

May 18, 2012

The College Honors Program

Curriculum Committee Report for 2011-12

It was a good year for honors at Rhode Island College.

Fifty students entered the General Education Honors Program as freshmen or transfers last fall. Recruitment for the 2012 freshman class is nearing completion, and there should be no problem achieving the target of forty to fifty new students. Overall, the General Education Honors Program stands at one hundred and eighty-one students.

Twenty-six students will graduate this May with General Education Honors, ten of whom will also receive College Honors. Twenty-nine students successfully completed departmental honors projects in sixteen different majors. The number of College Honors students and departmental projects are all-time highs and may reflect attempts to publicize and encourage undergraduate research/creativity at the college, both among students and faculty, including the updating of departmental websites mentioned in last year's report. The addition of the De Stefano Undergraduate Research Program, now in its second full year of operation, may also have helped. Eight students traveled to Baltimore, Maryland in April to present on their respective honors projects at the Northeast Regional Honors Council conference in April. Increased attention was paid this year to improving the honors website and Facebook page.

The major curricular issue for honors this year was to adapt the General Education Honors Program to the new General Education Program. That was accomplished successfully by creating a new honors "core" of three classes—Honors 100 (FYS), Writing 100H, and Honors xxx (Connections)—in addition to the revised "area distribution" classes. The requirement to graduate with General Education Honors remains the completion of at least five General Education Honors classes and an overall GPA of 3.0. Two "old" core classes—Honors 163 and 264—have been scheduled for 2012-13 in order to allow currently matriculated students to complete the program.

Priorities for next year will include the updating of recruitment materials and procedures with Admissions; the identification and recruitment of transfer students for both General Education and Departmental Honors; the streamlining of procedures for submitting honors projects to the library; a review of departmental practices for handling honors proposals and projects; and continued attention to undergraduate research/creativity opportunities.

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Director of Honors