

**Success and Distinction:  
The Creation of an Honors Program at  
Manatee Community College**

**Final Report from the  
Honors Cross-Functional Team**

**November 2007**

## TABLE OF CONTENTS

Mission Statement.....	3
Introduction.....	4
Honors Team Process .....	5
Recommendations and Findings.....	6
Appendices.....	
<i>Appendix A: Mission Statement Compilation.....</i>	<i>10</i>
<i>Appendix B: MCC Survey of Faculty and Students .....</i>	<i>14</i>
<i>Appendix C: Team Member Reports from National Conferences.....</i>	<i>21</i>
<i>Appendix D: Honors Program Director Job Description .....</i>	<i>26</i>
<i>Appendix E: Honors Course Design Proposal Form .....</i>	<i>30</i>
<i>Appendix F: Eligibility Standards for Honors Programs in Florida.....</i>	<i>32</i>
<i>Appendix G: Summary of open forum for feedback on Honors Final Report.....</i>	<i>37</i>

**The Honors Program at Manatee Community College  
Mission Statement**

*Our mission is to provide outstanding students the opportunity to follow and develop their talents, abilities, and academic interests by providing challenging, enriching and rigorous learning opportunities.*

## **Success and Distinction: An Honors Program at Manatee Community College**

### **Introduction**

While an Honors Program had been developed at Manatee Community College in the 1980's, it had failed to be sustained over time and thus was disbanded earlier this decade. With renewed interest in establishing a comprehensive program, an Honors Cross-Functional Team was established in the Fall 2004 semester.

An Honors Cross-Functional Team was charged by the Vice President of Academic Affairs (VPAA) in November 23, 2004 to conduct a study of existing Honors Programs across the state and nation and to make recommendations for the creation of an Honors Program at Manatee Community College. The Team submitted its initial report to the VPAA Council in April 2006. Additional members were added to the Team for the 2006-2007 academic year to ensure representation from across the College community and to develop and fine tune program implementation strategies.

The Team was chaired by Mr. Jeff Grieneisen of the Department of Language and Literature. Team members included Ms. Agnes Balash, Dr. Sheri Chejlyk, Ms. Karen Cushing, Dr. Douglas Ford, Ms. Lorraine Livingston, Dr. Mike Mears, Dr. Epp Miller, Mr. Altay Özgener, Ms. Jane Pfeilsticker, and Mr. Gary Russell.

The final recommendations of the Honors Cross-Functional Team are contained within this report.

### *Honors Team Process*

The Honors Team used the following methodology to arrive at its Summary of Findings and Recommendations:

- Identified and researched community college Honors Programs in Florida
- Collected program brochures and reviewed website information (from programs across the nation but particularly Florida community college Honors Programs)
- Compiled mission statements to understand specific goals associated with each program (Appendix A)
- Administered surveys to MCC faculty and students to gather local input and preferences (Appendix B)
- Conducted site visit to Valencia Community College
- Attended national honors conferences. ( Appendix C)
- Produced preliminary report and held a focus group with Department Chairs, Deans, and Vice President of Academic Affairs
- Designed *Success and Distinction: The Creation of an Honors Program* report with recommendations.
- Held an open forum to receive feedback from the faculty pertaining to the committee's final report (Appendix G)

## Honors Cross-Functional Team Recommendations for Creating an Honors Program at Manatee Community College

### 1. Establish an Honors Council headed by a Director who reports to the Vice President of Academic Affairs.

The Honors Council would be comprised of faculty, students, and administrators who will provide overall guidance to the program. Eventually, the Honors Program Director would be a full-time position (as it is in other community colleges), but at the onset the position would be filled by an existing faculty member with reassigned time/stipend to handle the administrative duties. The interim director will be appointed by the Vice President of Academic Affairs. A job description for the position is found in *Appendix C*.

The Honors Council would be representative of the college community and members would be appointed similar to other Standing Committees at the College.

### 2. Establish clearly stated missions statement and goals that will guide the program.

A mission statement for the program is on page 3 of this document: *Our mission is to provide outstanding students the opportunity to follow and develop their talents, abilities, and academic interests by providing challenging, enriching and rigorous learning opportunities.*

The Honors Council should periodically review and update this statement. In addition, the Council will establish annual goals. The following goals and assessments were established by the Honors Team:

<u>Goal</u>	<u>Assessment</u>
1. To create a pilot program in Spr. 2009	Y/N Was the program created?
2. Establish eight (8) honors sections	Y/N Were 8 or more sections established?
3. Enroll fifty (50) or more students by the end of the second semester	Y/N Were 50 or more students enrolled?
4. Develop evaluative instrument addressing student satisfaction	Y/N Were instruments developed?
5. Achieve an 85% or greater satisfaction rate	Y/N Was satisfaction rate realized?
6. Create an Honors Council	Y/N Was committee created?

Student learning outcomes would also need to be assessed and the results used to modify and update the program components. The criteria for these assessments will be established on a discipline specific basis by faculty teaching honors courses.

### 3. The role of Curriculum Development and Review Committee in the review of the honors coursework.

An honors course is not simply a course that provides additional work for the students but rather a course that provides the students with a more complex and engaging perspective. Students become active learners by completing assignments that stress theory, analysis, and synthesis of principles, concepts, and applications of materials.

Previously existing courses that are modified to meet the rigor standards of an honors course may be approved by action of the honors council.

Honors courses proposed as new offerings will be presented to the CDR committee in a manner to be established by the Honors Council.

**Structure:**

An honors course should maintain a low student-teacher ratio, with twenty or fewer students per class, to provide an interactive environment of discussion and debate where student-faculty interaction is both frequent and high quality.

**Content:**

The purpose of an honors course is to show students how knowledge in the discipline is discovered, developed, evaluated, tested, compared, and applied in ways that extend beyond the course's core principles. Honors courses will typically use active and collaborative learning, where the students' contributions will be greater than in the traditional classroom. The classroom will act as a forum for discussion, debate, inquiry and other higher-intensity classroom techniques.

To increase the scope of the course, students should explore the complexities of the course knowledge base sooner and more often than in traditional courses where the content of the course is not based on a sense of closure and factual assimilation but a sense of open exploration and discovery.

To provide a specific context, the Honors Council may determine that a capstone project, such as an honors seminar or other project, act to connect the student's honors experience in a cross-disciplinary manner. The Honors Council may also determine that honors experience should persuade students to take on a leadership role in the form of tutoring or other measurable service to the college.

**Process:**

Students will take greater responsibility for the learning process in honors courses and will likely spend more out-of-class time absorbing basic course material in order to maximize the interactive nature of the classroom. Students may demonstrate their academic performance in numerous ways as determined by individual instructors. These may include: conducting interviews, keeping journals, writing term papers, working on advanced problem sets, producing other creative projects, or adapting methods to be applied to new situations. For example, students might produce a play, design a product, write their own problem sets, pose new solution to difficult problems, design an alternative approach, examine a design for flaws, or engage in another discipline-appropriate, alternative, and creative expression.

Students will be required to do research or creative work using the library, internet, laboratory, studio, or off-campus field work that often culminates in a publicly-shared project.

**Analysis:**

Evaluation and assessment tools will be different from those used in traditional courses. Instructors should seek methods of assessment to measure critical thinking techniques, and should further seek to improve the assessment measures. Examinations should take different forms within a single course (the course should use different forms of examination throughout the semester).

Further, examinations should test the students' abilities to articulate and apply the course knowledge rather than to simply reiterate such knowledge. Instructors may seek to develop individualized examination techniques (open-ended questions, portfolios, and oral exams, for instance).

While all MCC courses offer diverse and effective instruction, research, instructional technology, critical thinking, and perhaps interdisciplinary approaches, an honors course specifically involves:

- Enhanced critical thinking by stressing analysis, theory development, reasoning and synthesis of knowledge not typically available in a non-honors course.
- Stimulation of research skills that result in semester-length research projects.
- Innovation and experimental teaching techniques, such as field work, debates, and oral presentations.
- Relating studies to international issues or global perspectives and experiences. This may be accomplished through analysis and application of cultural theories, schools, and ideas.
- Examination of current events or discoveries as they appear in national and international publications.

#### **4. Scheduling of Honors Courses will be coordinated with MCC Academic Departments.**

Scheduling of honors courses will be incorporated into the regular scheduling cycle, with the Honors Program Director charged with the collaborating with the various Department Chairs to ensure a coordinated set of offerings each fall and spring semester Honors offerings may be extended to summer terms as the program grows.

Before a course can be considered for scheduling, an MCC Honors Course Design Proposal must be submitted and approved by the Honors Council. Faculty and/or Departments are encouraged to submit as many Course Design Proposals as they wish so as to provide the greatest opportunity for varied course offerings. The Honors Program Director will work with Department Chairs to determine which approved courses will be offered in any given semester. Further, only faculty who have developed and submitted Course Design Proposals will be entitled to teach in the honors program.

Honors courses will be designed to serve two kinds of students: first, those who wish for a dynamic, interactive environment that fosters deep intellectual development in a single course or two; and second, those who wish to complete all of the program requirements to receive honors distinction. In either case, students will be required to meet minimum eligibility standards, outlined in *Appendix F*.

Furthermore, students will be allowed to register for honors courses only after they have successfully completed one semester of College level work. Thus, new honors students (as a general rule) will only be accepted during the spring semesters. In this way, we can better determine student eligibility (based on college-level performance and recommendations from MCC faculty) and enhance our recruitment opportunities as we will have students on campus and in classes during registration.

Finally, in order to receive an honors designation, students will need to complete a minimum of fifteen (15) hours of honors coursework, taken from at least three (3) different departments and both academic divisions. Thus, we propose the following template as a model:

<b>BRADENTON</b>		
<u>Spring Semester</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
• ENC 1102	• Business & Technology	• Natural Science
• Social Science	• SPC 1600	• Literature
• Math	• Humanities (Gordon Rule)	• Social Science
• Humanities (non-Gordon)	• Math	• Elective of some sort from any department
• Natural Science		

<b>VENICE</b>		
<u>Spring Semester</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
• ENC 1102	• Math	• Natural Science
• Social Science	• SPC 1600	• Humanities

We anticipate offerings at Lakewood Ranch as it evolves to becoming a full campus.

An Honors Course Design Proposal form can be found in *Appendix E*.

## **Appendix A:**

### **Mission Statements at Selected Florida Community Colleges**

#### **Brevard Community College**

The mission of the Honors Institute of Broward Community College is to provide an enriched program in a vibrant, active community of students, faculty and staff that:

- stimulates independent and creative thought
- challenges the intellect
- enhances career and professional development
- builds self-confidence and empowerment
- provides opportunity for cultural enrichment
- promotes a global perspective

#### **Florida Community College, Jacksonville**

The goals of the Honors Academy are:

- to serve the needs of students motivated to excel in both academic studies and leadership development
- to offer intellectual development and leadership skills-building experiences that integrate academic, extra-curricular and service activities and
- to achieve greater academic satisfaction, social integration and sense of belonging among students

#### **Hillsborough Community College**

- create an atmosphere of scholarly inquiry
- emphasize critical research and writing in a major documented paper or project
- cultivate the higher-level cognitive processes including application, analysis, synthesis, and evaluation
- experiment with alternative learning strategies
- foster an environment of creative interaction and intellectual flexibility
- explore personal attitudes and values
- form an ethical canon with which to meet the challenge of a world in transition

#### **St. Pete College (while not a community college, is a recently transitioned one)**

The Honors College, established in November 2003, is a member of the National, Regional and State Collegiate Honors Associations.

The mission of The Honors College is to provide an exemplary education and build an intellectual community that encourages creativity, deeper understanding, leadership qualities, and critical thinking skills for our most talented and motivated students. We will achieve this by developing unique educational opportunities and activities to challenge and enhance academic depth and personal growth through:

- Highly developed, and enriched honors course, programs, honors curricula, honors seminars and symposia.
- Outstanding faculty.

Assistance with applying for scholarships to college and postgraduate schools.  
Transfer opportunities to selective, nationally renowned colleges and universities.  
An outstanding learning environment, facilities and special services.  
A variety of leadership and service-learning opportunities and varied cultural and social activities.

Principles:

Intensive with many active discussions on political, social, cultural and other issues

**Interdisciplinary Perspective**

An honors course presents theories and analysis not available in non-honors course and exposes students to discipline-based knowledge on the cutting edge.

An interdisciplinary perspective is encouraged throughout the courses, with special attention given to points of similarity between disciplines.

**International Characteristics**

An honors course relates studies to international issues, global prospective and experience by introducing to students variety of scientific and cultural theories, schools and ideas.

**Research Skills Development**

An honors course stimulates students to develop their research skill and research projects, which should result in projects and papers.

**Innovative and Experimental Teaching Techniques, Interactive Methods and Variety of Learning Styles**

The honors course have a variety of experimental and innovative teaching techniques and interactive methods such as field trips, debates, oral presentations, interviews, guest speakers, collaborative learning, service learning projects, etc.

**Emphasis on Critical Thinking and Intellectual Approach**

An Honors Course encourages expansion of critical thinking skills by offering and stressing analysis, theories development, reasoning and synthesis of knowledge in a course discipline-specific prospective.

Honors courses should expose students to cutting edge discipline-based knowledge, present views and theories not available in non-honors courses, and encourage applications of different theories.

Honors courses shouldn't be added work extended onto a traditional course, but rather extended thinking within similar traditional assignments.

**Diversity Issues with a Comparative Perspective Element**

An Honors Course emphasizes the diversity aspects of the course discipline and societies values whether the focus of the course is world culture, literature, science, history, etc.

**Instructional Technology Usage**

Usage of instructional technology in teaching such as word-processing assignments, power-point presentation, chat rooms discussion, and internet tools for research are incorporated during the course.

### **Evaluation Standards**

Methods of evaluation of the students' progress should be based on standards demonstrating a commitment to interactive pedagogy with at least 33% of the final grade based on projects, presentations, writing and/or performance. Assignments are measured by the students' creativity and critical thinking skills.

### **Seminole Community College**

The Honors Seminar program is an advanced and specialized curriculum of faculty-created courses used as alternatives to the general education requirements. With its own faculty, courses, scholarships, small class sizes, personalized advising and priority registration, the Honors Seminar program is highly regarded among four-year colleges who often offer its graduates generous scholarships.

### **Valencia Community College**

To better fulfill its mission to provide quality educational opportunities to a diverse student population, Valencia Community College inaugurated a new Honors Program in 1990. The program's holistic approach to developing honors students has made Valencia a "first choice" institution among high school students who traditionally continue their education at prestigious, four-year institutions outside of Florida. With a full-time director (reporting directly to the college president), and a full-time administrative assistant/secretary, the program has become one of the model two-year honors programs in the nation.

Today, Valencia's Honors Program serves over 1,000 students on four campuses. The program annually attracts dozens of students with SAT scores in excess of 1400 (including perfect 1600 SAT scores) and ACT scores in excess of 32. There are a number of valedictorians and salutatorians from 22 local feeder high schools, and students from several other states and foreign countries have been attracted to Valencia by the Honors Program. In addition, over 450 of the 900 students are currently on full tuition scholarships (either Presidential or Honors scholarships) provided by the Valencia Community College Foundation and administered by the Honors Program.

For the past six years, 100% of the Honors Program graduating class has continued their education at upper division institutions. Approximately two-thirds of these students are receiving full tuition scholarships from these transfer colleges and universities. The Honors Program office now receives over 70 full tuition scholarships to upper division institutions where the Honors Program Director selects the students who will receive the scholarships. Program graduates have continued their education, on scholarship, at such outstanding out-of-state institutions as Duke, Tulane, Emory, Georgia Tech., and Georgetown University, as well as to a variety of colleges and universities, both public and private, in the state of Florida.

Among the unique features of this program is its "holistic" approach, which seeks to develop social and leadership skills in addition to intellectual and academic abilities. To achieve this goal, the program sponsors numerous field trips, speakers series, social events, leadership training, and trips to state, regional, and national honors conferences--all at program expense. In addition, the program provides an annual spring break trip to a foreign country. While this trip is not funded entirely by the program, it is nevertheless heavily subsidized so that students pay only a fraction of the total cost.

The caliber of students the program has attracted and transferred to upper division institutions, coupled with the outstanding educational and extracurricular activities the program provides, has led the University of Florida to designate Valencia's Honors Program as the

"premier two-year-honors program in the state." The National Collegiate Honors Council and the Southern Regional Honors Council view this program as one of the exemplary Honors Programs in the nation. Former graduates are now enrolled in some of the nation's best graduate and professional schools including Baylor, Emory, John Hopkins and the University of Florida medical schools. Others are in MBA and Ph.D. programs at institutions ranging from the University of Colorado to the University of Southern California. Valencia has had numerous Academic All American first and second team winners in the past 4 years, and, recent articles in *Excellence* and *Florida Leaders* magazines, as well as a front page cover in *USA Today* and an appearance on the CBS *This Morning* program, attest to the stature this young and exciting program has achieved.

### **Tallahassee Community College**

The Honors Club is a student-run organization with membership limited to members of the Honors Program. The club provides honors students opportunities to socialize, to be involved in community service projects, and to develop a group identity on the TCC Campus. All members of the Honors Program are encouraged to participate in the Honors Club. It is a great way to get to know other honors students, to make a contribution to the community, and to have some fun.

## Appendix B:

### Via Flashlight: Student Honors Program Survey

Some of the following questions in this anonymous survey assume that you are familiar with honors programs at your high school or other institutions. Pay special attention to questions that permit your choosing more than one answer and those that allow only one. Choose the answers that reflect aspects of an honors program in which you would like to participate.

1. Have you been offered or are you aware of the possibility of taking a course for honors credit through an honors contract with your instructor?
  - [33] Yes, I am aware of the honors contract, but I haven't taken one.
  - [10] Yes, I am aware of the honors contract, and I have taken one.
  - [72] No, I am not aware of any honors options at MCC.
  
2. Would you be interested in taking a course for honors credit?
  - [102] yes
  - [13] no
  
3. If yes, would you prefer
  - [17] to take a traditional class with a contract that requires extra work and/or more in-depth work
  - [40] to take a special honors section in which all students are taking the course for honors credit
  - [4] an honors thesis project to be completed prior to graduation
  - [28] internships
  - [15] community service
  
4. Which of the following would be incentives for you to enroll in an honors program of study:
  - [91] special distinction on your transcript
  - [48] recognition at and/or wearing an honors cord or banner at graduation
  - [29] "club" involvement including the possibility of educational field trips and on-campus involvement in an honors community

- [94] scholarships
- [42] early registration
- [4] other (please specify)

5. What other incentives would entice you to join an honors program?

- [Special recognition at graduation. A special division just for honors students.]
- [Being informed about such classes upon registration]
- [Transcripts Transcripts Transcripts..get what I mean?]
- [The incentive that I would like to see is maybe some type of special ceremony that would honor me for taking an honors program.]
- [N/A]
- [The chance to obtain a full scholarship which is one of the incentives offered at Hillsborough Community College.]
- [Having honors classes taught by the best professors in the department]
- [community recognition]
- [tests an individual out of prereq. classes]
- [Specialized classes]
- [leet]
- [more credit hours because they are more time consuming]
- [If I had time to make the extra effort in class.]
- [Availability of community service and interships offered to honors program participants.]
- [make it free or in my case I was in national honor society at my old school and we had to pay a fee of like \$68.00, but it was a one time fee. So it would be nice not to have to pay that again!]
- [nothing come to mind]
- [To help with recommendations for schools.]
- [The ability to go in depth with a particular field of study. The opportunity to have hands on experience at school would be best.]
- [Extra credit hours]
- [Internships or other hands on experience in the field of study]
- [early graduation, meaning that the credits double towards a degree program.]
- [I don't know. I just keep doing my best.]
- [participation in community services.]
- [?]
- [Challenge, Competitiveness, and Rewarding]
- [Challenge, Competitiveness, and Rewarding]
- [Learning with peers.]
- [A special distinction, not only on our transcript, but also on our degree.]
- [fun exciting activities]
- [Being more challenged in my classes]
- [An exclusive honors student body or sections. For example, ENC 1101 and 1102 must be passed by all students, but I found many of the students to be far below my

academic level or less dedicated to their studies. This led to myself and a FEW others doing a majority of the work during group projects. Class discussion/participation was limited by these students lack of effort and knowledge.]

[evening availability]

[If the honors class included discussion between the professor and students in addition to a lecture.]

[Possible job opportunities.]

[Not so much of an incentive, but I was not aware of such programs and was not told of such programs until this year. Maybe letters sent to those on the president's list to let them aware of a program so that those interested could participate. I almost have my AA and it's too late for me.]

[Personal Academic advice and personal scholarship assistance]

6. Which of the following would you like to see the honors program include:

- [42] travel to national conferences
- [43] international exchange programs
- [54] community service
- [79] internships
- [1] other (please specify below)

7. What other advantages would you like to see the honors program include?

[Internships. Traveling to conferences.]

[scholarships]

[Transcripts.]

[maybe discounts at certain stores that college kids would buy items from, like staples and such.]

[not sure]

[Option for independent study.]

[Scholarships]

[try to work something out where meetings and trips are when most can go if not all.]

[All of the above]

[Travel to locations that would correspond with the specified subject of study.]

[definitely traveling opportunities.]

[There are already so many...]

[international community service programs.]

[scholarships!]

[?]

[Building structured for only honors classes and programs]

[Building structured for only honors classes and programs]

[recognition by universities]

[Converging the material in a more indepth manor; the honors class should provide a better understanding of the subject than a non honors class.]

8. If you have completed an honors contract, for which course did you complete the honors option, and how would you describe the terms of the contract?

[Nope]

[I'm currently completing two Honors contracts for my Microeconomics and Business Law classes]

[I'm in the process of doing one for Biology I and the terms of the contract are 20 hours of an activity (I'm going to study Equine breeding with Dr. Kurzydlo) and a 10 page paper.]

[N/A]

[did not complete an honors contract]

[N/A]

[none ]

[I am going to submit an honors paper in HUM 2210 with Mallonee.]

[I am currently in Intercultural Humanities I, so I have yet to complete the honors option but I will, the terms are easy to follow in writing the paper.]

[Humanities I, we had to study a painting by a classical painter]

[??]

[was not aware of honors contracts]

[Did not complete]

[Did not complete]

[I have completed four honors classes: ENC 1101 (expanded responsibilities on assignments), DEP 2004 (community service project), MUL 2010 (additional written assignments), and SYG 2000 (daily news tracking in four areas). Each contract was unique, each instructor's approach was original, and I found that the benefits of going beyond the standard curriculum in each of the four courses gave me a unique insight into the discipline.]

[World Literature I, adequate]

[n/a]

9. If you are interested in an honors contract, which courses would you like to take for honors?

[psy. and related classes]

[Chemistry]

[not familiar with program, unknown]

[Math, English]

[Math, Education, Sociology]

[English, Writing, Humanities]

[all general requirement classes should have some type of honors program, in my opinion.]

[Any Business Related Class]

[Medical Terminology, Anatomy and Physiology]  
[all: education courses earth science biology math history]  
[Literature classes and science classes]  
[English, Literature, Humanities]  
[Criminal Justice]  
[Fundamentals of Biology I and II]  
[Not sure how the honors system works, but any information will help me choose.  
Mostly humanities, arts, literature.]  
[Math, chemistry and physics]  
[Not sure, would have to think about it.]  
[any art related courses]  
[literature, math.]  
[I'm graduating, so it doesn't affect me.]  
[Calculus or biology]  
[What is available as an honors course?]  
[Biology II Chemistry II organic chem I]  
[science, english]  
[Not sure, any class with honors sounds good and I would take advantage of, but I'm  
not sure what types of classes offer this besides Inter. Humanities.]  
[Especially those that recommended for my major]  
[Biological type sciences like Anatomy and Physiology]  
[i would take history classes for honors.]  
[Macroeconomics, european history & pre calc. were my hardest classes so far.]  
[I would like to take any of my education or literature classes for an honors credit]  
[community health, women's health, immunization clinics, wellness clinics (as part  
of the nursing program).]  
[Calculus I-III ]  
[math and arts classes, but i am almost ready to graduate]  
[All of my classes]  
[All of my classes]  
[Science courses, math courses, and maybe some social science classes]  
[English I and II Short Story Literature History I and II]  
[psychology courses]  
[anatomy]  
[Education major classes and general ed classes]  
[I think honors contracts in Chemistry, Biology and Microbiology courses would be  
excellent for Health and Natural Sciences majors who plan to specialize.]  
[LIT, ANT, MAC...]  
[history, political science, humanities and fine arts]  
[physics]  
[I would like to take a psychology based class with honors.]  
[I would have liked to take my general chemistry and physics sequence for honors  
credit.]  
[Anatomy & Physiology Nutrition Microbiology]  
[I do not know enough about the program to give an appropriate response]  
[photography, writing]

[law courses]

10. Please use the following space to add any other comments: thoughts, suggestions, opinions, regarding the honors program at Manatee Community College.

[Because of my lack of knowledge of the honors program, I assume that there are other students that are not aware of the program as well. A simple flyer posted or announcement in separate departments of different honors classes offered for each department would be helpful.]

[It would be nice if everyone knew about this program.]

[I think that it's a great idea for students at MCC to have the option of taking honors classes and the hard work that teachers and members of the honor society have extended to this program. Kudos to you all!!!!]

[I have a 3.9 gpa and would be very interested in getting involved in an honors program. please contact me: constantine hanzivasilis lucent\_ambiguity@hotmail.com]

[It's difficult to comment about something about which I know nothing. I suspect some program directors may not think the honors program is something they want to take part, or else I might have heard more about the opportunity.]

[If there currently is an honors program, MCC needs to do a better job of informing its students about it. I had no idea such an organization existed here]

[The honor society I was in you were a member based on your grade point average and maintaining at least a 3.0]

[It will be really helpful and it gives the opportunity to good students to be distinct from regular students]

[I think it is a good idea.]

[I was completely unaware of the honors program until my Humanities teacher started talking about the honors paper (and I've been at MCC since 02). I think this option should be more publicized and clear if it's really out there. Also, honors should be monitored so that an equal amount of work is put in for different classes. (an honors in HUM isn't equal to the effort put into a Biology honors from what I hear)]

[The honors program seems to lack extra involvement in particular fields of study. It's nice to have guest speakers and to inform other students of the program. It would be nicer if time was spent off campus exploring the benefits of honors throughout the workforce. Some real hands on experience in which I think MCC is really missing.]

[I wish I knew more about the honors program. I feel I am missing out on a valuable opportunity to advance my understanding of the subjects I am taking through honors work. Why are we not made aware of this program when we originally sign up for college? The staff in administration made no mention of such a program when I first started here in Jan. of 2004.]

[I only know about honors projects because of Jane Pfeilsticker, prof of biology. I would love to have the option of honors credit for my other science classes, as I feel it will put me ahead of the game in my career goals. I don't feel like the honors program is set up as well as it could be, I would like to see more structure.]

[I don't know how new the Honors program is but this semester is the first I've heard about it and I wish I had been able to take more classes with the honors option. I also know others in my class now that wish they knew more about this earlier since we all

will graduate at the end of the semester and can't graduate with honors cords since we could not take 4 classes with the honors option. Overall get the word out.]

[I know nothing about honors and would like to.]

[I think it would bring MCC to a higher level in our community and among other community colleges.]

[I just found out about the honors program this semester and heard that taking 4 honors classes is what is needed to make a big difference and since it is my last semester I am hesitant to try now.]

[i would like to see exactly what honors entails before signing a contract. which is hopefully done]

[My daughter starts school in August 2005. I will have more time then. I love being an honor student, and i just recently went to my 1st meeting in Jan. '05.]

[There is a marked difference between those who really want and strive to learn the material in Calculus and those who are simply trying to pass with a C. I would appreciate some kind of reward for going the "extra mile". I personally love math. It is not easy to entice people to enjoy this field of study so an additional incentive to strive for excellence would be a superlative idea. Man, I just love that word superlative.]

[The honors program should be more widely publicized, and perhaps made enlightened during the induction ceremony through a speaker and literature.]

[I have never heard about it but i would love to know more about it]

[I was told that I will not be receiving an honors designation on my diploma when I graduate in May because the program was dropped due to lack of student interest. Aside from the opportunity to gain extracurricular knowledge, I took my four honors classes with the belief that I could look forward to having that designation on my diploma. I am sad that this survey was not done before the program was cancelled.  
Brian G. Howard G00253506]

[if there is an honors program in this school it should have better promotion.]

[I encourage MCC to try to make more honors programs available]

[Why are we not made aware of this program when we initially sign up for the courses. The counselors do not talk about this option. I have already lost out on opportunities for specific courses.]

## **Appendix C: Honors Conference Recommendations**

### **Part 1: The Southern Regional Honors Council Annual Conference**

**Compiled by Jane Pfeilsticker (page 21)**

### **Part 2: North Georgia College and State University 10<sup>th</sup> Annual Honors Day**

**Compiled by Lorraine Livingston (page 24)**

#### 1. Administrative structure

- Create an Honors Director position that reports directly to the VP for Academic Affairs
- Create an Honors Advisory Committee
  - Faculty Senate committee
  - Honors student participation
- Designate office space for the administrative tasks and support

#### 2. Program structure

- Require an introductory 1 credit course that functions as an introduction to the honors program
  - Include student presentations
  - Address special needs of honors students
- Form dedicated honors sections that are structured differently from the existing course.
  - Honors courses subject to approval of CDR and Honors committee
  - Include critical thinking exercises
  - Include inquiry based components
  - Include discussions
  - Allow students to participate in the course structure
- Utilize honors contracts within existing courses only as a last resort
  - Faculty supervising contracts should receive a stipend commensurate with an independent study section
- Offer honors thesis as optional capstone event
  - Provide additional distinction for students who complete a thesis

#### 3. Student admission and retention criteria

- Most common admission criteria
  - HS GPA 3.5 or higher
  - SAT 1200 or higher

- Form letter of recommendation designed as a scored rubric
- Non-traditional student admission criteria
  - College GPA of 3.3 or higher
  - Form letter of recommendation designed as a scored rubric
- Good standing criteria
  - College GPA of 3.3 or higher
  - Consequences for non compliance
    - 1 semester probation to remedy
    - Expulsion from honors if not remedied in 1 semester
      - Appeals may be presented to honors advisory committee

#### 4. Student distinctions and requirements

- High honors
  - 12 credits of honors classes
    - 6 credits in humanities, 6 credits in math/science
    - Honors thesis project
      - Research in field of interest
      - Student funded to present at regional or national NCHC conference
- Honors
  - 12 credits of honors classes
    - 6 credits in humanities, 6 credits in math/science

#### 5. Personnel requirements

- Honors Director
  - Optimal full time
  - Reports directly to VP of Academic Affairs
- Honors faculty
  - One faculty member per discipline
  - Chosen by Dean
  - Compensation required
    - Stipend for additional time required
    - Additional SPD funds to permit enhancement of honors classes
- Support staff for Honors Director
- Dedicated honors advisor

#### 6. Miscellaneous suggestions and recommendations

- JOIN National College Honors Council (NCHC)!!!!
  - Send 3 faculty to this years national meeting in St. Louis
- Transfer issues
  - Negotiate with transfer institutions for admission to university honors program
  - Negotiate with transfer institutions for distinction for honors sections on transcript

- Partner with local universities and industries for student internship and research opportunities
- Establish a Faculty Forum to showcase faculty expertise and/or research
- Establish an honors student mentoring program
- Establish an honors specific orientation

7. Advantages garnered by colleges offering high quality honors programs

- Attract top quality students
- Increase retention rates due to the presence of greater numbers of highly qualified students
- Increase graduation rates due to the presence of greater numbers of highly qualified students
- Enhance college reputation
  - Higher achieving student body
  - Higher standards for participating faculty
  - Opportunities to partner with universities and industry

## NGCSU Site Visit

The planning for the Honors Program at North Georgia College and State University began with the formation of a committee in the Fall of 1994 and the first class was admitted in the Fall of 1995. There are presently approximately 65 students enrolled in the Honors Program. Students in any major are eligible to apply to the program.

The **mission** of the Honors Program is to provide selected students the opportunity to obtain an education designed to foster maximum intellectual growth while, at the same time, encouraging the development of the whole person. The Honors Program seeks students willing to take an increased level of responsibility for their own education; students open to challenge and new ideas; students wishing to develop their full potential, not only as students, but also as members of society as a whole.

### Administrative structure

- Director of the honors Program reports directly to the VP for Academic Affairs
- The direction of the Honors Program is the responsibility of two cooperating bodies.
  - a. Honors Council comprised of NGCSU faculty involved in the program.
  - b. Honors Program Student Association. The President, VP, and Secretary represent the students on the Honors Council.

### Program structure

- Orientation is done in a one-day session. Special needs of students are addressed in the orientation session and throughout the program.
- Honors courses are honors sections of the core curriculum.
- The Honors Council and the appropriate Department Head approve honors sections and instructors.
- Honors sections are smaller classes (10-15).
- Honors sections are designed to increase student responsibility for their own learning, to challenge the student to develop to their full potential as students and as members of society.
- There is a process to apply for honors upgrade for courses (3000 and 4000) that do not have honors sections.
- An honors thesis is encouraged but not required. A thesis was done by approximately 10% of honors students last year and 20% are completing a thesis this year. Departments determine how this work is recognized.

### Student admission and retention criteria

- SAT of 1150-1200 and a high school GPA of at least 3.5
- Transfers from other schools must have a GPA of 3.4 or higher.

- An essay and two letters of recommendation are required for admission.
- Admissions are done by the Honors Committee comprised of faculty who have taught honors courses.
- Must maintain a minimum GPA of 3.1. Must be an active participant in the honors program. There is a probation procedure.

#### Student distinctions and requirements

- The student must complete at least 8 honors courses with 2 of those being upper division.
- Students who meet this requirement are recognized on their transcripts and diplomas as “Honors Program Graduates”.

#### Personnel requirements

- Honors Program director receives one course load reduction for program duties. He also teaches two of the honors classes. Would like to have more release time for the program director responsibilities.
- Reports to the VP of Academic affairs.
- There is one honors faculty for each department.
- Honors faculty are designated by Department Head and approved by the Honors Council.
- No extra stipend is provided to faculty. The honors section is in place of another class section.
- The director has additional secretarial assistance.

#### Other

- There is an Honors Program annual budget of \$5000 from the college and \$5000 from the college foundation.
- There is a dedicated honors classroom (large round table to facilitate discussion). This area is also used as the honors lab and study/meeting area.
- There are additional benefits for honors program participants such as free printing, program advisors, early registration and designated honors assistantships and research awards.
- An Honors Program picnic is held in the fall and an Honors Banquet is held in the spring.
- Honors students play a significant role in the annual Honors Day as well as staging the Great Debate on that day.
- The Honors Program publishes the NGCSU in house scholarly journal.

## APPENDIX D: HONORS PROGRAM DIRECTOR JOB DESCRIPTION



### Manatee Community College Job Description

**Job Title:** Program Director – Honors Program

**Reports to:** Vice President of Academic Affairs

**FLSA Status:**

**Level:**

**Position Class:**

#### **Job Summary:**

The Program Director reports to the Vice President of Academic Affairs and is responsible for providing high quality leadership as an administrator of the Honors Program. The Program Director must demonstrate effective planning, problem-solving skills, and a willingness to work within the administrative structure.

NOTE: Job descriptions and essential functions are subject to change due to advances in technology, utilization of work force, and other factors which may impact the College's need to modify position requirements.

#### **Essential Duties and Responsibilities:**

The following listing of essential job duties indicates the general nature and level of work required in this job. This is not designed to be a comprehensive listing of all the activities, duties, or responsibilities that may be required in this job. Individuals assigned to this job may be asked to perform other duties as required. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties and responsibilities of the job.

Applicants may be asked to demonstrate any or all of the following areas:

- Program Evaluation
- Currency in Contemporary Practice
- Communication
- Program Management
- Student Advisement

1. Creates program goals/learning outcomes and plans strategies to accomplish goals/ learning outcomes consistent with the College's mission and goals.
2. Provides leadership in the curriculum design, review and revision process.

3. Develops and implements appropriate program guidelines and processes.
4. Supervises curriculum development necessary to keep the program current with industry standards and with state and professional curriculum frameworks.
5. Evaluates effectiveness of the individual courses and overall program to include plan development, creation/revision of survey instruments, collection & analysis & summarization of data; makes recommendations for improvements, additions, and deletions.
6. Assist in representing the program to other colleges, schools, community agencies, businesses and industry.
7. Reviews and makes recommendations for revision of college catalogue, brochures and other public relations materials pertaining to the program.
8. Assists in coordinating activities related to marketing and recruitment, retention and monitoring of enrollment and activities for the program.
9. Coordinates advisement of prospective and enrolled program students.
10. Establishes and coordinates articulation with upper division honors programs at colleges/universities.
11. Convenes and chairs the Honors Council.
12. Attends scheduled meeting with the Vice President of Academic Affairs, Deans, Department Chairs, or other college officials.
13. Performs other duties as assigned.

The above duties will be evaluated by the Vice President of Academic Affairs.

**Job Qualifications:**

The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- **Education/Experience:**  
Masters degree from an accredited university and one to two years related experience and/or training; or equivalent combination of education and experience.
- **Supervisory Experience:**  
No supervisory experience required. One or more years as a “lead” employee, with responsibility for scheduling and assigning work, training new employees, and assisting others with problems, is preferred.
- **Language Ability:**  
Ability to read and understand basic instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to customers, clients, and other employees of the organization.

- **Math Ability:**

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs. Ability to apply concepts of basic algebra and geometry.

- **Reasoning Ability:**

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram/chart, or schedule form.

- **Computer Skills**

Command of Microsoft Word as well as occasional use of Microsoft Excel. Proficiency in use of Banner.

**Work Environment:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- The noise level in the work environment varies from very quiet to moderate as is typical of an office or classroom environment.
- The environment is usually indoors in a centrally heated/air-conditioned climate.
- Lighting conditions meet recommended standards and are provided by direct and/or indirect electric light fixtures of various kinds.
- This position may require the wearing of personal protective devices for health and safety precautions.

**Physical Demands:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- While performing the duties of this job, the employee is regularly required to touch, handle, feel or reach objects, tools and controls; and verbally communicate with students and co-workers. The employee may be frequently required to sit and/or stand for extended periods of time.
- Independently transport oneself to various campus locations on a 100 acre campus.
- Specific vision abilities required include close vision, distance, vision, identification and discernment of colors, peripheral vision, depth perception and the ability to focus.
- Must be able to effectively communicate with students, staff and the public.

**General Performance Standards and Expectations:**

In addition to satisfactory performance on all of the essential job duties and responsibilities for this job, all Manatee Community College employees must fulfill the

following basic performance expectations:

1. **Mission and Goals:** Each Manatee Community College employee is expected to know the College’s mission and goals.
2. **Customer Service:** All Manatee Community College employees will strive to provide outstanding customer service to everyone they serve including students, the community, and fellow employees.
3. **Grooming and Appearance:** Manatee Community College employees are expected to maintain a neat and professional image at all times. When issued, College personnel must wear uniforms, and maintain a neat, clean, and well-groomed appearance.
4. **Safety Awareness:** Manatee Community College employees are expected to work diligently to maintain safe and healthful working conditions, and to adhere to proper operating practices and procedures designed to prevent injuries. Employees are required to wear personal protective equipment as provided.
5. **Attendance Standards:** Manatee Community College employees are expected to attend their work assignments and schedules at all times, in accordance with College Rules and Procedures.
6. **Training:** Manatee Community College employees are expected to attend College-provided training sessions and meetings when deemed necessary.
7. **Continuous Improvement:** Manatee Community College employees are expected to give attention to continuous assessment and improvement of the position’s assigned set of duties and responsibilities.

**Approvals:**

This job description has been reviewed and approved by the leaders whose signatures appear below.

<b>Title</b>	<b>Signature</b>	<b>Date</b>

## APPENDIX E: MCC HONORS COURSE DESIGN PROPOSAL

Name of Faculty Submitting Proposal \_\_\_\_\_

Department \_\_\_\_\_

Campus \_\_\_\_\_

Course Prefix and Number \_\_\_\_\_

Course Name \_\_\_\_\_

Course fulfills the following (complete all that apply):

General Education Requirement: A.A. Area: \_\_\_\_\_

International/Intercultural Requirement: Yes \_\_\_\_\_ or No \_\_\_\_\_

Gordon Rule Requirement: Yes \_\_\_\_\_ or No \_\_\_\_\_

Narrative summarizing the primary ways by which course design and/or content will differ from non-honors section:

Describe the web-based and other technology or non-technology enhancements that will be used to support students enrolled in the course:

Describe the methods of evaluation and assessment that will be utilized in this course:

**MCC HONORS COURSE DESIGN PROPOSAL**

*Page 2*

Describe the research component of this course:

Briefly describe the range and kinds of assignments that will be utilized in this course:

For consideration of your proposal, please provide the following:

Faculty Web Page Address \_\_\_\_\_

Course Web Page Address \_\_\_\_\_

If not posted at above address, attach proposed course syllabus and calendar of readings and activities.

Other supporting documentation: provide address or attach to proposal

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Approved by:

Department Chair \_\_\_\_\_ Date \_\_\_\_\_

Dean of Instruction \_\_\_\_\_ Date \_\_\_\_\_

Honors Program Director \_\_\_\_\_ Date \_\_\_\_\_

*CC: Chair, Curriculum Development and Review Committee*

## Appendix F: Eligibility Standards for Honors Programs in Florida

### Central Florida Community College

A composite score of 25 on the ACT or a total of 1,100 on the SAT.

A high school grade point average of at least 3.7 (on a 4.0 scale) or ranking in the top 10 percent of their graduating class or a minimum 3.3 grade point average at CFCC.

Outstanding scores on CFCC placement tests, such as the ACT, SAT and/or CPT.

Demonstration of special talents or abilities through portfolios, projects, papers, awards, auditions, etc.

The Community of Scholars issues formal invitations to graduating high school seniors meeting selective admission requirements. The two-year program requires completion of 18 credit hours in honors courses while maintaining a minimum cumulative grade point average of 3.3. Scholarships for four terms are awarded to as many as 30 selected students yearly.

Since 1990, the Community of Scholars program has also invited outstanding CFCC scholars into a second track, designed to include students who **did not** come to CFCC directly from high school. These students must earn a minimum of 12 honors credits.

### Edison Community College

Students must be AA or AS degree-seeking and are required to write an essay and complete an application. The applicant must meet at least **two (2)** of the following criteria, one from Column A and one from Column B, to qualify for the program.

<u>Column A</u>	<u>Column B</u>
1. Minimum ACT of 25 or, minimum SAT of 1100 or, minimum FCELPPT of 100 on each subtest.	1. Two written teacher recommendations from high school or college.
2. Minimum high school GPA of 3.2 on an unweighted scale.	2. A portfolio of art, music, or dance.
3. Minimum of 12 semester hours of college credit with GPA of 3.2 or higher.	3. Completion of two college honors courses with an "A" or a "B" in both classes.

### Gulf Coast Community College

In order to participate in the Honors Program, a student must:

- have a 3.5 weighted GPA or better from their high school. (Transcript needed)
- or have completed 15 credit hours from GCCC with a 3.5 GPA or better.

Students are then expected to maintain a 3.0 GPA in all course work in order to remain in the program. Students who fail to maintain this minimum GPA will not be permitted to enroll in additional honors courses until the GPA is improved to 3.0.

### Hillsborough Community College

Applicants must meet at least one of the following criteria to qualify for the Honors Institute:

- a high school GPA of 3.5 or higher on a 4.0 scale
- a high school GPA of 3.4 or higher on a 5.0 scale
- an SAT combined score of 1160 or higher
- an ACT composite score of 26 or higher

graduation in the top 10% of the class with SAT combined score of 1050 or higher, ACT composite score of 25 or higher, or CPT score of 90 or above in writing and 92 or above in reading  
completion of 12 hours of dual enrollment courses with a 3.3 GPA; or earning a cumulative GPA of 3.3 or higher, in at least six semester hours of college-level courses

### **Palm Beach Community College**

A student who wants to participate in either an Honors course or an Honors Project must have a 3.5 cumulative GPA .

Students who do not yet have a college GPA must meet one of the following test scores before being admitted to the PBCC Honors program. Once a student has earned a PBCC GPA, the GPA will override the test score.

ACT - 26

SAT - 1170

CPT Reading - 97 and CPT Writing - 100

### **Pasco Hernando Community College**

To be eligible for admission to the Honors Program, a student must meet at least one of the following Criteria:

An SAT score of at least 1100 or an ACT composite score of 25

A high school GPA of 3.5 on an unweighted 4.0 scale

Completion of 12 college credits of PHCC dual enrollment courses with a minimum 3.3 GPA

Completion of 12 college credits with a minimum 3.

Obtain a score of 100 or above on the writing and reading portions of the FCELPT 3 GPA

Besides providing evidence of fulfillment of at least one of the above criteria, candidates for admission must write an essay of approximately 500 words explaining the connection between the Honors Program and the students own personal, academic, and/or career goals. Candidates may be asked to meet with the Honors Program Director or a representative prior to acceptance.

### **Pensacola Junior College**

In order to participate in the Pensacola Junior College Honors Scholar Program, a student must achieve an academic background equal to or greater than one of the following:

A. Must have a cumulative high school GPA of 3.5 as reported by the high school at the end of first semester senior year and be eligible to enroll in ENC 1101, MAC 1105 and have no reading requirement.

OR

B. Test Scores

1. ACT

a. Reading -- minimum of 23

b. English -- minimum of 23

c. Math -- minimum of 23

OR

2. SAT

- a. Verbal (Reading/English) -- minimum of 550
- b. Quantitative (Math) -- minimum of 550

OR

3. CPT

- a. Reading (required for all courses) -- minimum of 100
- b. English -- minimum of 103
- c. Algebra -- minimum of 113

### **St. Pete College**

Students may enroll in the SPC Honors College directly from high school after completing one or more semesters at SPC or when transferring to SPC from another college or university.

#### **Admission Requirements for High School Students**

Be in the top ten percent (10%) of your high school graduating class or earned a high school

cumulative GPA average 3.5 or higher OR

Achieved a score 1200 or higher on the SAT OR

Achieved a score 26 or higher on the ACT OR

Achieved a score 100 or higher on the English, reading and 72 on the mathematics portions of the College Placement Test AND

Have a satisfactory written essay score on the special topic

#### **Admission Requirements for SPC Current Students and Transfer Students**

Have earned college GPA of 3.5 or higher with at least 12 credits hours or more of College course work (other than preparatory level courses) OR

Be an active member of Phi Theta Kappa (or other Honors Societies) OR

Present a recommendation for admission to the Honors College from a faculty member,

Campus Coordinator, Honors College Director, Assistant Director, Program Director or Honors College counselor who is familiar with your academic work AND

Have a satisfactory written essay score on the special topic

Requirements to remain in the Honors College (Continuation requirements)

Have earned a GPA of 3.3 or greater in Honors Courses and be enrolled in average of 6 credit hours of Honors courses for each semester

Earn a cumulative GPA of 3.25 or greater by the end of the academic year

Be involved in service-learning projects and/or extra-curricular activities each semester

#### **Honors College Requirements for Graduation with Honors Diploma or Honors Certificate**

Have earned 24 credit hours of honors-designated courses with a cumulative grade point average of 3.5 and above for the Honors Diploma OR

Have earned 12 credit hours of honors-designated courses with a cumulative grade point average of 3.25 & above for the Honors Certificate AND

Have completed and participated in several service-learning projects (independent or as a component of the honors course) and/or extra-curricular activities AND

Maintain a cumulative GPA of 3.3 in honors-designated courses

### **Seminole Community College**

Honors courses may be combined with other pre-requisite courses for many majors. Honors students complete a minimum of 23 credits in Honors courses to graduate with an honors

diploma.

The Honors Seminar Program is a restricted access program. Candidates must (a) apply and be accepted to Seminole Community College; (b) provide official transcripts indicating successful completion of high school or GED; (c) have a high school GPA of 3.2 or have earned a 3.2 GPA in a minimum of six credit hours of college credit classes; (d) have a score of at least 23 on the ACT or 1050 combined score on the SAT, or 95 on the CPT Reading Test and 75 on the CPT Math Test; (e) submit an application to the Honors program; (f) submit two letters of recommendation; (g) schedule an interview with the Honors Coordinator; and (h) complete an on-site writing sample.

### **South Florida Community College**

You must fulfill one of the following requirements:

SAT score of 1100

ACT score of 25

Top 5% of High School Class or cumulative High School GPA of 3.65 on a 4.0 scale

Cumulative GPA of 3.30 in at least 12 hours of college credit courses

111 on sentence skills component of Computerized Placement Test (CPT) or 111 on sentence structure component of the Florida College Entry Level Placement Test

Student may take the option to a) submit a letter to the Honors Council, b) interview with the Honors Council, c) submit a research proposal, or d) submit two letters of recommendation from college instructors.

### **Valencia Community College**

To qualify for Valencia's Honors Program, students must meet **one** of the following entrance requirements:

Be on a top 10% (Presidential) scholarship, **OR**

Have a cumulative high school grade point average of 3.5 or higher on a 4 point scale, or 4.3 or higher on a 5 point scale, **OR**

Have an ACT composite score of 26 or higher or an SAT combined score of 1170 or higher, **OR**

Have a cumulative Valencia Community College grade point average of 3.25 or higher, with a minimum of 12 credit hours excluding college preparatory courses, **OR**

Have a CPT score of 100 or above on Writing and 97 or above on Reading, (provided the student does not test below MAT1033C in Mathematics) **OR** have a 90 or above on Elementary Algebra and a 50 or above on CLM, College Level Math, (provided that the student does not test into developmental Reading or Writing).

\*\*\*Test scores are used to evaluate students before they register. Once the student has registered, the Valencia record takes precedence and the student will be required to have a total Valencia GPA of 3.25 or better in college level coursework.

\*\*\*Students cannot simultaneously be enrolled in the Honors Program and in a remedial course; all remedial work must be completed prior to enrollment in the Honors Program.

\*\*\*Students may not be admitted into the Honors Program if there are 5 or more Valencia withdrawals on the student's transcript.

### **Tallahassee Community College**

To be eligible for membership in the Honors Program, students must meet at least two of the following criteria:

Minimum ACT score of 25. (attach copy of score)

Minimum SAT score of 1000 if taken prior to April, 1995 or 1180 if taken after March, 1995. (attach copy of score)

Minimum 3.5 unweighted high school grade point average. (attach high school transcript)

Graduation in the top 10% of high school class. (attach high school transcript or letter from principal indicating rank)

Minimum 3.25 cumulative college grade point average with at least twelve hours of earned college credit. (college transcript should be on file in TCC Enrollment Services Office)

College faculty recommendation from a former or current instructor. (attach letter)

Completion of two honors courses with at least a B in each class. (college transcript should be on file in the TCC Enrollment Services Office)

## Appendix G: Faculty Focus Group Results

### Honors Program Cross-Functional Team

#### Focus Group Results 2 October 2007

Attendees Bradenton: Mike Mears, Gary Russell, Jeff Grieneisen, Courtney Ruffner, Floyd Winters, Bob Donovan, Michael Buonanno, Susan Brown

Attendees Venice: Sheri Chejlyk, Lorraine Livingston, Doug Ford, Barry Puett, Jane Jones, Stephanie Cook, Theresia Elrod, Judy Bodenweiser

#### Faculty Input from discussion sessions:

- There is a sense that Venice could support more courses than are listed
- We could get a list of PTK-eligible students from which to draw and to advertise—however, PTK also includes developmental level courses in its calculation
- Name the program: Honors College at MCC
- Devise a uniform, interdisciplinary topic to integrate honors courses (i.e. Green living, Paradox of Affluence, etc.)
- In proposal, could create a clear relationship with PTK (and PTK should have a seat on the honors council)
- Honors Director should be a faculty member
- Honors Program should have representation (a representative of some sort) on both campuses
- Director should be someone who has enough time to do a good job

#### Discussion Topics of Cross-Functional Team:

- We need to work within the economic reality of this budget year
  - Budget impact would be adjunct coverage for courses abandoned by “interim director” reassign time
  - Further budget impact would be coverage for courses left by instructors assigned to honors course capped at 20 students (cost = total students – honors section).
  - Likelihood of “interim director” reimbursement would be, maximum, two courseloads of reassign time. An individual may decide to use program development as high-level promotion material.
- As a necessarily small program, positive results may not be immediate
- A few years ago, SACS visits required that we pull back on the program as it had existed due to lack of measurable criteria
- We need to envision our start—perhaps the first three years of the program, step by step
- A director can handle a number of issues we have been discussing (such as external funding, scholarship agreements with other colleges, etc.)
  - The director will need to work with CDR, Department Chairs, and other appropriate academic department leaders
  - Dept. Chairs will also need to work with director as part of their communication (for textbook orders, for example)
- Honors Program may develop similar to DL program (it gained momentum and grew into the entity we have today)

- Scheduling: We should identify those courses that would necessarily have a population of honors students (in ability, availability, and interest); for instance, an 1102 section in the daytime would be likely to fill before an evening section); other sections likely to make are general courses such as sociology or psychology, for example, rather than specialized courses)
- Committee discussed Lakewood Ranch; it will develop as program grows in Bradenton and Venice
- Next steps:
  - Focus on curriculum
  - Devise preliminary budget
  - email faculty

Upcoming agenda/sendout info for faculty:

- Formulate Honors Council in January 2008, complete with “interim director.”
- Present budget for approval
- Present preliminary schedule (curriculum) for pilot in Spring 2009
  - Work with students to “flesh out” the program