplinary explorations of provocative and timely topics.

### **Honors Project Preparation – HNRS 388 (Honors and Scholars)**

This course prepares Honors candidates to undertake the work of the Honors Capstone Project, the final requirement for graduation from the Honors Program. Topics include an overview of the research process, the differences between theses and non-thesis projects, developing appropriate research questions, identifying an appropriate faculty mentor, techniques for overcoming common stumbling blocks in conducting research, and information on the expectations of the Honors Directed Readings and Honors Capstone Project courses. This course will culminate in the production of a final research proposal and plan that will be submitted for approval by the Honors Director.

### **Honors Directed Readings – HNRS 488 (Honors and Scholars)**

In this course, Honors students begin research toward a major project to be completed as a graduation requirement. Each student will work with a mentor from the faculty. In collaboration with the faculty mentor, the student will develop an original idea about the chosen topic and will formulate a reading list or research plan that will contribute to a revised project proposal. The revised project proposal, which is the final product of this class, should be a plan for a substantial piece of work in the student's chosen field and should contribute substantially to the student's professional development.

### **Honors Capstone Project – HNRS 489 (Honors and Scholars)**

After completing a revised proposal in the Directed Readings course, a candidate in Honors shall work with a faculty mentor to complete the Honors Capstone Project, the final requirement for graduation from the Honors Program. The project topic should be chosen within the candidate's major or minor field of study, usually adapting a student's major capstone project for additional Honors credit. In many cases, the Honors Capstone Project will take the form of a thesis and include a carefully prepared argument in support of the thesis statement. Rather than a thesis, students in certain fields of study (e.g., graphic design) may choose to design a capstone project. Such a project must also include an initial proposal that will support the design of that project. The thesis or project shall culminate in a formal presentation to an audience consisting of faculty, students, friends, and family. This course may be repeated, to a maximum of 3 earned credits. Prerequisites: HNRS 488.

*Guidelines and checklists for Senior Capstone Project courses can be found in Appendix B.*

### **Contracts for Honors Credit for a non-Honors Course**

We realize that the Honors courses offered may not meet the academic goals of all Honors students. In order to allow a degree of flexibility in the program, Honors students may contract to take a non-Honors course for Honors credit. These courses should be 300- or 400-level courses in the student's major or minor. Honors Contract courses are subject to the following restrictions:

1. The maximum number of credit hours for each course is 4.
2. Students may contract a maximum of 2 courses.

*For a how-to on Honors Contract Courses, please refer to Appendix D.*

## ***Sampler of Honors Course Topics***

Below are descriptions of several Honors courses that have been offered in the past few years. Students and faculty are always welcome to submit ideas and proposals for future Honors courses. See Appendix E for an Honors Course Proposal form.

**Honors First Year Core: HNRS 102 (Honors History of Civilization) & HNRS 205 (Honors Literature and Culture)** – This Honors Learning Community introduces first year Honors students to a survey of world literature in conjunction with the study of world civilizations of the same period, including both Western and non-Western works. Topics focus on intellectual and cultural history with emphasis on changes in government, economics, arts, science, and literature. Field trips may include visits to Washington and Baltimore museums and theaters. Trips focus on the literary and historical connections of political thought and literary development.

### **Recent Honors Seminar (HNRS 389) Topics:**

**Culture, Society, and Education** – The overall focus of this course is on the cultural and societal influences on education in the United States, supplemented and enriched by the introduction and exploration of these influences upon education in other nations. To accomplish this aim, materials from other cultures and societies are incorporated into the content of the course to provide a more global outlook on education. Also, the course examines cultures and societies not as a monolithic and unchanging structures, but recognizes the dynamic quality regarding diverse and ever-changing modules within society in the United States and elsewhere.

**Disability and Society** – This course is a discussion/group work and writing/reflection based course. In the course, students study the history of Disability Civil Rights Struggle; acquire new ways of thinking about disability; explore socio-medical aspects of disability and the social and physical barriers to full inclusion and integration; learn about disability law and policy; read first-hand experiences of people with disabilities; and explore what it means to live with a disability through articles, videos, and guest speakers.

**Tech Mythologies** – We are immersed in ever-changing, computer-mediated communication. Interconnecting the technologies of cell phones, apps, and the web are rituals and stories – mythologies. Some are false perpetuated ideas. However, true mythologies attempt to explain the Real – stories we live by. The technological lifeworld creates new ways of expression and new forms of perception, which allows for new insight, hindsight and foresight. This class studies the expression of mythology and the perception of technology.

**Tales of Horror: TV vs. Film** – This course considers how the same theme – horror – is treated in the audio-visual media of television and film. In particular, we examine how a specific premise (insanity, serial killing, freaks, etc.) translates to both the small and silver screen, tracing the process from idea development through financing, filming, marketing, distribution, fandom, and critical reception. We begin with early horror shows produced by major television networks in a closed 30- or 60-minute format, such as *The Twilight Zone* and *Tales from the Dark Side*, then focus on several longer, movie-like series from the last 20 years, including *Twin Peaks* and *Dexter*. Each of these contemporary series are paired with a feature film dealing with the same theme. This exposes students to a range of cinematic styles including those of Tod Browning (1930s), Michael Powell (1960s), and Jeunet and Caro (1990s).

**Science in Fiction and Popular Culture** – This advanced seminar for Honors students focuses on how science has been represented in fiction and popular culture from Mary Shelley's *Frankenstein* up to

today's *YouTube* channels such as "Vsauce" and "SciShow." We use literary and cultural texts to investigate how works of fiction and other popular media have interpreted the role of science in our lives, often through their presentation of imaginary worlds that explore implications of influential scientific paradigms or new scientific developments of the authors' times.

**Deviance and Authority in Tudor-Stuart England** – In this course we examine a number of "deviant behaviors" that were widely reported to have occurred in the sixteenth and early seventeenth century in England. Political, religious, and social instability of the period challenged the conventional desire for a well ordered society and lead to the perception of widespread deviance. This course examines the reality of those perceptions. The course is reading and discussion based and topics include, political upheaval caused by the rule of women; riot, rebellion, and social class; sexual deviance in society; religious tolerance and intolerance; and causes and consequences of the witch craze.

**Modern East Asia through Literature** – This course introduces students to the histories of East and South Asia from approximately 1870 to the present, focusing on the challenges that Asian nations have faced in adapting to the modern world while pursuing their own objectives within it. Using novels and novellas as its subject matter, the course explores the human dimension of the massive changes that Asian nations have undergone in modern times. Works studied in the course illustrate both the substantial differences among nations and regions and our shared humanity.

**Consumerism and Identity** – This course uses literary and cultural texts – focusing especially on the novels *White Noise*, *Fight Club*, and *Oryx and Crake*; the films *Fight Club* and *Food, Inc.*; and other short texts – to investigate how one's situation within a consumer society shapes one's sense of personal identity. Topics treated at length include the symbolic nature of commodities; our use of such commodities to fashion provisional and ever-changing representations of one's self; the influence on consumption and personal identity of factors such as gender, race, and environment; and the impact of our consumer behavior on our social and natural environments.

**Costa Rica** – This course explores Costa Rican culture through intensive study on campus and field experience in Costa Rica for ten days over spring recess. Classroom topics include an overview of linguistic, historical, geographical, sociopolitical, economic, and/or artistic concerns of the areas visited. During the semester we will meet as a seminar class where students will develop a topic based on their area of interest within the context of Costa Rica. Topics may include, political and economic development issues, eco-tourism, sustainable development, biodiversity, language studies, cultural transmission.

**Modern Civil Rights Movement** – This class examines the modern American civil rights movement from 1930 – 1975. While historians traditionally focus on southern activism our course also emphasizes the northern struggle for black rights. We will look at a variety of approaches and campaigns employed by black activists around the country, the role of government and the legal system, and the impact of major events such as the Great Depression, World War II, McCarthyism, the Vietnam War, and international anti-colonial struggles. We will read major primary sources and historical monographs in order to develop new theories about this important social movement in American history.



### ***Academic Probation Policy***

In order to remain in good standing in the Honors Program, students must maintain a cumulative GPA of at least 3.00. After the first semester of the first year, any student who's GPA has fallen below 3.00 will be issued a warning letter and must make an appointment to see the Honors Director to discuss his/her academic status at that time. After the second semester of the first year, a student whose GPA has remained below 3.00 will be notified that he/she has been placed on probation. The student then has one semester to raise the overall GPA to the required 3.00. During this probation period, the student should meet regularly with the Honors Program Director to provide updates on academic progress. At the end of the probation semester, if the student has shown substantial improvement, typically by raising the overall GPA to 3.00 or above, he/she will resume good standing in the Program. If this is not the case, the student will no longer be allowed to participate in the Honors Program.

For Honors and Scholars students at the sophomore, junior, or senior levels, the same probation policy applies. If an Honors or Scholars student's GPA falls below 3.00, he/she will be placed on probation for the following semester; again the student is expected to meet with the director through this time to discuss progress. At the end of the probation semester, if the student has shown substantial improvement, typically by raising the overall GPA to 3.00 or above, he/she will resume good standing in the Program. If this is not the case, the student will no longer be allowed to participate in the Honors Program.

### ***Honors Academic Integrity Code***

The Honors Program values personal integrity in teaching and learning. Failure to maintain personal integrity is inconsistent with this value and the goals of the Honors Program. Examples of actions that constitute a failure to maintain personal integrity can be found in the University's Academic Integrity policy as outlined in the Student Handbook and include actions such as plagiarism, cheating, and the fabrication or falsification of data. A student found guilty of violating Academic Integrity under the procedures outlined in the Student Handbook will be immediately separated from the Honors Program. A student separated from the Honors Program for violation of the Code may appeal the decision in writing to the Honors Advisory Board within 30 days of the notification of separation.

## ***Scholarship Information***

Below is a listing of some of the financial aid opportunities and scholarships that have been awarded to past Honors Students. Only the academic requirements are shown here; for more complete scholarship information, visit the Financial Aid office or online at <http://www.shepherd.edu/faoweb/scholarships.htm>.

To apply for Honors scholarships, you must complete the on-line form on the Honors website listed under the Scholarship heading.

- **Academic Waivers:** Partial tuition waiver available to incoming Honors students  
Requirements: 3.5 GPA, 26 ACT or 1200 SAT  
Renewable with 3.0 GPA and 24 earned credits per year (avg. 12 credits per semester)
- **Alumni Scholarship: \$25,000 total funds,** individual award amounts vary  
Requirements: 3.5 GPA, 26 ACT or 1200 SAT  
Renewable with 3.5 GPA and 24 earned credits per year (avg. 12 credits per semester)
- **BB&T – Lacy Rice Sr. Scholarship: \$3,000**  
Requirements: 3.5 GPA, 26 ACT or 1200 SAT. **Financial need** as determined by FAFSA.  
Renewable with 3.0 GPA and 24 earned credits per year (avg. 12 credits per semester)
- **Burkhart Honors Scholarship: \$11,500 total funds,** individual award amounts vary  
Requirements: 3.5 GPA, 26 ACT or 1270 SAT. **Financial need** as determined by FAFSA.  
Renewable with 3.5 GPA and 24 earned credits per year (avg. 12 credits per semester)
- **Dr. David Dunlop Scholarship: \$650** Award amount may vary (depending on funding)  
Requirements: Minimum 3.0 GPA  
Non-renewable
- **William Randolph Hearst Scholarship: \$3,150** Award amount may vary (depending on funding)  
Single scholarship of \$3,150  
Requirements: Preference given to minority and female Honors students  
Minimum 3.0 GPA  
Non-renewable
- **Ruby Clyde McCormick Scholarship: \$20,000 total funds**  
Four awards at \$5000 each (1 freshman, 1 sophomore, 1 junior, and 1 senior)  
Requirements: 3.5 GPA  
Renewable at 3.5 GPA and 30 credits per year (avg. 15 per semester)

Honors waivers and scholarships are available to both Honors and Scholars students. The Honors Director uses incoming students' Honors application materials and continuing students' academic record as the basis for making decisions about the allocation of Honors waivers and scholarships; there is no separate Honors scholarship application.

## ***Honors Program Resources***

### **Honors Program Office**

The Honors Program office is located in 101 Martin Hall. Come to the office to visit Dr. Mark Cantrell, Honors Program Director, and Tammy Crist, Honors Office Administrator.

The Honors office telephone number is 304-876-5244. In order to gain access to the Honors Center, including the Honors Office and Honors Lounge, you must use the Onity Card reader at the entrance to Martin 101.

### **Honors Center Computer Lab and Lounge**

The computer lab and lounge, which are available for all Honors and Scholars students, is located in the Honors Center office in Martin Hall. The lab is open 24/7. Honors students who are not residents of Martin Hall can access the Honors center by using the Onity Card reader located at the entrance to Martin 101.

### **Onity Cards**

In order to gain access into the Honors Lounge and Honors Office, all students are now required to go to the Facilities building (located on Princess Street/East Campus, across a Parking Lot B behind Ikenberry Hall and Scarborough Library) at the beginning of each semester to obtain an Onity Card.

### **Honors Capstone Project Library**

There is a library of past Honors Capstone projects available for onsite review in the Honors Center office, 101 Martin Hall. These projects are intended to help students come up with ideas and plan their own senior project presentations.

### **Honors Program Web Site**

The Honors Program web site can be found at <http://www.shepherd.edu/honors>. There you will find descriptions of the program and the requirements, as well as a listing of some Honors Program events. Also, all Honors forms are available online.

## ***Special Features of the Honors Program***

### **Honors Conferences**

Shepherd University maintains membership in the National Collegiate Honors Council. Opportunities to present research, serve on student panels, and attend workshops at the yearly conferences of each organization are available to members in good standing in the Honors Program. A substantial portion of conference expenses are paid by the Honors Program when a student participates.

### **The Honors Advisory Board**

The Honors Advisory Board advises the Honors Director about the administration and development of the University Honors Program. The Board's standard membership includes one faculty representative elected from each College, two students of each class rank elected from the current Honors students, and one representative from the Residence Life Office. Voting ex officio members include current Shepherd faculty who were past Honors Directors, who may serve at

their convenience. Student terms of office are one academic year; other members have no term limits. When the position of Honors Director becomes vacant, the Board will serve as the search committee to find a new Director, limiting for this purpose the number of student representatives serving on the Board to two, chosen by the current student Board members from their number. One of the faculty College representatives serving on the Board will act as Chair of the search committee. The Board's choice of a candidate is forwarded to the Provost for approval, and the Director of the Honors Program subsequently reports to the Provost.

### **The Honors Program Board**

The Honors Program Board consists of students who plan and coordinate student activities for the Honors Program. Examples of events organized by the Program Board include game nights, movie nights, study groups, career development sessions, and short field trips.

### **International Study**

The Honors Program utilizes a variety of options for students to study abroad. The Honors Program has occasionally sponsored its own study abroad opportunities, as with a trip to Costa Rica over spring break in March 2013. The Honors Center has also worked closely with the Department of Economics and Finance, the Department of English and Modern Languages, the History Department, and the Study Abroad Office at Shepherd University to coordinate international study and travel. An Honors student who wishes to pursue an independent language course in a foreign country is encouraged to research the course of interest and submit a proposal to the Honors director and the Department of English and Modern Languages. This proposal should include an overview or syllabus of the class, the host college/university, and the credit hours expected. In some cases, depending on the rigor of the course work, the student may receive Honors credit for this class. Finally, the Honors Program may be able to help fund international study abroad that Honors or Scholars students undertake in conjunction with non-Honors Shepherd University course, especially if such travel serves in part as preparation for a student's capstone project; for more information, please discuss specific plans with the Honors Director.

### **Shepherd University Honors Center**

Martin Hall is the home of the Shepherd University Honors Center and is reserved for the work, recreation, and residence of Honors students. Martin Hall is the official Honors residence hall. Students in Martin share suite-style rooms with four people per suite. The Honors Program Office is situated on the first floor and houses a computer lab and lounge, which are open to all Honors students 24 hours a day, 7 days a week for studying and socializing.

### **Honors Trips**

Each fall semester, students enrolled in the Honors First Year Core courses (HNRS 102 and HNRS 205) take a field trip to either Washington, DC or Baltimore, MD, and the focus on this trip is incorporated into the work of these courses. Recent destinations have included the U.S. Holocaust Memorial Museum in DC and the Walters Art Museum in Baltimore. Approximately once every two years, students in the Honors Program have the opportunity travel to New York City. An Honors students' favorite, the New York trip offers freedom to explore the Big Apple. The Honors Program provides transportation to and from New York and a discounted room rate. Participating students cover expenses for food, entertainment, and part of the cost of accommodations.

***Honors Program Faculty***

*The following professors have taught an Honors course within the past two years or are currently teaching the program. We are grateful for their support of the program.*

- **Dr. Keith Alexander**, Assistant Professor of History, Department of History
- **Dr. Benjamin Bankhurst**, Assistant Professor of History, Department of History
- **Dr. Sally Brasher**, Professor of History, Department of History
- **Dr. Mark Cantrell**, Associate Professor of English, Department of English and Modern Languages; Director of the Honors Program
- **Dr. Christopher Coltrin**, Associate Professor of Art, Department of Contemporary Art and Theater
- **Dr. Larry Z. Daily**, Associate Professor of Psychology, Department of Psychology
- **Dr. Mary Elizabeth Ellzey**, Professor of English; Chair, Department of English
- **Dr. Aart Holtslag**, Director of Global Studies and Associate Professor of Political Science, Department of Political Science
- **Dr. Rachel Krantz**, Associate Professor of French, Department of English and Modern Languages
- **Dr. Yu-Hsuan Liao**, Associate Professor of Music and Coordinator of Keyboard Program, Department of Music
- **Dr. Belinda B. Mitchell**, Associate Professor of Education and MACI-SPED Program Coordinator, Department of Education
- **Dr. Timothy K. Nixon**, Professor of English, Department of English and Modern Languages
- **Dr. James Pate**, Assistant Professor of English, Department of English and Modern Languages
- **Dr. Elvira Sanatullova-Allison**, Acting Co-Dean, College of Education and Professional Studies; Chair, Department of Education
- **Prof. Steven Patterson**, Adjunct Professor of Sociology, Department of Sociology and Geography
- **Dr. Kathleen Reid**, Professor of Economics; Chair, Department of Economics and Finance
- **Dr. Julia Sandy**, Associate Professor of History, Department of History
- **Dr. Kevin Williams**, Professor of Communication, Department of Communication

- **Dr. Yuying Xie**, Associate Professor of Economics, Department of Economics and Finance

### ***Complements to the Honors Program***

#### **Washington Semester Program**

The Washington Semester is a Gateway Internship Program that allows a student to spend an entire semester working in the Washington/Baltimore metro area four days a week. The intern gets the opportunity to experience the world of work, face questions of real importance in business, national or international life, and give serious consideration to the choice of a career. The graduate then enters the job market as an applicant with demonstrated experience and references from work supervisors as well as professors and academic advisors.

The Washington Gateway Semester Program is open to eligible students in all majors. This program permits students to obtain credit by integrating classroom learning with work experience in the Washington-Baltimore area, and relating academic training to the real world. Presidential Scholarships are also available specifically for Washington Gateway Semester interns. To be eligible for the Washington Gateway Semester internship program, you must have completed at least half the credit hours (64) needed for graduation and have a GPA of at least 2.5

Participants in the Washington Gateway Semester may earn up to fifteen hours of credits. Twelve credit hours are earned during the four days the student spend at his or her place of internship in the Washington-Baltimore area. The remaining three credit hours are earned from participating in an interdisciplinary seminar (open only to students participating in the Washington Gateway Semester program) held on the fifth day.

#### **Washington Semester Intern sites have included:**

- The Kennedy Center for the Performing Arts
- AIDS Policy Center for Children/Youth & Family
- Bureau of Engraving and Printing
- Cable News Network (CNN)
- Children's Defense Fund
- Citizens Against Government Waste
- District of Columbia Department of Corrections
- Internal Revenue Service
- Library of Congress
- National Institute of Mental Health
- National Organization for Women
- The White House

For more information, contact a member of the Washington Gateway Program Staff; see <http://www.shepherd.edu/gateway/staff> for contact information.

#### **Student Community Services Volunteer Program**

The Office of Student Community Services and Service Learning is committed to providing beneficial, educational, and memorable community outreach experiences for students by assisting

and coordinating individual and group volunteer opportunities. The office will offer support to students and faculty for service learning projects to enhance the learning opportunities at Shepherd University. For more information visit: <http://www.shepherd.edu/scsweb/> or call Mrs. Holly Frye at (304) 876-5402.

### **Global Horizons Program and PASS**

The Performing Arts Series at Shepherd University (PASS), a subcommittee of the Student Life Council of Shepherd University, is charged with the responsibility of planning and producing quality cultural arts performances and lectures that are relevant to and consistent with the goals of higher education for the University and community.

In order to fulfill its education mission, PASS is committed to presenting works of quality, variety, and diversity, including the presentation of culturally diverse artists and works, as well as to presenting works which deal with significant and timely themes which help provide audience members with a framework for viewing life experiences. PASS is also committed to education and developing audiences through residency activities and related classroom and co-curricular activities both on the University campus and within the regional community, especially within the public schools.

PASS builds partnerships with businesses in our community in order that they may continue to provide quality cultural and educational programs that introduce the arts into our regional community. In recent years PASS was proud to sponsor residency activities and workshops in cooperation with the Jefferson County schools, a local shelter for women and children, and the Veteran's Administration Hospital in Martinsburg, as well as workshops on campus.

Sharing cultural experiences strengthens our community and brings us new understanding of the world all of us share. The programs PASS sponsors are not only cultural and educational, but they enrich our lives and nourish our souls. PASS invites you to join and looks forward to working with you in the future.

### **Study Abroad**

The Honors Program utilizes a variety of options for students to study abroad. Typically, international travel has been undertaken in conjunction with a particular course. The Honors Center has worked closely with the Department of Economics and Finance, the Department of English and Modern Languages, the History Department, and the Study Abroad Office at Shepherd University to coordinate international study and travel.

If an Honors student wants to pursue course work in a foreign country, he/she is encouraged to research the programs of interest and submit a proposal to the Honors Director. This proposal should include an overview or syllabus of the courses, the host college/university, and the credit hours expected. In some cases, depending on the rigor of the course work, the student may receive Honors credit for this course. It is also possible for the Honors Program to provide financial support.

Students interested in Study Abroad opportunities or more information should visit: <http://shepherd.abroadoffice.net/dates.html> or contact Ms. Ann Henriksson at (304) 876-5412.

## ***Complements to the Honors Program (cont.)***

### **Shepherd University Academic Organizations**

AIGA Professional Organization for Design  
Allies Gay/Straight Alliance  
Alpha Kappa Delta (Sociology honor society)  
Alpha Phi Omega (service fraternity)  
Beta Beta Beta (Biology club)  
Delta Sigma Pi (Business fraternity)  
Fellowship of Christian Athletes  
Kappa Delta Pi (Education honor society)  
Music Educators National Conference  
Phi Epsilon Kappa (HPERS fraternity)  
Phi Kappa Phi (all-discipline honor society)  
Phi Mu Alpha Sinfonia (Music fraternity)  
Rotaract (Rotary International youth program)  
Shepherd Education Student Association  
Shepherd Environmental Organization  
Shepherd Student Ambassadors  
Sigma Alpha Iota (Music fraternity)  
Sigma Pi Epsilon (Chemistry fraternity)  
Sigma Tau Delta (English honor society)  
Sistaz  
Social Work Association  
Student Environmental Action Coalition  
United Brothers

### **Social Fraternities:**

Lambda Chi Alpha  
Phi Kappa Tau  
Tau Kappa Epsilon  
Theta Xi

### **Social Sororities:**

Alpha Sigma Tau  
Delta Zeta  
Sigma Sigma Sigma

### **Co-Curricular and Student Life Council Groups:**

Debate and Forensics  
Catholic Campus Ministries



Common Ground  
Habitat for Humanity – organization  
Homecoming  
Late Night in the Zone  
Leadership Conference  
The PICKET  
Performing Arts Series at Shepherd  
Program Board  
Ram Marching Band  
The Rude Mechanicals  
Student Government Association  
Shepherd University Theater  
SUGAG - Shepherd University Gamers and Anime Guild  
Swim Team  
Swing Cats  
WSHC Radio Station

## Appendix A

### Honors and Scholars Course Requirements

#### Appendix A-1 Honors Program Checklist for Required Courses

There is a requirement of at least 25 hours of Honors courses in order to graduate with an Honors degree. Below are checklists for these courses.

Month/Year Completed	<b>Full Honors Requirements (min. 25 credits)</b>
	First Year Core (6 credits) - HNRS 102 & HNRS 205
See chart below	At least 11 credits of Honors Elective courses
	1 Honors Seminar (3 credits) - HNRS 389
	Project Preparation Course (1 credit) - HNRS 388
	Directed Readings Course ( 3 credits) - HNRS 488
	Honors Capstone Project (1-3 credits) - HNRS 489

List Honors Electives below:

<i>Course</i>	<i>Semester Taken</i>	<i>Credits</i>
1)		
2)		
3)		
4)		
	<b>Total:</b>	<b>Min. 11</b>

**Appendix A-2**  
**Scholars Program Checklist for Required Courses**

<b>Month/Year Completed</b>	<b>Scholars Requirements (min. 11 Credits)</b>
	Honors Elective course (3-4 credits)
	1 Honors Seminar (3 credits) - HNRS 389
	Project Preparation Course (1 credit) - HNRS 388
	Directed Readings Course ( 3 credits) - HNRS 488
	Honors Capstone Project (1-3 credits) - HNRS 489

## **Appendix B**

### **Honors Program Capstone Courses**

**Appendix B-1: Outline of Honors Project Preparation Course**

**Appendix B-2: Outline of Honors Directed Readings Course**

**Appendix B-3: Application to Register for Honors Directed Reading Course**

**Appendix B-4: Outline of Honors Capstone Project Course**

**Appendix B-5: Application to Register for Honors Capstone Project Course**

**Appendix B-6: Faculty Evaluation for Honors Directed Readings and Capstone Project**

**Appendix B-7: Project Presentation Evaluation Form**

#### **B-1: HNRS 388 Honors Project Preparation (1 credit course)**

- This course prepares Honors candidates to undertake the work of the Honors Capstone Project, the final requirement for graduation from the Honors Program. Topics include an overview of the research process, the differences between theses and non-thesis projects, developing appropriate research questions, identifying an appropriate faculty mentor, techniques for overcoming common stumbling blocks in conducting research, and information on the expectations of the Honors Directed Readings and Honors Capstone Project courses. This course will culminate in the production of a final research proposal and plan that will be submitted for approval to the Honors Advisory Board.
- **To register for HNRS 388**, students must be of junior class standing and should contact the Honors Director to indicate his or her intention to register for this course, either via online poll or Shepherd email. You will still need to register for the course through the RAIL system.
- Students in HNRS 388 will receive a course syllabus and will meet once with the Honors Director early in the semester. The primary tasks for this course include finding a full-time faculty member who agrees to serve as your Honors capstone project mentor and submitting an initial proposal for your planned research. This proposal can be quite general at this stage of your project; it primarily serves as an opportunity for you to articulate the ideas, motives, and aims that serve as the basis of your intended project. This proposal will undergo substantial expansion and revision as part of HNRS 488.

#### **B-2: HNRS 488 Honors Directed Reading (3 credit course)**

- In this course, an Honors student has the opportunity to develop a proposal for his or her Honors capstone project, which should be an extension of the capstone project completed for the major. Each student will choose a project mentor from the faculty, ideally the same professor with whom you chose to work in HNRS 388. In collaboration with the project mentor, the student will develop an original idea about the chosen topic and will formulate a reading list or research plan that will contribute to a revised project proposal. The revised project proposal, which is the final product of this class, should be a detailed plan for a substantial piece of work in the student's chosen field and should contribute substantially to the student's professional development.

- **To register for HNRS 488** students need to complete an *Application to Register for Honors Directed Reading Course* (see Appendix B-3). Your first step should be to contact a faculty member from your major or minor department and ask that person to act as your advisor for your capstone project, ideally the same professor with whom you chose to work in HNRS 388. If that individual agrees, fill in the instructor box and have the instructor sign. Please note that the proposed topic area need not be specific; the general subject area is sufficient for now. Once the instructor agrees, you should then contact the appropriate department chair and secure that person's agreement for the project. You should then bring the form to the Honors Director who will authorize you to register for the course. You will still need to register for the course through the RAIL system.
- Arrange a time to meet with your mentor on a regular basis (recommended frequency would be once a week). At the beginning of your independent study, you and your mentor should work together to construct a "loose" course calendar. This work outline should include deadline dates for materials to be turned in, resource materials with which you will be working, and other information that will help give direction to your project. Consider this a contract between you and your mentor; both of you may want to sign this commitment to a regular work schedule. Keep in mind, though, that it should be flexible enough to allow you to go where your studies lead you.
- Early in the semester, explore with your mentor some of the big questions you bring to this project. Decide together on the best way to approach putting a proposal together. Perhaps you will spend the first part of the semester reading and taking notes for your own background. Perhaps you will include some writing of the proposal at every stage of the process. This can be decided between you and your mentor.
- Keep a list of all the sources you have used as you investigate the research in your field of interest. Because the proposal should include an extensive bibliography, beginning this practice early in the semester will save you time as you draw near to submitting the revised proposal.
- Organize your outline in an appropriate manner. All revised proposals should include a description the purpose of the project, work that has been accomplished so far in pursuance of this project, and plans for work that the student still needs to complete in HNRS 489.
- By the end of the semester (on a date decided by you and the Honors Director), submit the revised proposal to the Honors Director for grading. This final proposal and your consistent diligence throughout the entire independent study will serve as the basis of your final grade. The Honors Director will consult with the project mentor closely in determining your midterm and final grades.
- Twice during the semester your mentor should submit your grade to the Honors Director for reporting: once at midterms and once for the final grade. The form for this can be found in Appendix B-6 or on the Honors Web site.
- Certain courses in the major that are specifically designated as directed readings courses and at least 3 credits may be used to substitute for the Honors Program's HNRS 488 requirement. If you think that your major may contain such a course, please contact the

Honors Director to consult about setting up an Honors contract for that course, which would substitute for HNRS 488. Directed readings courses contracted in this way do not count toward the two contract courses allowed to students in satisfying their Honors electives.

### B-3: Application to Register for HNRS 488 – Honors Directed Readings

In this course, an Honors student begins intensive research towards his or her capstone project. Each student will choose a mentor from the faculty. In collaboration with the faculty mentor, the student will develop an original idea about the chosen topic and will formulate a reading list or research plan that will contribute to a revised project proposal. The proposal, which is the final product of this class, should be a plan for a substantial piece of work in the student's chosen field and should contribute substantially to the student's professional development.

*To the student:* To register for HNRS 488, you need to provide the information requested below. Your first step should be to contact a faculty member from your major or minor department and ask that person to act as your advisor for your project. If that individual agrees, fill in the instructor box and have the instructor sign. Please note that the proposed topic area need not be specific; the general subject area is sufficient for now. Once the instructor agrees, you should then contact the appropriate department chair and secure that person's agreement for the project. You should then bring the form to the Honors Director who will authorize you to register for the course. You will still need to register for the course through the RAIL system.

Student name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Semester & Year: \_\_\_\_\_

Instructor

Instructor who will serve as the capstone project mentor: \_\_\_\_\_

Topic area of thesis: \_\_\_\_\_

By signing below, I agree to serve as project mentor for this student for HNRS 488:

Instructor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Department

Department in which the thesis is to be completed: \_\_\_\_\_

By signing below, I agree to the instructor named above serving as project mentor:

Department chair's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Honors Director approval

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **B-4: Honors Capstone Project (1-3 Credit Course)**

In this independent study, students who have completed the Directed Readings course will complete their project. As an Honors student beginning this independent study, you are expected to:

- Meet with your mentor/instructor at the beginning of the semester to review your proposal and plan regular meeting times (recommended once a week). As you did in the proposal stage of your project, construct with your mentor a “loose” course calendar/work schedule and sign it together as a commitment to the project you are completing.
- Use your proposal and your course calendar as an outline for the writing process and start/continue writing.
- Bring drafts or segments from your project to your mentor on a regular basis. Discuss questions or problems as they arise, and keep your mentor apprised of your progress throughout the semester.
- Pace your writing through the semester; you should plan to have your thesis or project completed **at least two weeks** before the end of the semester.
- In formatting your final product, use the accepted model for bibliography and citations that is appropriate to the discipline in which you completed your project.
- Toward the end of the semester you will be presenting your project to the campus community. These events are open to attendance to anyone at Shepherd University or the surrounding community. Your audience should include the Honors Director, some members of the Honors Program Advisory Board, and your project mentor. You may invite friends or family members and other professors to attend if you would like. All Honors students are encouraged to attend.
- You must turn in the title of your presentation and a request for any equipment you'll need in order to present your project (audio-visual equipment, etc.). Please turn this information into the Honors Director **during or before the first week following midterms**.
- Carefully prepare your research for this formal presentation. This is an opportunity to celebrate your accomplishment and relate some of your findings to a group of interested listeners. The presentation is not a session that you will pass or fail – simply a chance for you to discuss your capstone project as a learning experience. The audience members may ask questions, and hopefully, we will all enjoy a lively exchange about your research.
- Twice during the semester your mentor should submit your grade to the Honors Director for reporting: once at midterms and once for the final grade. The form for this can be found in Appendix B-5 or on the Honors Web site.



### B-5: Application to Register for HNRS 489 – Honors Capstone Project

After completing a revised proposal in the Directed Readings course, a candidate in Honors complete the Honors Capstone Project, the final requirement for graduation from the Honors Program. The project topic should be chosen from within the candidate's major or minor field of study. The project shall culminate in a formal presentation to an audience consisting of faculty, students, friends, and family.

*To the student:* To register for HNRS 489, you need to provide the information requested below. Your first step should be to contact a faculty member from your major or minor department and ask that person to act as your advisor for your thesis. This should be the same person who worked with you in HNRS 488. Once the instructor agrees, you should then contact the appropriate department chair and secure that person's agreement for the project. You should then bring the form and a copy of the proposal you generated in HNRS 488 to the Honors Director who will authorize you to register for the course. You will still need to register for the course through the RAIL system.

Student name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Semester & Year: \_\_\_\_\_

Instructor

Instructor who will serve as the capstone project mentor: \_\_\_\_\_

Topic area of thesis: \_\_\_\_\_

By signing below, I agree to serve as project mentor for this student for HNRS 489:

Instructor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Department

Department in which the thesis is to be completed: \_\_\_\_\_

By signing below, I agree to the instructor named above serving as project mentor:

Department chair's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Honors Director approval

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**B-6: Faculty Evaluation for Honors Directed Readings and Capstone Project**

**Honors Student:** \_\_\_\_\_

**Semester & Year:** \_\_\_\_\_

**HNRS 488 – Honors Directed Readings** \_\_\_\_ **HNRS 489 – Honors Capstone Project** \_\_\_\_\_

**Faculty Mentor:** \_\_\_\_\_

**Department:** \_\_\_\_\_

**Midterm grade:** \_\_\_\_\_ **or** **Final Grade:** \_\_\_\_\_

*This evaluation is to be completed by the instructor twice during the semester in which he/she is working with the Honors student enrolled in Honors Directed Readings (HNRS 488) or Honors Capstone Project (HNRS 489). The first time will be during midterm week and will be the means for communicating the midterm grade to the Honors Director. The second time will be during finals week and will be the means for communicating the final grade in the course to the Honors Director.*

Please comment on the student’s diligence in setting up the syllabus and meeting times with you.

Is the student on time and prepared for the meetings she/he has with you?

Has the student demonstrated responsibility in accomplishing the research tasks connected to his/her area of study?

Has the student shown initiative in pursuing other sources for information/research?

How would you evaluate the student’s overall performance at the sessions?

In which area/s would you commend the student? In which area/s you think the student could improve?

## B-7: Evaluation of Honors Project Presentation

Student's Name: \_\_\_\_\_

Mentor: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

Please evaluate the student's knowledge and ability **I**) to clearly define a project objective; **II**) to present and integrate appropriate materials in support of the objective; and **III**) to use the supporting materials to synthesize appropriate results and/or conclusions. Within each criteria, please score the student's ability as:

**4 (exceptional), 3 (very good), 2 (adequate), and 1 (weak)**

### **Section I.    *DEFINING AN OBJECTIVE*** **Score**

1. Did the student clearly define the objective of his or her project? \_\_\_\_\_
2. Did the student clearly define the approaches used to develop the objective? \_\_\_\_\_

### **Section II.    *USE OF SUPPORTING MATERIALS***

1. Did the student provide a sufficient amount of material in support of the objective? \_\_\_\_\_
2. Was the material integrated in a meaningful way into the presentation of the project? \_\_\_\_\_
3. Was the relevance of the material to the project clearly demonstrated? \_\_\_\_\_

### **Section III.   *INTERPRETATION AND SYNTHESIS***

1. Did the student use supporting materials to synthesize appropriate conclusions? \_\_\_\_\_
2. Did the student effectively organize and convey the conclusions in the presentation? \_\_\_\_\_
3. Did the student demonstrate a preparedness and ability to answer questions? \_\_\_\_\_

## **Appendix C**

### **Contract Courses**

#### **Appendix C-1: Contract Course How-To for Students**

#### **Appendix C-2: Contract Course Form**

#### **Appendix C-3: Contract Course Sample**

#### **C-1: Contract Course How-To for Students**

A student who wishes to contract a course should follow these steps:

1. Student applies to Director of the Honors Program for approval to contract the course. This should occur before the student registers for the class. The application process begins with completing the first section of the Contract Course Form (found in Appendix C-2). The Honors Director's signature in this section may initially be waived for convenience if the student has consulted with the Honors Director via email.
2. Also before registration, the student should approach the faculty member who will be teaching the course and request to take the course for Honors credit.
3. The faculty member and the student work together to design the content of the contract. Depending on the type of course and/or discipline, this contract can take several different forms. Crucial to this process, however, is that the contract does not simply involve an extra paper or added assignment. Any contract the Honors student undertakes must involve the critical thinking skills and analysis that are the central to courses given through the Honors Program.
4. Assessment of the student's progress will be made by the professor; this will include the normal class assignments plus the assignments designated as the Honors component of the course.

Remember, you must approach the professor before registration to see if he or she is willing to work with you in this independent study. Also, you are limited to two courses for this Honors credit, so make your choices wisely.

#### **Appendix C-2: Contract Course Form for Honors Program**

**(see following page)**

Download a copy from the Honors website or print the form from this Handbook. Use copies to provide to the Honors Director, your Professor, and for your student files.

## C-2: Honors Program Contract Course Form

### Proposal to take a non-Honors Course for Honors Credit

**Student's name:** \_\_\_\_\_ ID# \_\_\_\_\_  
*(PRINT: First name, MI, Last Name)*

**Course name and number:** \_\_\_\_\_

**Course days and times:** \_\_\_\_\_ **Credit Hours:** \_\_\_\_\_

**Instructor:** \_\_\_\_\_

**Signature of Honors Director:** \_\_\_\_\_  
*(Director's signature above indicates approval for Student to take Contract Course Form to Professor for consideration. This signature may initially be waived for convenience if the student has consulted with the Honors Director via email.)*

This academic agreement is made on \_\_\_\_\_ [date] between \_\_\_\_\_  
\_\_\_\_\_ [Professor] and \_\_\_\_\_ [Student], and  
\_\_\_\_\_ [Director].

1. Term. This agreement shall cover course work completed during the  
\_\_\_\_\_ Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer of 20\_\_\_\_.

2. Services. The Student agrees to perform the work specified below. This work is in addition to the regular coursework listed on the course syllabus and will constitute the Honors component of the course. The Student agrees, to the best of his or her ability, to complete the work in a manner consistent with the Professor's standards, specifications, and other requirements.

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3. Grading. Grading of the Honors work should be consistent with the grading of the non-Honors work. The contribution of the Honors component to the final course grade should be determined in advance and specified below:

4. Compensation. The Director agrees to compensate the Student with \_\_\_ credits of Honors Program credit for this course, provided that the Student earns a passing grade in the course.

**Signed:**

\_\_\_\_\_  
Professor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director

\_\_\_\_\_  
Date

*After this form has been signed, the Student must make three copies and distribute copies to the above three parties. It is the Student's responsibility to see that all parties have copies, which will ensure proper credit awards in the Student's records.*

## Appendix D

### Shepherd University Programs of Study

For an up-to-date listing of Shepherd University Programs of Study, please consult the online catalog for your particular catalog year (that is, the year when you began as a student at Shepherd University, or, if you have changed catalogs since beginning, the year to which you requested to be changed). Here are links to the lists of Programs of Study in the five most recent catalogs:

[Shepherd University Programs of Study, 2016-2017 catalog](#)

[Shepherd University Programs of Study, 2015-2016 catalog](#)

[Shepherd University Programs of Study, 2014-2015 catalog](#)

[Shepherd University Programs of Study, 2013-2014 catalog](#)

[Shepherd University Programs of Study, 2012-2013 catalog](#)

## **Appendix E**

### **HONORS COURSE PROPOSAL**

The Honors Program at Shepherd University is designed to provide a varied and stimulating curriculum to students who have demonstrated the ability and willingness to engage in higher intellectual challenges. Honors classes are smaller than regular classes, with more emphasis on non-traditional approaches to learning and more interaction between professor and student. Professors in the Honors Program utilize interdisciplinary team-teaching or seminar approaches in exploring the subject matter. Honors courses encourage critical thinking, in-depth analysis, and a greater level of student involvement. We invite all professors to join in the challenge.

**COURSE TITLE:**

**DEPARTMENT(S) AND COURSE LEVEL:**

**PREREQUISITES (IF APPLICABLE):**

**INSTRUCTOR(S):**

**PREFERRED SEMESTER TO BE OFFERED:**

**BRIEF DESCRIPTION (ATTACH SYLLABUS IF AVAILABLE):**

**DESCRIBE HOW THE PROPOSED COURSE MEETS THE CRITERIA (AS DESCRIBED ABOVE)  
FOR THE HONORS PROGRAM:**