

I. Executive Summary

The Philadelphia University Honors Institute at Thomas Jefferson University provides academically talented, driven and intellectually curious undergraduate daytime students, substantive experiences in professional and multi-disciplinary tracks. The Honors Institute assures direct and meaningful contact with faculty, outstanding peers and industry leaders. In addition to advising from top scholars, Honors students receive guidance about prestigious post-graduate scholarship opportunities. Honors courses focus on perfecting writing, presentation and overall communication skills, while providing a student-centered experience that promotes experimentation and innovation in teaching, learning and scholarship. It brings together students from different majors to build peer groups that deepen intellectual engagement with faculty and advance collaborative, innovative and professional pursuits.

II. Proposal:

1. Program Name: Philadelphia University Honors Institute (Undergraduate, Day)
Degree Awarded: N/A
Proposed Launch: Fall 2019

2. Program Overview: Vision and Mission

Vision: We improve lives by instilling an enduring pursuit of cross-cutting knowledge and academic excellence.

Mission: The Honors Institute prepares students for professions of the future by creating a distinctive community of scholars who exhibit academic excellence and integrity. The program promotes inquiry and curiosity as our students contribute to their communities through leadership, innovation, global discovery, and research for a lifetime of learning.

3. Relationship between Program's Vision and Mission with the Mission of the University

The Honors guiding statements serve as examples of strategies that work towards achieving the University Vision and Mission.

4. Admissions Requirements:

- a. Honors recruits based on a 1300 SAT/ 27 ACT and 3.60 unweighted high school GPA.
- b. Projected Enrollment: 10-12% of each year's freshman class
- c. Student Characteristics: Honors students at Jefferson are those students who lead – they challenge themselves academically, they engage with the larger University community, and they collaborate as they pursue an elite professional education. We look for candidates who exhibit: a dedication to a rich academic life, exceptional leadership qualities, special talents, a commitment to community, unique life experiences, a global perspective, intellectual curiosity, an entrepreneurial and innovative spirit.

5. Student Retention: Enrollment in Honors courses is designated on the University transcript and remains part of the student's permanent academic record. Honors

Program students' academic records are reviewed periodically to assure that participants are making acceptable progress. Students successfully completing all Honors requirements with a GPA of 3.25 or higher receive special recognition at graduation, the Honors Stole, Medallion and Certificate. This minimum GPA applies to all current students and those matriculating to the institution in Fall 2018 or later. Research shows recruitment and retention of high credentialed students in honors programs raises the overall rate of retention to completion; and raises the institutional academic profile.

6. Delivery modes and formats

- The honors curriculum will be delivered on campus.
- The honors curriculum will be delivered as a full-time Day program.
- As the Institute develops, other formats could be explored.

7. Curriculum

- a. Comparison of the old/new curriculum (have a standard format?)
(See model, Appendix A)

The proposed honors curriculum will continue to require honors work in both General Education Hallmarks and in the Disciplines. The proposed program revision achieves a balance of honors in Hallmarks and the majors.

Upon review of honors programs across the country and to bring our curriculum in alignment with honors best practices, the honors curriculum will require a 25-credit curriculum. This is an increase from 19 credits required by the current curriculum.

- b. Credits for the new program, courses, and tracks/concentrations/specializations

13 credits will be required in General Education Hallmarks

- Honors First Year:
 - Honors FYS 100- H- 1 credit
 - Honors ETHIC 2xx-H – 3 credits
- Subsequent General Education Courses include:
 - Honors Writing Seminar II 201 - H- 3 credits
 - Honors Debating Global Issues 300- H- 3 credits
 - Hallmarks Capstone Folio Workshop 499-H- 3 credits

12 credits will be required in College designated courses/ experiences, fulfilled by:

- Discipline-specific/ College-specific courses (6 credits)
- Honors experiential learning (3 credits) – service learning, research, internships, etc.
- Discipline specific capstone experience (3 credits)

c. Course Names, Descriptions and credits

FYS - 100 – H Honors Pathways Seminar 1-0-1

The Pathways Seminar provides the opportunity for all first-time freshmen to learn and practice strategies that will enable their success at Philadelphia University and beyond. Students will create personal, professional, and academic goals, as well as success strategies for learning and career development. Each course section will engage with an honors theme determined for the entering class of that year. The theme will serve as an introduction to the theme of the second semester ADIV requirement. Through engagement with these themes, students will explore the role of the professional in the community and the world, and engage with the mission and goals of a Thomas Jefferson University education.

ETHIC 2XX– H Moral Philosophy 3-0-3

This course covers major theories of ethical decision-making, including utilitarianism, virtue ethics, and duty-based ethics. We apply these theories to contemporary ethical, political, and social issues. The applied content of the course varies by semester and is partially determined by student interest.

Prerequisites: WRIT 1XX or DBTU 114.

WRIT 201 – H Honors Writing Seminar II: Multi Media Communication 3-0-3

Students produce collaborative and individual projects to develop critical reading, writing, thinking and researching skills. Through analyses of professional communication, students consider the rhetorical framework and strategies for effective, ethical communication. Student projects include written, oral and visual presentations, with particular emphasis on project management and process as well as the final products of their work. In the Hallmarks Program, this course helps students develop their Collaboration competency, and it also serves as a Touchstone course in which each student's Hallmarks Folio is reviewed and assessed at its sophomore-level stage of development. [Writing Intensive]

Prerequisite: WRIT-101.

DBTG 300 – H Honors Debating Global Issues 3-0-3

Debating Global Issues is a writing-intensive course that examines current global social, political and economic trends from multiple competing perspectives, and evaluates their impacts on world societies. Students will complete individual and collaborative projects that explore the intercultural and ethical dimensions of today's most pressing international issues. As a Touchstone course in the Hallmarks Core curriculum, the course includes an upper-level review and assessment of each student's Hallmarks Folio, and addresses many of the eight Hallmarks competencies. Prerequisite: WRIT-202 or WRIT-201; 3 credits; From Subject GDIV or GCIT or Language.

HALLMKS 499 – Honors Capstone Folio Workshop 3-0-3

Capstone Folio Workshop is the final requirement in the Hallmarks Core curriculum. In this writing intensive course, students evaluate their fulfillment of the 8 Hallmarks learning goals as they refine and complete their Hallmarks Folio in a studio work environment. Students will trace connections among their many curricular and co-curricular learning experiences and apply the concept of citizenship in a variety of contexts to articulate how the Hallmarks learning goals prepare them to contribute to their local, national, professional and global communities. In the culminating assignment, students explore a significant topic or project from their majors to define their responsibilities as citizens in relation to real-world issues that they will encounter in their careers. [Writing Intensive] Prerequisite s: ADIV-2xx, GCIT-2xx, GDIV-2xx, ETHIC-2xx, ISEM-3xx, DBTG-300, Scientific Understanding requirement, and Mathematics requirement Writing Intensive Prerequisite :3 credits from each ADIV GCIT GDIV ISEM ETHIC DBTG. DEC Students substitute DECMTHD course for ISEM.

HDC 2XX - Honors Disciplinary Course 1 (3 credits) 3-0-3

This upper level honors course will offer students an inter/ disciplinary course. Courses should address one or more of the honors outcomes. Courses in this category could include honors sections of established courses, cross-listed with graduate courses, newly developed courses, Program/ College collaborations, etc.

HDC 3XX Honors Disciplinary Course 2 (3 credits) 3-0-3

This upper level honors course will offer students an inter/ disciplinary course. Courses should address one or more of the honors outcomes. Courses in this category could include honors sections of established courses, cross-listed with graduate courses, newly developed courses, Program / College collaborations, etc.

Honors Disciplinary Experience (3 credits) 3-0-3

This course will capture and guide discipline related work that students complete in service learning, directed research, internships, colloquia, practicum, etc. This course should address the ACT honors outcome and determined disciplinary outcomes.

Honors Disciplinary Capstone (3 credits) 3-0-3

This course will offer dedicated space for students to focus on a developing or advancing project specific to their respective discipline. This course addresses the Question honors Outcome.

- *Depending upon individual College policy, the first three courses could fulfill honors requirement for students in other Colleges.*

d. Curriculum Map (See Appendix B)

- e. Relationships with other curricula, e.g. a Core, a module, College Studies, etc.: Honors has a longstanding working relationship with General Education Hallmarks. Honors closely coordinates with the General Education Hallmarks Core to prepare, deliver, assess and revise the 13 credits of honors coursework required in the General Education curriculum. The proposed 13 credits fulfill existing requirements in the Hallmarks Core by offering honors sections. Honors will work with the Hallmarks Core to optimize scheduling to make the honors curriculum accessible. Honors must continue building relationships across the Colleges to deliver distinctive honors curricula. Colleges with undergraduate programs have been engaged in discussion of the curriculum model proposing the 12 credits in the existing undergraduate and graduate courses, electives, course ideas under development, and cross-college opportunities.
- f. Graduation requirements:
- Completion of respective Program degree requirements embedded with 25-credit honors curriculum.
 - 4 Non-credit bearing Co-curricular cornerstone reflections.
 - Cumulative GPA of 3.25

8. Program Learning Outcomes and Assessment

Students will be able to:

CONTRIBUTE: create dialog among peers to elevate the understanding and articulation of ideas.

ADAPT: distinguish the interdependence of complex issues to examine and negotiate unfamiliar contexts.

ACT: Inventory knowledge and skills to collaborate and work effectively in diverse professional settings.

QUESTION: pursue research using appropriate resources and persuasively articulate conclusions across disciplines.

- a. What are the learning outcomes for information literacy and writing? (see curriculum map)
- b. How does the program incorporate the principles of Nexus Learning (active, collaborative, real world, infused with the liberal arts)?
- The Curriculum shares requirements in Liberal Arts and the Disciplines.
 - Pedagogy designed to encourage active and reflective teaching and learning.
 - The Honors Disciplinary Experience credits and co-curricular Cornerstones promote real world connections.

Proposal for a Revised Honors Program

- c. What assessments will be used to demonstrate growth in students' knowledge, skills, abilities, and dispositions as they progress through this program? Direct and Indirect evidence from courses and cornerstones.
 - d. If the assessment must ultimately conform to additional accreditation guidelines, please give details of these requirements. N/A
 - e. Resource: College Assessment Advocate or Associate Provost for Assessment: Consult Dana Scott
 - f. UTLA Forms and Resources for Program Development
<https://philau.app.box.com/s/frbcoxb147of5t797kkz2bh3jmzr56tc>
9. Impact on Facilities and Equipment
- Information Technology - Does this course have any unique technology or software requirements, e.g. on-line/hybrid courses; software licenses? Not at this time
 - Space: Does this program require specialized spaces such as studios or laboratories? No
 - Does this program optimize existing instructional space, or require additional? Existing instructional space will be used in conjunction with disciplinary offerings.
 - What are the impacts of new enrollment on shared curricular-support spaces like prototyping facilities, model shops, and studios? None at this time.
10. Impact on Academic Services
- Enrollment and Financial Aid: Are there any unique aspects of this program that might affect financial aid, have tuition implications, etc.? Financial Aid will need to consider honors merit scholarships as student awards are packaged.
 - Academic Success Center – East Falls: Will the program require additional support services? Honors Advocates have been funded to support curriculum development. New courses could generate tutoring needs that could be served in the existing peer/ professional tutoring structure. If the program is for undergraduates, will it generate net new students for first-year advising? No
 - Career Counseling Services: What career counseling services will the institution, college or school will provide to graduates? Same as provided all students. Are these services new? N/A
 - Library - Will this revised program generate additional demands and require new or additional library resources, services, or staff? No. If yes, has a budget been developed for these needs?
11. Faculty, Staff, and Program Leadership

- Please list:
 - a. Faculty and staff: Existing faculty, plus new Assistant Director to teach limited course load, Honors Advocates to assist with curricular development. We expect to add an honors dedicated faculty position for 2020-2021.
 - b. Program Leadership:
 - i. Executive Director – Cecilia McCormick, JD
 - ii. Program Director – Marcella McCoy-Deh, PhD
 - iii. Assistant Program Director – position search currently underway
 - Academic Advising: What infrastructure will you put in place for advising in the major/program? Program Director, Assistant Program Director, Honors Advocates will assist with honors specific advising. Students will use existing Advising.
 - Describe any special circumstances pertaining to staffing, e.g. doctoral program with a research focus; clinical degree program with clinical infrastructure. N/A
12. Professional Accreditation and Compliance:
- Required Content, Outcomes Assessment, etc.
 - Space and staffing requirements? Additional / larger office space will be required to accommodate the incoming Assistant Program Director.
13. If your program does not require accreditation, what is your plan for evaluating the program and its achievement of its goals and objectives?
- Annual assessment – See Curriculum map

Appendices:

- A. Curriculum Model
- B. Curriculum Map