

Morehead State University



Academic Honors

Program





ACADEMIC HONORS PROGRAM

UPO BOX 665
MOREHEAD, KENTUCKY 40351-1689

April 2, 1990

Dear Honors Program Student or Faculty Member:

What follows is a draft of a Handbook for the Academic Honors Program at Morehead State University. It attempts to articulate the purpose of the program and the general operating policies and procedures of the program. It is meant to be used by students and faculty alike to learn more about the program and its functioning.

There are a number of things in this handbook which will change over time. When changes occur, revisions will be distributed so that each student and faculty member will be able to have an updated Handbook.

If you have any questions about the program, please feel free to contact me at the above address, at my office in the Combs Building (414B), or at 783-2784.

Sincerely,

A handwritten signature in cursive script that reads "George M. Luckey Jr.".

George M. Luckey Jr.
Acting Director, Academic Honors Program
Professor of Philosophy

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**MOREHEAD STATE UNIVERSITY
ACADEMIC HONORS PROGRAM
STATEMENT OF PURPOSE**

The mission of Morehead State University includes providing "a broad range of educational programs to the people of northern and eastern Kentucky." In so doing, the university articulates, as its purpose, that it should "be a community of students, teachers, administrators, and staff where all pursue intellectual, creative, and technical development....foster an environment in which knowledge may be discovered, integrated, and disseminated for concerns of social significance or for the excitement of research or free inquiry....provide opportunity for students to recognize their potentialities and acquire the discipline necessary for self-realization....be a place where the interaction of students and teachers committed to excellence creates an atmosphere in which both will be stimulated to accept the challenges of the universe....(and) promote the development of those qualities of leadership necessary to meet the diverse needs of the state, nation, and world." Because of the inherent diversity of its student population, and the population of its service region, the university, in its quest for excellence, must attempt to recognize and nurture the unique and diverse talents and abilities of each student to the realization of his or her full potential.

The Academic Honors Program should be a Liberal Arts program, with emphasis on Humanities and the Arts balanced with an appreciation of the Sciences, to offer to the student with an exceptional academic background or potential the opportunity to maximize his or her development and, concurrently, grow as a humane being. The three Latin words of the program's motto: "Humanitas, cogitatio, princeps," embody the goals and philosophy of the program, and of the finest traditions of liberal arts education. They mean "humanity, thought, leadership," values that have been stressed throughout education in the development of men and women of vision, perspective, and humane value as well as practical skill and knowledge.

Thus, the purpose of the Academic Honors Program at Morehead State University is to provide for the truly excellent student the very best in educational experiences possible. To this end, students in the Academic Honors Program are exposed to special classroom experiences and extra-curricular activities with other students of like abilities. They are involved in courses stressing the interrelatedness of knowledge; influences of the past on the present and the future; methods and techniques for the acquisition, analysis, synthesis, and evaluation of information; and skill in the written and oral communication of their ideas. In addition, the Honors students are given the opportunity to participate in extra-curricular enrichment experiences through which the program supplements the resources available on campus.

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DESIRED COMPETENCIES

Through completion of the core Honors courses, two Honors seminars, and the senior thesis/project, the Academic Honors Program strives to develop in the student the following:

- o a general understanding of the major literary, philosophical, political, historical, and scientific works of each of the major ages of Western civilization;
- o a general understanding of the way in which social, political, scientific, and logical forces in each of the ages instigated and shaped Western culture;
- o an understanding of the major concepts influential in the ages of Western culture;
- o an understanding of the interrelatedness of literature, the arts, philosophy, religion, politics, and science through the history of Western culture;
- o an in-depth understanding of at least two major issues in specific disciplines;
- o the ability to analyze critically conflicting propositions and arrive at a reasonable conclusion based on a synthesis of evidence;
- o the ability to integrate creatively disparate ideas and concepts; and
- o the ability to present clearly and support ideas and arguments in writing and speaking.

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PROGRAM EVALUATION SYSTEM

In an attempt to measure the degree to which the Academic Honors Program is able to meet its objectives as stated previously, a program evaluation has been set up involving an assessment of student opinions and work. The program has a number of components.

The first component deals with the assessment of student work. In this component, all seniors in the program will be asked to prepare a portfolio of papers they have written for the Honors classes and seminars. The Program Committee asks that students choose one paper done for each course and seminar and submit them for review. The papers can be ones that the student has revised or not, at the student's option. The portfolio will be reviewed by a committee and general feedback be given to the student. The committee will also complete an anonymous rating form assessing the degree to which the student's work demonstrates attainment of the objectives of the program. These forms will then be given to the Director for tabulation and program feedback.

The second component of the evaluation program will involve student satisfaction in the program itself. Each spring, each student in the program will be sent a brief satisfaction questionnaire concerning the program. These will be returned to the Director and the responses tabulated to provide program feedback from the students.

Finally, upon graduation and again one year after graduation, students from the program will be sent a more detailed questionnaire asking for feedback concerning the overall structure, operation, and quality of the program. These will also be returned to the Director for tabulation of responses.

In addition to this form of program evaluation, the Director will make every attempt to contact and, if possible, meet with, students who are dropping out of the program to ascertain their reasons for doing so. This information can then be used to help provide feedback to the program.

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ADMISSION STANDARDS

Students admitted into the Academic Honors Program must have shown evidence of outstanding academic achievement and potential, as indicated by meeting the following requirement:

- o students with ACT Composite scores of 25 or higher or
- o students with at least 12 credit hours of coursework at Morehead State University with a cumulative GPA of 3.50 or higher.

Students entering the university with ACT scores between 20 and 24 inclusive can be provisionally admitted to the program but will be required to attain a cumulative GPA of 3.50 or higher in their first 12 hours of courses at Morehead State University to retain membership in the program.

All high school students submitting ACT scores with Composite scores of 25 or higher and all freshmen with at least 12 hours of credit completed with a cumulative GPA of 3.500 or higher will be invited to apply for admission to the Academic Honors Program during the spring of each academic year. Additionally, any other student meeting either of those two requirements may apply for admission to the program in accordance with the procedure below.

For admission, newly entering freshmen and transfer students must submit:

- o a completed application,
- o a sample of their writing consisting of a clean copy of a paper of at least four pages which can be newly written or one submitted for a course in high school or their previous college (The paper should show the individual student's abilities to analyze and synthesize material as well as communicate that.), and
- o a letter of recommendation from a teacher or guidance counselor familiar with the student's work attesting to the student's ability to handle honors level work.

To apply for one of the Honors Program Scholarships the student will need to additionally complete the application for same.

For admission to the program, continuing Morehead State University students will need to submit:

- o a completed application, and
- o a letter from a Morehead State faculty member attesting to the student's ability to handle honors level work.

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MEMBERSHIP REQUIREMENTS

The Academic Honors Program is an enriched, rigorous scholastic program. To maintain membership in the program, students will be required to:

- o successfully complete the four (4) HON "Age of ..." courses, and
- o successfully complete two (2) Honors Seminar courses.

Additionally, all Honors Program students will be strongly encouraged to design and complete a senior thesis or project in the student's major field of study approved by the student's advisor and the Honors Director.

Any exemption from the above requirements will be by the Honors Program Committee after written petition by the student to the Director.

Honors students will be expected to continue to show high levels of academic achievement. Thus, they will be required to:

- o maintain a cumulative GPA of 3.20 or higher in their first thirty (30) credit hours of coursework, and
- o maintain a cumulative GPA of 3.40 or higher throughout the remainder of their program.

If a student's cumulative GPA falls below the required level, the following will apply:

- o The student will be placed on "cautionary status" in the program. While on "cautionary status" the student will retain the privileges of membership.
- o The student will have one semester on "cautionary status" to raise their cumulative GPA to the required level.
- o If, at the end of that semester, the student's cumulative GPA is at or above the required level, The "cautionary status" will be removed.
- o If, at the end of that semester, the student's cumulative GPA remains below the required level, but the semester's GPA is above the required level, the student will remain on "cautionary status" for a second, succeeding semester.
- o If, at the end of that semester, the student's cumulative and semester GPA's are below the required level, he or she will be dropped from membership in the program and lose any

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privileges of membership in the program.

- o If, at the end of the second "cautionary" semester, the student's cumulative GPA is at or above the required level, the "cautionary status" will be removed.
- o If, at the end of the second "cautionary" semester, the student's cumulative GPA is below the required level, the student will be dropped from membership in the program and lose any privileges of membership.
- o If a student is on "cautionary status" during his or her final semester, his or her name will be included on the Commencement program only if the student provides the Director with evidence of a semester GPA sufficient to raise the cumulative GPA to the required level. This can be a report of mid-term grades, but will need to be given the Director in sufficient time to have the information to the Registrar for the printing of the programs.

Any student wishing to substitute work done abroad or at another university or college for Honors Program required work must submit a petition in writing to the Honors Program Committee through the Director. The petition should be accompanied by copies of course outlines or other material which will allow the Committee to evaluate the equivalence of that course or courses to ones offered at Morehead State.

In order to monitor the student's progress through the Academic Honors Program, it is necessary that he or she meet with the Director of the program on a regular basis. Thus, all members of the program will meet with the Director during the pre-registration period each semester. The Director will conclude that any students not meeting with him or her wish to resign from the program and will drop them from membership with loss of privileges.

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CORE HONORS CURRICULUM

HON 101: AGE OF CLASSICISM

This is the first of the core courses in the program and involves a study of the philosophical, religious, literary, and scientific aspects of ancient Greek and Roman culture which serves as a foundation of our Western culture.

The objectives of the course include:

- o to discuss and analyze major literary, philosophical, and scientific works of the Classical Age,
- o to develop an integrated understanding of historical, logical, and thematic aspects of classical culture on which our own society is based, and
- o to gain experience in the use of critical and creative thinking skills.

Readings for the class include some of the following:

Homer Iliad
Homer Odyssey
Plato Republic
Aristotle Nicomachean Ethics
Marcus Aurelius Meditations
Galen Three Treatises on the Nature of Science
Ten Greek Plays in Contemporary Translations

HON 102: AGE OF FAITH

The second of the core courses of the program involves a study of the major philosophical, religious, historical, and literary aspects of the "Dark Ages".

The objectives of this course are similar to those of the Age of Classicism with a change in the subject matter rather than the overall nature of the study.

Readings for the course will include some of the following:

Augustine Confessions
Song of Roland
Chretien de Troyes Medieval Romances
Dante Inferno
Roger Bacon Opus Majus
Chaucer The Canterbury Tales

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HON 201: AGE OF ENLIGHTENMENT

The third course in the sequence involves a study of the major philosophical, literary, historical, and scientific changes occurring in western culture from the Reformation through the advent of the Revolutionary period.

The objectives for the course are again basically the same as those of the Age of Classicism with a change of content matter.

Readings used in the course include some of the following:

Voltaire Candide
Johnson The History of Rasselas
Swift Gulliver's Travels
Descartes Discourse on Method and the Meditations
Rousseau The Social Contract
Luther Selections

HON 202: AGE OF UNCERTAINTY

The final course in the sequence surveys major trends in Euro-American thought during the period of 1850 to the present.

Specific course objectives include the student acquiring:

- o a general understanding of scientific materialism,
- o some knowledge of the impact of scientific thought and achievements on literature, the arts, philosophy, and religion, and
- o a broad understanding of the economic, political, and social contexts in which modern secular culture operates.

Readings for the course include the following:

Marx and Engels, The Communist Manifesto
Darwin, The Origin of Species
Freud, Civilization and Its Discontents
Hawking, A Brief History of Time
Camus, The Stranger
Updike, The Coup

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HONORS SEMINARS

Honors Seminars are proposed and taught by a select group of University faculty. The faculty members can propose a seminar covering a specific topic area in their own field that requires a greater measure of critical and creative thinking from the student than the average 300-level course. Students are expected to become actively involved in the subject matter of the seminar through the assigned readings and usually a major term paper. Topics for the seminars are proposed by the faculty members and approved by the Honors Program Committee.

Recent Honors Seminars have included "Man and His Environment", a seminar given by an environmental science professor concerning the relationship between humans and our ecological environment, "A History of Urbanization in America", a seminar covering the development of urban centers in America with particular emphasis on the development of Cincinnati taught by a member of the history faculty and former recipient of the Distinguished Researcher Award, "Ego and Archetypes", a seminar taught by a practicing clinical psychologist covering the theories of C.G. Jung and the concept of archetypes as it applies in literature and other disciplines, "Introduction to Behavioral Genetics", a seminar being taught by a visiting scholar on sabbatical from a prestigious eastern university involving a survey of knowledge and methods in behavioral genetics, and "Introduction to Chinese Humanities", a seminar being taught by a visiting Chinese scholar in the Visiting Scholar Program covering the philosophy, history, culture, religion, psychology, economics and politics of the Peoples Republic of China.

There is currently an effort to develop a set of eight "standing" Honors Seminars in specific topic areas to serve as capstone courses for the "Age of ..." courses. Ones planned include: History of Science, Great Political Thinkers of Western Culture, Modern Philosophers in Western Culture, and others.

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MEMBERSHIP PRIVILEGES

All Honors students are given certain privileges and recognitions.

Most importantly, they will have the opportunity to participate in enriched, stimulating, and rigorous scholastic experiences in classes with carefully selected faculty. In addition, students will receive recognition of their membership in the program as follows:

- o recognition during the Academic Awards Convocation and at Commencement,
- o noting of program membership and participation on the student's permanent transcript, and
- o receipt of a personalized certificate noting the student's successful completion of the requirements of the program.

Further, an effort is underway to develop a minor in Honors Studies which would include a mandatory senior project/thesis.

In addition to the recognition noted above, Honors students will have the academic opportunities as follows:

- o opportunity to enroll for additional credit hours each semester,
- o opportunity to alter major field content requirements for greater flexibility, with departmental approval,
- o substitution of up to three (3) of the core Honors classes for specific General Education requirements with no more than one course substitution in each category: Communications and Humanities, Natural and Mathematical Sciences, and Social and Behavioral Sciences.

Finally, Honors students will receive the following privileges:

- o the receipt of special library privileges including use of the Honors Program Reading Room for study and free computer library searches (up to \$20.00),
- o opportunity to take one CLEP examination each semester at program cost to a maximum of four (4) per student,
- o opportunity to participate in cultural enrichment activities, including operas, "Broadway" plays, museum visits, and concert performances in near-by metropolitan areas,
- o use of the recreational facilities of the Honors House with the opportunity to live in the Honors House on a voluntary basis with other Honors students being responsible for house

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governance,

- o opportunity to participate in a cooperative venture with other state Honors programs in an Honors Seminar Week of study and enrichment at some regional site, and
- o opportunity to receive an Honors Program Scholarship of \$600 per year toward residence hall room rent or tuition for the academic year, which is renewable for up to four years.

For off-campus trips such as plays or concerts, students will be given adequate notice to make plans and will be asked to reserve a ticket with a small deposit which will be usually refunded when the trip is taken. If the student does not attend the trip, or find some other Honors student to take their place, the deposit will be forfeit. If the deposit is not to be refunded because of the expense of the program, students will be so told when notified of the program. There will always be a limited number of students who can attend each program and tickets will be "reserved" on a "first-come-first-served" basis.

In the spring of each year, applications for living in the Honors House for that summer and the following academic year will be accepted. Students applying to live in the House agree to abide by the terms of the housing agreement (see copy in Appendix A). The House will alternate gender by years i.e., one year being a "female" year and the next being a "male" year. Summer occupants of the House will be of the gender of those of the preceding academic year.

In the event that there are Honors Program Scholarships available at the beginning of an academic year, the Director will notify all Honors students of same. Any Honors student, not currently receiving one, may then apply to receive one of the scholarships. They will need to complete an application form which can be obtained from the Director. Usually there are equal numbers of scholarships "allocated" to each class and any extra scholarships will be awarded to members of that class. However, the Honors Program Committee will make the final decision regarding awarding of the scholarships based on a number of criteria including, but not necessarily limited to, ACT Composite score, cumulative GPA, extra-curricular membership and leadership, and progress through the Honors Program.

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Appendix A

HONORS HOUSE CONTRACT

Living in the Honors House free of rent for the academic year or summer is a privilege which carries with it a number of duties and responsibilities. I, as a student resident of the House, agree to fulfill those responsibilities, as follows:

1. I agree to abide by the standard conditions of the Residence Hall Application and Contract as follows:
 - a. to hold harmless the university from any suit, action at law, or other claim resulting from an injury to my person or property while living in the Honors House under this contract, unless the injury is caused by the negligence of the university or its agents;
 - b. to be responsible for the "living" part of the Honors House and its furnishings, to be responsible to reimburse the university in full for damages to the house and its furnishings without regard to fault;
 - c. to comply with the rules, regulations, and conditions contained in this contract as well as those contained in The Eagle student handbook, and specifically that I will not, either singly or in concert with others, have in my possession or consume alcoholic beverages in public or on university grounds or exhibit drunken behavior on university property;
 - d. to allow the university right of entry into the entirety of the Honors House during an emergency or for the purpose of general maintenance in accordance with university policy; and
 - e. to hold the university not liable in any way for the loss or theft or damage to any of my personal property.
2. It is the responsibility of the resident(s) to see that the House is open during the posted hours and closed at the appointed times. No one may stay past the normal closing times in the House except the residents and except under unusual circumstances and with the Director's prior approval.
3. It is the responsibility of the resident(s) to keep the House as neat and orderly as possible. Additionally, they will let the Director know of any needs or problems in the House as soon as possible.
4. It is the responsibility of each resident to abide by the rules of the House. Further, it is his or her responsibility to **enforce** the rules as well. "Enforcing" means that the resident will ask anyone not abiding by the rules to change

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his or her behavior in accord with the rules. If there is no response to the request, the individual will be asked to leave the House. Finally, it is the resident's responsibility to report violations of rules and misuse of the House to the Director as soon as possible.

5. The resident(s) will work on the Student Activities Committee of the Honors Program to plan activities for the members with as many as possible being held at the House. When activities are held at the House, the resident(s) will assist the Director and/or others in the preparation for and accomplishment of the events.
6. The resident(s) of the House will also assist the Director in other capacities as Honors Program guests from other campuses visit Morehead State University.
7. As a very visible representative of the Honors Program to the entire university community, the resident(s) will demonstrate a positive outlook on the program and will help inform interested candidates about it.

My signature below signifies agreement to abide by these conditions. If the responsibilities are not met, I am aware that this contract may be terminated and I may be asked to vacate the House for other housing, on or off campus, at my own expense.

Date _____

Student Resident

Charles H. Morgan, Jr. Ph.D.
Director, Academic Honors Program

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Appendix B

GUIDELINES FOR TEACHING HONORS SEMINARS

1. Honors Seminars are proposed by individual faculty wishing to teach one on a topic of the faculty member's choosing. The Honors Program Committee reviews all proposals and makes the final determination of which seminars will be offered.
2. In choosing a topic, faculty should remember that most of the students likely to be taking any seminar will not be majoring in that discipline. Thus, while the seminars should be rigorous, they should not presuppose a great deal of prerequisite knowledge.
3. Professors are encouraged to be innovative in their teaching techniques and to generate spontaneity and enthusiasm in the class. The use of guest speakers, field trips, meetings outside the confines of the classroom, individual projects, and social gatherings is encouraged.
4. Discussions should constitute the core of the seminar, and students should be encouraged to participate and be questioned if they appear to be reticent. Critical thinking and efforts at integrating seminar material with other knowledge should form the basis for the discussion.
5. The seminars should insure a reasonable amount of reading for an Honors class. Although the amount may vary according to the subject matter and topic, it is not unreasonable to require five (5) major books or the equivalent as well as sundry minor readings as indicated.
6. Written assignments are encouraged in the form of short essays rather than simply examinations. One major written assignment is required and might take the form of a concluding summary paper that draws all the seminar materials into focus.
7. Attendance is absolutely necessary in order to evaluate adequately the student's performance. Students should be told this at the beginning of the course.
8. The seminars are graded on the usual A - E basis.
9. The professor should file, each semester the seminar is taught, a copy of the full course syllabus with the Director of the program. In addition, when enrollment allows, the professor should use the IDEA student evaluation in the class and is requested to provide the Director with a copy of the final feedback.

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Appendix C

GUIDELINES FOR TEACHING MULTIDISCIPLINARY HONORS SEMINARS

1. These seminars are designed to be multidisciplinary and to involve at least two faculty from either different departments or disparate areas of the same department. This is so that students have the opportunity to examine and integrate material from different areas. An example might be faculty from Psychology and Sociology teaching a seminar entitled "Man and Society" involving a study of the major, different models of deviance.
2. Honors Seminars are proposed by faculty wishing to teach one on a topic of their choosing. The Honors Program Committee reviews all proposals and makes the final determination of which seminars will be offered.
3. The seminar will be listed as HON 389. The credit hour production for the course will be divided and half assigned to each of the faculty's departments. Each faculty member will receive full teaching credit for the seminar and will be expected to attend all class sessions. Additionally, the faculty will have available up to \$400 in special funds to purchase materials for use in the seminar.
4. In choosing a topic, faculty should remember that most of the students likely to be taking any seminar will not be majoring in that discipline. Thus, while the seminars should be rigorous, they should not presuppose a great deal of prerequisite knowledge.
5. The faculty are encouraged to be innovative not only in the choice of topic, but also in their teaching techniques and to generate spontaneity and enthusiasm. The use of guest speakers, field trips, meetings outside the confines of the classroom, individual projects, and social gatherings is encouraged.
6. Discussions should constitute the core of the seminar, and students should be encouraged to participate and be questioned if they appear to be reticent. Critical thinking and efforts at integrating seminar material should form the basis for the discussion.
7. The seminars should insure a reasonable amount of reading for an Honors class. Although the amount may vary according to the topic, it is not unreasonable to require five (5) major books as well as sundry minor readings as needed.
8. Written assignments are encouraged in the form of short

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essays rather than simply examinations. One major written assignment is required and might take the form of a concluding summary paper that draws all the seminar materials into focus.

9. Attendance is absolutely necessary in order to evaluate adequately the student's performance. Students should be told this at the beginning of the course.
10. The seminars are graded on the usual A - E basis.
11. The professors should file, each semester the seminar is taught, a copy of the full course syllabus with the Director of the program. In addition, when enrollment allows, the professors should use the IDEA student evaluation in the class and are requested to provide the Director with a copy of the final feedback.

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Appendix D

HONORS HOUSE POLICIES

The Honors House will be open during the following hours:

Monday - Thursday	10:00AM - 11:00PM
Friday	10:00AM - 12:00AM
Saturday	12:00PM - 12:00AM
Sunday	2:00PM - 11:00PM

Normal campus policies and regulations found in the **Eagle Handbook** will be followed in the house.

Students should specifically note the following:

p. 28 - No student shall willfully "have in his or her possession or consume alcoholic beverages in public or on university grounds or exhibit drunken behavior on university property."

No student shall "use, possess, or sell drug paraphernalia, narcotics, marijuana, or any other legally controlled substance on university property."

In other words --- **NO ALCOHOL! NO DRUGS!**

In addition, there will be no smoking in the House because of the carpets and fire hazards present.

KITCHEN GUIDELINES

Honors Program members may use the kitchen during the hours listed above for the House to be open and in accordance with the following policies:

1. Dishes and cookware are provided but must not leave the house.
2. Items placed in the refrigerator should be well-wrapped and marked with your name.
3. The kitchen shall be left as clean or cleaner than you found it. This includes washing and putting away dishes after use.
4. Garbage must be emptied when it's full or after you have dumped food into it. There is a dumpster behind the House on the driveway by Button Auditorium.
5. All furniture in the House is to stay primarily where it is now.