

A Proposal for a Second Track in the UD Honors Program

December 1, 2018

Introduction

After a comprehensive review of the UD Honors Program, the Honors Faculty Review Board together with the Honors Program Director and Deputy Director, propose adding a new track to the UD Honors Program.

The Honors Program Core Values, as stated on our website, are Challenge, Enrichment and Community. This new track reinforces these core values. This new track remains true to these core values. This track will challenge students with broadened opportunities in research, engagement and interdisciplinary studies. Students will be enriched through their co-curricular work and signature product. And they will be a fully integrated part of the University of Delaware Honors Community.

The existing (currently only) track would be called the “Disciplinary-Departmental” track. This track name refers to the fact that the current program is supplemental to the degree track, with students taking Honors sections as part of the program for their department or discipline within a department. The new track would be called the “Interdisciplinary-Collegiate” track. This track name refers to the fact that more of the academic activities are focused at an interdisciplinary or college level and less focused along departmental program lines.

It is expected that the addition of the new track, along with the vision expressed in the new names, will attract students with a broad range of interests to the University of Delaware and to Honors. This proposal is not designed to increase the overall size of Honors, but to provide additional student opportunities. The Program will serve students with a wide range of demonstrated skills, who will add breadth and diversity to the Honors Program.

Because the Disciplinary-Departmental track already exists as the current Honors Program, this proposal focuses mostly on the new Interdisciplinary-Collegiate track. It should be understood that the overall purpose is to enhance our full Honors Program. Except for items explicitly included in this Proposal, all aspects of the Honors Program as currently listed in the UD Catalog and/or established by past Faculty Senate action would remain in force.

Interdisciplinary-Collegiate track invites students to grow into Honors graduates via a highly engaged program of studies that is both broad across disciplines and cohesive over time. The Interdisciplinary-Collegiate track consists of required curricular and co-curricular elements. This program showcases the University’s distinctive centers, labs, offices, institutes, coalitions, and other points of excellence—to enable these students to achieve outcomes and build products that clearly articulate to employers and graduate schools the enhanced capabilities they have

developed via the Honors process. The Interdisciplinary-Collegiate track contrasts with the current track in having many more requirements that do not overlay with the student's major.

Background and Overview

A 2017 Academic Program Review identified opportunities to further elevate the effectiveness of the Honors program in contributing to educational outcomes and university goals. The report's authors saw the opportunity for Honors to be an exemplar of UD's distinctive undergraduate education. Changes to the existing Honors program can provide more opportunity for interdisciplinary academics, research, and action leading to enhanced student and institutional outcomes. In response, the Deputy Provost for Academic Affairs charged a Task Force of faculty and Honors staff members to formulate a proposal for an updated Honors Program. After a year of work, the Honors Task Force proposed, in their final report, a major revision of the Honors Program. The Task Force proposal focused on the new track.

Though it focused on a new Honors experience, the Task Force recognized the important role that the current Honors Program plays in students' UD experience, the fulfillment faculty receive in teaching Honors sections and working with this group of students, and the impact that Honors has on students as reported by Honors alumni. Surveyed alumni were emphatic about the role of the current Honors Program in helping them forge their own path through UD and beyond. As a practical matter, it would be difficult to implement only the new track, i.e., to the exclusion of the existing track, and have as many students as currently do have access to a UD Honors experience. Therefore, based upon the Task Force's vision and the strengths and success of the current Honors Program, the addition of a new track in the Honors program is being proposed to work alongside the existing track.

Changes in the governance of the Honors Program were also proposed in the Task Force's report and are expanded upon in this proposal. It is intended that there will be four new Honors committees to have institutionally-accepted responsibilities and influence on the nature of Honors courses, quality assurance, admissions standards and admissions process. The committees will be Honors Program Oversight, Honors Curriculum, Honors Admissions, and Honors Student Advisory. Committees are described in Appendix B.

Nature of the Tracks

The two tracks of Honors will reflect different student skills, plans, and goals. The existing track, to be called the Disciplinary-Departmental Honors track, consists of a broad Honors first-year curriculum and living-learning experience, leading to upper level Honors courses related to the student's major. It provides a more disciplinary and more purely academic focus, and allows for extensive combinations of majors and minors. It leads to a credential that is closely overseen by

each major department, and that prefixes the word “Honors” to the student’s degree, as determined by the student’s major.

The new track, to be called the Interdisciplinary-Collegiate track, consists of the same broad Honors first-year curriculum and living-learning experience, but then leads to interdisciplinary courses, co-curricular work, and a signature product (which might be a thesis but might also take other forms). It provides a more interdisciplinary and co-curricular experience. Compared to the existing track, courses in the new track would be less overlaid with a student’s major, and multiple majors would be more difficult to accomplish within a student’s schedule. The new track will lead to a credential identified by the phrase “with University Honors,” differentiating it from the departmental track.

Given the requirements and aims of the two tracks, only in rare cases will it be educationally desirable for a student to work on both tracks. No student will be allowed to join the formal program of study for both tracks at once or to obtain the credential for both tracks except by direct petition to the Director based on strong educational reasons. It is expected that exceptions will not normally be granted.

Admission to the Interdisciplinary-Collegiate Track, and “On-ramps” details

Entry to the new track will occur in one of two ways.

Through the current Admissions Process, as entering UD students.

It is proposed that UD Enrollment Management and Honors management shall agree, with the oversight of the Provost and the guidance of the Honors Admissions Committee, on criteria for admission of students based on traditional criteria such as SAT scores and GPAs and also on additional criteria, to bring in students with appropriate aptitudes and prospects to excel within the model of the new track. These criteria would include: intellectual curiosity, academic promise, impact, independence, passion, engagement and perseverance. These elements will likely be evaluated from applicant essays and possibly by interview. The Honors Admissions Committee will determine the final criteria and process in conjunction with Enrollment Management.

Admission to the existing track of Honors will continue under the present model, with the oversight of and possible future changes originated by the Honors Admissions Committee.

Applicants would be presented first with the Honors Program opportunity, and then invited to learn which track is best for their specific application within Honors.

Students who begin on the Interdisciplinary-Collegiate track would be allowed to move to the Disciplinary-Departmental track during their first two years, provided they are in good standing

with Honors, and that Honors certifies that the student has been informed of the specific upper level Honors requirements relevant for the student's major. Students who begin on the Disciplinary-Departmental track would be able to move to the Interdisciplinary-Collegiate track based on satisfying on-ramp conditions as stated below.

Via an on-ramp after enrollment at UD

Students already enrolled at UD may ask for consideration for acceptance in the Interdisciplinary-Collegiate track by application to the Honors Admissions Committee as early as the fall semester of a student's first year, and as late as the end of their second semester. Students already enrolled at UD may ask for an on-ramp into the Disciplinary-Departmental track on the same timetable, using the existing procedures, until the end of their second semester. Later on-ramp times will rarely be practical, and would be allowed only by petition to the Director. Such petitions must explain the student's plan and timetable for completing Honors requirements. Students wishing to on-ramp must have a minimum 3.4 GPA at the time they enter the Honors Program.

For the new track, students will be invited to an interest session and will complete an application to the new track during their first year fall. This application may include (but is not restricted to) essays, a letter of recommendation from a full-time faculty (which could be submitted after the semester), and an interview. During the spring semester, the Honors Program will announce those students selected for the new track.

For the existing track, students will also be invited to an interest session in the fall. The process of taking Honors courses on a space available basis would begin in the spring, with a final track admission decision after the spring semester, following existing procedures.

Students on-ramping to Honors would be exempt from the requirement to take ENGL110 as Honors, but not from the requirement to take ENGL110. Students on-ramping into the Interdisciplinary-Collegiate track will need to satisfy both Colloquium requirements, and would need to satisfy the track's requirement for total credits (by taking an additional disciplinary Honors course if necessary). Students on-ramping into the Disciplinary-Departmental track may substitute another Honors course in place of the first-year Colloquium that they will have missed.

Interdisciplinary-Collegiate Track Description

The proposed Interdisciplinary-Collegiate Honors track educational process has four formal stages, called the Equip, Explore, Engage, and Enact stages, each corresponding to approximately one year of an Honors student's UD career. Foundations in scholarship are built first, with a focus on skills in qualitative and quantitative analysis, writing, seminar methods, and community building. Later, scholarship supports impactful action.

The goals of the foundational stage, Equip, are to: (a) develop community, (b) establish excellent academic habits, (c) encourage the development of writing and analytical skills, and (d) nurture the commitment to becoming an accomplished scholar following one of the Honors Program's tracks. This year has strong overlap with the existing Honors program. It includes the Honors Living-Learning Community, Honors ENGL 110 and the current Honors Colloquia (HONR 290, 291 or 292). Interdisciplinary-Collegiate Honors track students will take one additional colloquium, HONR 293 or 294 (proposed), the quantitative colloquia. Depending on their individual program, this may be taken in the first or second year, though it is planned for the second year as the default timing.

Via coursework during students' second year, the Explore stage of the Interdisciplinary-Collegiate Honors track informs students about (a) the opportunities for a personal education available via UD faculty, labs, institutes, centers, and other units of our University, (b) a broad interdisciplinary subject area, and (c) a disciplinary subject area of interest to the individual student. At the start of this year, students learn about opportunities at UD and beyond that could be the focus of their upcoming co-curricular work in the fall semester. Later, students work closely with coaches in the Honors Program Office along with academic advisors in their colleges to develop an Honors plan for the two years ahead. The plan would be developed in stages via individual or small group meetings. Planning would begin with students expressing broad areas of interest for the Engage and Enact stages. They would then be connected to appropriate resources and faculty which support their interest areas. The student, their Honors coach and academic advisor would begin to outline possible activities and outcomes which could shape the co-curricular activities in the junior year and likely, but not necessarily, connect to the signature product in the senior year. This plan would be documented in an e-portfolio, certified by the Honors Program coach. Completion of the plan would be recorded in UDSIS as a milestone record.

The goals of the Engage stage are to: (a) put the student's Honors plan into action and (b) to prepare for the upcoming Enact stage during which the student will create a signature product. The one credit Engagement Seminar provides opportunities for on-going reports and discussion during their co-curricular process. The co-curricular program is expected to be the equivalent of about 6 credits of effort (roughly 200 hours). The focus of this activity is as varied and individual as the student and their interests. Possible activities include academic research, community service or work that moves beyond the boundaries of their majors. There are any number of activities and centers which could serve as the home to excellent co-curricular activities. The work of the Colored Conventions Project, Engineers Without Borders, mentoring programs for elementary and high school students, work in public health, in disaster response via the Disaster Research Center, and the UDance Program are all loci of the type of impactful activity that is envisioned for Interdisciplinary-Collegiate track Honors students. However, participation in activities above is not the standard for completing this requirement. The Honors student must be central to producing an outcome that reaches beyond the student. Students are expected to be involved in developing, implementing, and leading activities and projects. This leadership is used in the broadest sense of the word. This leadership could be

research or exploration of a new field of interdisciplinary study. It is also intended that this work can, in some logical fashion, serve as groundwork for the signature product.

The work is driven by the passions of the student and guided by the Honors Program office and appropriate academic advisor. The work would be documented in the e-portfolio with appropriate reflections from the student and reviewed by Honors and their advisor. Completion of the co-curricular activity would again be documented in UDSIS. It is expected that these activities would be completed before the start of the senior year. Finally, given that the term “engagement” is used in several program elements in this stage, care must be taken with operational student communications to delineate between them clearly.

The purposes of the Enact stage are a) to guide the student into leadership-level intellectual productivity; and b) to provide the student with an outcome useful in articulating the importance of the Interdisciplinary-Collegiate Honors track as a developmental experience to employers or graduate schools. The fourth stage of the Interdisciplinary-Collegiate Honors track supports the student in the development and completion of a personal signature product. The signature product is defined as a student-created product that is weighty, academic, and tangible. Many product forms are acceptable, including but not restricted to theses, research portfolios, creative works, and digital works. The academic advisor will work with the student within standards set by the Curriculum Committee to develop the specifics.

The requirement that the signature product is academic means, in this context, that the work should have potential to create intellectual value, human edification, or potential application beyond the specific context. Scholarly research and creative works inherently have this capacity. It is recognized that while all research produces new knowledge, but not all research hypotheses are supported and not all projects lead to their expected results. Nonetheless, such work, given that it meets standards set by the student’s faculty advisor on the project and by the Curriculum Committee, can still be documented and presented as a signature product.

The signature product could include up to 3 credits of an existing track’s Honors capstone course, provided the course activity guides the student in the appropriate early stages of developing a personal signature product. Use of the capstone would be approved by the Honors Program and documented in UDSIS. The remaining three credits would need to be curricular credits and could be of the nature of independent study. The student would register for the variable-credit HONR410 course described in Appendix A. This would also be documented in UDSIS as a part of the signature product. Each student would be graded on their work.

The academic elements of the Interdisciplinary-Collegiate Honors Track, totaling 26 credits, are (course descriptions are provided in Appendix A):

- Honors ENGL 110 (3 cr)
- New Quantitative Colloquium HONR 293 or 294(3 cr)
- Current Colloquium (HONR 290, 291 or 292) (3 cr)

Honors Senate Proposal 181201 public

- Exploration Seminar (HONR 310) (1 cr)
- Honors Inter-college Seminar (HONR 330)(3 cr)
- Two Academic Program Honors Courses (existing) (6 cr)
- Engagement Seminar (HONR 320) (1 cr), and
- Signature Product (HONR 410) (3-6 cr).

A typical four-year plan is shown below. This plan is only a suggested schedule. Students may delay taking the departmental Honors courses, but this could impact their eligibility for the General Honors Award, earned at the end of the second year.

STAGE	ELEMENTS	FLEXIBILITIES
Equip (1 st Year)	<ul style="list-style-type: none"> • Living-Learning Program (cc, year long) • Honors ENGL 110 (3 cr) • HONR 290, 291 or 292 Current Colloquium (3 cr) • One major related Honors course (3 cr) 	<ul style="list-style-type: none"> • Honors students with room in their program could also take HONR 293 or 294 in the freshman year.
Explore (2 nd Year)	<ul style="list-style-type: none"> • HONR 310 Exploration Seminar (1 cr) • HONR 293 or 294 Quantitative Colloquium (3 cr) • HONR 330 Inter-college Seminar)(3 cr) • Planning Process (0 cr) • Departmental Honors course or section (3 cr) 	<ul style="list-style-type: none"> • Student need not take Exploration or College-wide Seminar in home College • College-wide seminar could be proposed for University Breadth depending on content and is open to all Honors students at least at the college level • HONR 293 and 294 will be proposed for University Breadth
Engage (3 rd Year)	<ul style="list-style-type: none"> • HONR 320 Engagement Seminar (1 cr) • Co-curricular activities completed by end of junior year 	
Enact (4 th Year)	<ul style="list-style-type: none"> • HONR 410 Signature Product (3-6 cr) 	<ul style="list-style-type: none"> • 3 of the 6 credits may be the Department's Capstone course, with Honors approval • Department can also offer the Signature Product course with Honors approval.

		<ul style="list-style-type: none">• UNIV 401/402 could also be substituted
--	--	--

The Honors Program will continue to have minimum GPA requirements as now (i.e., a 3.4 GPA to graduate with the intended credential). Current Honors Program requirements would be modified so that performance on the co-curricular activities above satisfies the requirement to be registered for sufficient Honors credits during the junior year.

Degree/Credential

Students completing the Interdisciplinary-Collegiate Honors track requirements will receive their Bachelor’s degree “with University Honors”. They would also be eligible for “With Distinction” if they complete a senior thesis. Within the UD Registrar’s system, these terms are classified as “honors,” not as degrees per se.

Faculty Governance

The Honors Faculty Review Board, established by the Director of the Honors Program and inclusive of faculty from all colleges, has reviewed and approved this proposal. For continued faculty governance, the Honors Program will establish the four committees listed in Appendix B immediately upon passage of this proposal by Faculty Senate.

It is intended that the four committees’ purview covers the full Honors Program, not only the new track.

Implementation Plan

The implementation Plan, focusing especially on the new track, is found in Appendix C.

Additional Staffing and Budget

This section provides an estimate of steady-state staffing needs for an intake of about 88 Interdisciplinary-Collegiate Honors track students plus an on-ramp (over and above staffing for current Honors). It is assumed that the intake for the Disciplinary-Departmental Honors track would be about 500, so that the intake for the Honors Program overall would remain at about current levels. The use of an intake cohort of 88 in this proposal is based on practical considerations. It is not meant to imply an artificial limit or to establish de-facto exclusivity.

In any given year, in steady state, new staffing requirements would include:

- 2 new Honors Program Office coaches (referred to as advisors in earlier versions—called coaches here to avoid any confusion vis-à-vis academic advisors in the colleges),

Honors Senate Proposal 181201 public

- A new Associate Director will also be hired to provide management and oversight of the new Honors coaches and new track, and
- Honors Deputy Director,

In any given year, in steady state, instructional funding would be needed for:

- 4 Quantitative Colloquium sections (3-cr),
- 4 Interdisciplinary Area Seminar section (3-cr),
- 4 Exploration Seminar sections (1-cr),
- 4 Engagement Seminar sections (1-cr),
- Signature product mentoring and supervision for 88 students (6-cr project, of which 3-cr could be linked to an appropriate existing Honors capstone course, with Program approval), and
- Course development funds for new courses (as needed).

Some cost estimates are provided in Appendix D.

Appendix A

New Course Descriptions

HONR 293, HONR 294 Quantitative Colloquia

An enlargement of our current colloquium program for first-year students, to include a required 3 credit problem-based-learning style course using quantitative and data-based analytical reasoning to address a topic or question of societal interest. Note that a quantitative colloquium is not a course in mathematics or computing per se, but a course that builds students' skills in evaluating important issues in a data-based or quantitative way.

The colloquia would be designed to meet University breadth requirements. The specific topic of a colloquium would determine which category of breadth requirement it is qualified to satisfy. It is not assumed that quantitative colloquia would necessarily link to the Mathematics, Natural Sciences, and Technology Breadth, though many would do so. Depending upon the topic, a different category could be appropriate. HONR 293 is proposed to be focused in the use of data in topics relating to History and Cultural Change; HONR 294 would be for topics involving data analysis in the Social or Behavioral Sciences

HONR 310, Exploration Seminar

A 1-credit exploration seminar in the first semester of the student's second year, taught by a faculty member with the support of the Honors program. The role of the Honors coach would be to present material relating to the Honors planning process, thus economizing on time spent in individual student meetings. This seminar should also include elements where students are introduced to concepts of leadership which will help them shape their role as a scholar and a leader.

Students will learn about capabilities at UD and beyond that can lead to co-curricular activities and signature product opportunities, partly via guest speakers and information about relevant UD units. Leadership is introduced in this class, and students will explore how their personal strengths can be a fit with these UD capabilities.

HONR 330, College or Inter-college Interdisciplinary Seminar

A 3-credit Honors interdisciplinary area seminar, a 300-level course to introduce an intellectual area approximately as broad as a college or across colleges. The course should have significant writing and discussion elements, and ideally should be positioned to fulfill a UD breadth requirement, most likely in the area of History and Cultural Change. Colleges that combine efforts to produce a course that links cross-college areas would be encouraged. A college with extreme breadth of disciplines might choose to formulate courses that cover only one subject-area portfolio within the college, or that link a few portfolios. The exact limits as to the definition of an area would be under the joint purview of the Honors Director and Deputy

Director, Honors Curriculum Committee and the faculty of the college(s) that develop the courses. Engineering, Business, Social Sciences, and similar college-portfolio level groupings are definitely envisioned to be within the range. Other groupings, such as those that characterize cluster-hire areas or interdisciplinary master degree areas at UD, may become obvious candidates later. Topics for these seminars could include drawing from topics similar to the “Grand Challenges and Great Debates.” These seminars could engage students in discussions of the issues of modern society and how it takes expertise from many disciplines to address the issue. These seminars could also reinforce how leaders are necessary for change to occur.

The interdisciplinary area seminars are survey (broad) courses in the knowledge and methods that span the area. That is, they should cover elements of both the shared state of current knowledge and the ways that knowledge is developed in that area. Philosophically, these courses concern the epistemology of the area. These seminars provide intellectual grounding for the Interdisciplinary-Collegiate Honors track student’s later work.

HONR 320 Engagement Seminar

Engagement Seminar: A 1-credit engagement seminar in the second semester of the student’s third year, with ongoing report-out and discussion activities to keep students on-track with their co-curricular activities. As with the exploration seminar, this course is supported by the Honors office and is led by a faculty member. Students report and present on the outcome and accomplishments of their co-curricular activities at the end of the course, as a course requirement. An additional requirement for completing the course is that the student’s personal Honors coach has signed off on completion of the student’s co-curricular activities itself based on the student’s reports in a milestones process as described below.

The Engagement Seminar provides an opportunity for students to review how they are putting their Honors plan into action, while learning more about how to complete research and engage in scholarly work to complete their signature product. Research questions, problem statements, and starting places for signature product are developed during the semester. Students will also analyze relevant literature, research, and signature products of professionals to understand how they work.

HONR 410 Signature Product

A student’s signature product must have several key characteristics. The product must be weighty in that the signature product is commensurate with the 6 academic credit hours that will be awarded for it. Three credits of the signature product may come from the department or program’s capstone course, with Honors approval, provided the course activity is appropriate to guide the student on the early stages of personal signature product development. The remaining three credits could be some logical extension of the capstone course. The product must be academic in nature. Many product forms are acceptable—for example, theses, research portfolios, creative works, and digital works. Like a thesis, the product must create new knowledge or ideas, and be of an academic nature.

Each student would, separately, work with a lead faculty mentor on their project. This faculty member would assign the grade on the spring credit, based on completion of the product. Reports on the signature products are shared in a symposium at the end of the spring semester, a celebration marking completion of the product production process.

Precise standards for the signature product would be established by the Honors Curriculum Committee in accord with nature of the signature product as stated above in this proposal. A set of uniformly-applied academic standards and requirements assist in helping students to understanding the academic expectations of signature product and provide the student's faculty mentor with guidance as to the evaluation standards which should be applied. The signature product requires formal approval by the student's faculty advisor for the project, and also by her college's Honors Faculty Liaison. The Honors program will work with all colleges in securing faculty mentors for signature products. A department can also offer signature product courses with Honors approval.

Appendix B

Honors Committees

1. The Honors Oversight Committee – This committee will be appointed by the Honors Director and will consist of faculty representatives of all seven colleges. This committee will serve as the Faculty Review Board for program changes and will work to establish and implement the Honors Program vision. The Honors Director and Deputy Director will be members of this committee. The Oversight Committee will include one non-voting student member, who is also a member of the Student Advisory Committee and is designated as their liaison. The student member would not attend certain discussions, as determined by the Oversight Committee.
2. Honors Curriculum Committee – This faculty committee will be appointed by the Honors Director, with the recommendations of the Oversight Committee. This committee will establish course policies for both tracks of Honors. Issues the committee might address are establishing guidelines for Honors sections and best practices in scheduling honors sections. This committee may also work with campus units like Academic Technology Services to provide enrichment training for faculty that teach Honors sections. Honors staff will be invited to be members of this committee. One member of the committee will be a current Honors student, who would not attend for any matters relating to personnel.
3. Admissions Committee - This faculty committee will be appointed by the Honors Director, with the recommendations of the Oversight Committee. This committee should include a representative of the Associate in Arts program. Issues the committee would address are working with Enrollment Management on shaping the Interdisciplinary-Collegiate Honors track admissions process, participating in the on-ramping process and evaluating all admission processes for the full Honors Program. Honors staff will be invited to be members of this committee.
4. Student Advisory Committee – A committee representing Honors students will be formed and will report to the Oversight Committee. It is intended that this committee meet at least once per semester. A faculty member would serve as liaison to the Student Advisory Committee, and would be a non-voting member of that Committee.

Decisions by these committees that affect the Honors Program or Honors courses would be routed to the Faculty Senate via the Curriculog process. Policy changes would not necessarily require the Senate approval. If questions exist, the Director will consult with the Senate President and Senate Executive Committee.

Appendix C

Implementation Plan

Pilot Programs

The Lerner College of Business and Economics (tentatively) and the College of Agriculture and Natural Resources (action already taken) have both expressed interest in piloting elements of the new track in collaboration with the Honors Staff. These pilots will help identify possible implementation issues with the larger program. Any pilot programs must operate within the current rules of the Honors Program.

New Track Phase-In

This section provides an outline regarding the phase-in of an Interdisciplinary-Collegiate Honors track within the Honors Program, while also maintaining the Disciplinary-Departmental Honors track. During the first year of the new setup, it is anticipated that the Honor's Deputy Director will take on most of the program oversight. It is anticipated that colleges will appoint Honors Liaisons who will serve as program coordinators for the Honors Program, linking Honors more closely to the Colleges.

The phase-in steps below include suggestions for cohort sizes, based on estimates of resources and minimum initial student demand. These could be adjusted based on resources and interest, and are not intended as an artificial limit, e.g., to make the track exclusive or exclusionary. The steps below focus mainly on the new track, as steps for the current track would be similar to existing practice.

During 2018-19

- Run the Lerner (possible) and CANR pilots which stretches over the next 3 years, involves a few students, and helps develop the path to the signature product. Collect lessons learned in the pilots.
- Put out a call for proposals to get at least one Quantitative Colloquium course developed.
- Honors Admissions Committee, appointed by the Director, will develop specific standards for Interdisciplinary-Collegiate Honors admits.

During 2019-20

- Continue CANR and Lerner pilots, as applicable
- In the fall, announce the possibility of joining the new track to first-year Honors students, and undertake an application and selection process aimed at a small first cohort of about 22 students. Formal admission would be in the spring.

- Advertise the Interdisciplinary-Collegiate Honors track and the Disciplinary-Departmental Honors track as part of the Honors Program to UD applicants. Be clear and direct with applicants that one track is much more departmental, overlay to a major, and add-on oriented. Be clear that the new track is more interdisciplinary, co-curricular, and does not overlay with a major.
- Honors Admissions Committee directly involved in admit decisions for the Interdisciplinary-Collegiate Honors track, based on standards and size/distribution of program we can deliver
- Call for proposals and develop three more Quantitative Colloquium courses.
- Plan for an incoming class of 4 cohorts of roughly 22 students each.

During 2020-21

- For 1st year Interdisciplinary-Collegiate Honors track students (88)
 - Run 4 Qualitative and 4 Quantitative Colloquia sections
- For 2nd year Interdisciplinary-Collegiate Honors track students (22)
 - Advise on their Exploration and Honors Plan development. This will need around 1/4 FTE.
 - Run 1 Exploration Seminar section (1-cr)
 - Run 1 Interdisciplinary Area Seminar section (3-cr)
 - Note these will need to be broad and carefully-engineered, as the 22 students will span lots of UD majors and colleges
- Continue CANR pilot, which will yield signature products for a few students during this year
- Run an on-ramp in the spring. Bring in 12-16 additional Interdisciplinary-Collegiate Honors track students, adding to each cohort proportionally. This would result in 100-104 total Interdisciplinary-Collegiate Honors track students rising into their 2nd year.
- Allow for a process for students on one track to move to the other, contingent on standards set by the Honors Admissions Committee.

During 2021-22

- For 1st year Interdisciplinary-Collegiate Honors track students (88)
 - Do same as last year
- For 2nd year Interdisciplinary-Collegiate Honors track students (100)
 - Advise on their Exploration and Honors Plan development. This will need around 1 full FTE.
 - Run 4 Exploration Seminar sections (1-cr)
 - Run 4 Interdisciplinary Area Seminar sections (3-cr)
- For the on-ramped students, run a special Colloquium (3-cr)
- For 3rd year Interdisciplinary-Collegiate Honors track students (22)
 - Advise on, monitor, and certify their co-curricular activities and outcomes

Honors Senate Proposal 181201 public

- Advise on their continued signature product planning
- Run 4 Engagement Seminars (1-cr)

During 2022-23

- For 1st year Interdisciplinary-Collegiate Honors track students (88)
 - Do same as last year
 - For 2nd year Interdisciplinary-Collegiate Honors track students (100)
 - Do same as last year
 - For 3rd year Interdisciplinary-Collegiate Honors track students (100)
 - Do same as last year
 - For 4th year Interdisciplinary-Collegiate Honors track students (22)
 - Provide faculty support, mentoring, and supervision for signature products for each Interdisciplinary-Collegiate Honors track student
- First Interdisciplinary-Collegiate Honors track class graduates.

Appendix D

Cost estimates

Estimated new costs for new Honors Track (steady state conditions)

Staff	
Funding for deputy director (see note 1)	Faculty at 50%
Two new honors coaches in Honors Office (see note 1)	(2 x \$47,414) + fringe
Associate Director for the new track (see note 1)	\$63,800 + fringe
Course Development	
Course development funds for quantitative colloquium	\$5,000 each
Courses	
4 quantitative colloquia (3 cr)	12.5% or S contract (4 reqd)
College Level Seminar (3 cr)	12.5% or S contract (1 reqd)
Exploration Seminar (1 cr)	4.5% or S-contract (1 required)
Engagement Seminar (1 cr)	4.5% or S-contract (1 required)
Signature Product Mentoring for students	See note 2

Note 1 – The deputy director will serve as the liaison with the colleges and Honors committees on issues of the interdisciplinary-collegiate track administration, curriculum planning, admissions, etc. The new Associate Director will have principal responsibilities to the interdisciplinary-collegiate track students as well as managing the colloquia, seminars, etc. as well as managing the student population with the two new coaches. The pay levels listed for the coaches and program manager are drawn from the UD Salary Structure table on the web for grades 28E and 30E, respectively.

Note 2 – Expectation is for 3-6 credits of effort per student (3 if student is using 3 credits of program capstone as part of the signature product; 6 if not). A model for compensation might be that supervision of 1 signature product student is worth one tenth of a 3 credit class. A compensation standard will need to be established.

Submitted By

Respectfully submitted by the Honors Faculty Review Board and the Honors Director and Deputy Director:

Carlos Asarta, Lerner College of Business and Economics
Jules Bruck, College of Agriculture and Natural Resources
Douglas Buttrey, College of Engineering
Alan Fox, College of Arts and Sciences
Norma Gaines-Hanks, College of Education and Human Development
Michal Herzenstein, Lerner College of Business and Economics
Babatunde Ogunnaike, College of Engineering
Paul Quinn, College of Arts and Sciences
Todd Royer, College of Health Sciences
Dana Veron, College of Earth Ocean and Environment

Paul Laux, Honors Program Director
Rusty Lee, Deputy Honors Program Director