**University of Denver Honors Program**

**Annual Report, 2008-2009**

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Director

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**Summary**

In AY 2008-2009, the University Honors Program built on previous values, programming and curriculum, implemented changes based on the 2007 Revision in the Honors program, and developed specific goals based on the 2009 Program Review conducted as part of the University reaccreditation process. In addition to providing the Honors curriculum and community programming, primary activities included the accreditation Program Review, development of an assessment plan based on newly approved mission and outcomes, refinement of admission procedures, developing procedures for increased Honors Council involvement in admission, assessment, and course approval, and moving and remodeling Honors space. The variety and availability of Honors courses was increased in 2008-2009, but capacity remains lower than expected demand, especially given the larger than anticipated entering class. Student programming went well, but the number of students participating was lower than hoped. Plans for 2009-2010 are based on successes and challenges of the previous year. These include implementation of the assessment and admission changes, refinement of the automatic admission process, addressing difficulties in providing the proper number and type of courses, adjusting curriculum to fit the new common curriculum and Daniels secondary admission plans, offering Honors community activities that are more student-driven and include events specifically for each cohort, working with DU Housing, and supporting departments as the first wave of students begins moving into Departmental Distinction programs.

The 2008-2009 University Honors Program (UHP) was directed by Eric Gould through the summer 2008; Assistant Director Shawn Alfrey acted as an interim director until Daniel McIntosh started on October 1, 2008. The activities, policies, and procedures described below were carried out with the involvement and approval of the 2008-2009 Honors Council (see Appendix A). Below is a summary of the status and accomplishments of the UHP in the 2008-2009 academic year, including plans and goals for 2009-2010.

**Goals and values**

In 2008-2009, UHP completed a full Program Review as part of the University’s accreditation process. The review built on the 2007 Program Revision and implementation of the revision from 2007-2008. In both the Revision and the Review, enhancement of academic quality, development of a strong Honors community, inclusive, transparent, and consistent policies, and integration of UHP with the University’s mission and other programs were consistently expressed goals. The current program and values build on the successes and goals of prior years in the program, while also addressing needs that had developed over time.

Five-year goals identified in the 2009 Program Review are:

1) Develop and implement assessment plan

2) Achieve consistent enrollment

3) Develop varied curriculum

4) Increase student engagement

5) Maintain a high percentage of students who complete University Honors.

6) Integrate the Departmental Distinction Programs with the broader UHP.

Steps to improve academic quality identified in the 2009 Program Review are:

1) Review courses

2) Develop application process

3) Support departments in implementation of Departmental Distinction programs.

4) Use of assessment feedback

UHP is using the 2009 Program Review and the vision and processes of the 2007 Revision as it develops policies, curriculum, and programs. The report below is organized by these five-year goals with information also on the steps to improve academic quality.

**Development, Implementation, and Use of Assessment**

Based on the 2007 Program Revision and Honors Council discussions, during 2008-2009 the UHP developed and adopted a Mission Statement and associated program and learning goals (see Appendix B). UHP was supported by Janette Benson, Director of the Office of Assessment, on the development and implementation of the assessment plan.

UHP then developed procedures to assess each of these goals each year. Assessment will involve several components. For example, there will be cross-sectional and longitudinal evaluation of critical thinking in a random sample of student’s writing by the Honors Council. Thesis advisors will rate the originality and contribution of senior theses. Students will also self-evaluate their critical thinking, and provide input through an annual focus group, course evaluations, and exit interviews and surveys.

Assessment results will be reviewed by the Director, Assistant Director, and Honors Council, who will develop recommendations based on the data.

Targets for the 2009-2010 year regarding Assessment are:

1) Develop the Portfolio site for collection and evaluation of student papers, and implement the sampling and rating of these papers by the Honors Council.

2) Continue the exit interview process, and further develop systems for it and an on-line senior survey.

2) Run the first student focus group.

3) Implement advisor rating of theses.

**Admission: Development of application process and issues for consistent and inclusive enrollment**

UHP Admission activities are conducted in close cooperation with the Office of Admission. They include numerous meetings with prospective students, development over the last two years and deployment this year of a new brochure, marketing materials, and a revised web site, and further development of admission procedures.

The 2007-2008 Admission process was a significant revision from the previous procedure. It aimed to and succeeded in increasing objectivity, transparency, and consistency for Honors admission. It combined automatic admission for all students rated “1” by the Office of Admission with invitation to apply for a secondary group, and availability of applications for all others. It resulted in approximately 100 new Honors students entering in 2008, 80% of whom were automatically admitted.

In 2008-2009, UHP worked with Admission to further develop this process.

1) To increase the likelihood that the automatically admitted students who joined the Honors Program would both understand the nature of the program and the commitment they were making, we required these students to accept admission by writing a brief paragraph explaining why they wanted to join the program.

2) To clarify and increase the appropriateness for the UHP of the list of accepted DU students invited to apply to UHP, criteria for invitation to apply were developed by the Director and Assistant Director and approved by the Honors Council. The goal was to invite students Admission ranked as 2’s who showed the desirable qualities of writing, inclusive excellence, and resiliency, and students Admission ranks 3’s or greater who had high SAT or ACT scores, combined with high scores on writing, inclusive excellence, and resiliency.

3) To move towards implementation 0f the involvement of the Honors Council in admission advocated by the 2007 Revision, we piloted Honors Council review of applicants.

The process resulted in the following entering class of 2009

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Group | # 1s auto- accepted | 1’s joined; #, % of invited | # Asked to apply | Applied;#, % of asked | Applicants accepted; % of applied | Accepted who joined; % of accepted | Total  |
| EA | 340 | 75 =22% | 263 | 58=22% | 18=31% |  8=44% | 83 |
| RD | 463 | 35= 8% | 364 | 70=19% | 18=26% | 12=66% | 47 |
| Total | 803 | **110**=14% | 627 | 128=20% | 36=28% | **20**=56% | **130**  |

*Student Profiles from the Office of Institutional Research*

Gender: 88 F (68%), 42 M (32%)

Race/Ethnicity: African American: 2 (1%), Asian: 11 (8%), Hispanic: 4 (3%), Multiracial: 1 (<1%), Native American: 1 (<1%), White/Anglo: 108 (88%)

Minorities: 22 (16%)

Origin: International: 3 (China); Colorado: 76, Out of State: 54

After evaluating the 2008-2009 admission process for Fall 2009, UHP has begun making several changes.

1) The number of auto-admits who joined was too high. Admission had projected that 80 slots would be taken through the auto-admit process; however, 110 students entered this way (already 10% more than the total target of 100). We attribute this to the difficulty the Office of Admission had forecasting overall DU enrollment in the atypical and unpredictable economic climate. However, the timing of the admissions process required that UHP admit desirable Honors applicants while the total number of auto-admits was unknown. The 20 applicants who joined were exactly the number we targeted, but the total incoming class of 130 has created several problems. It means that our projected seat counts for the Honors curriculum are off. Students had, and will likely continue to have, difficulty getting into Honors sections. It also provided less flexibility for UHP to admit applicants and transfer students that met Honors criteria and would have added to the program. To address this, UHP and Admission are planning to alter the auto-admit process so that not all 1’s are auto-admitted, but instead a smaller number of higher scoring 1’s will be auto-admitted. The goal is to increase the percentage of students who can be admitted through the application process, provide tighter control of the number in the entering class, yet retain the philosophy that the very highest ranked students who apply to DU can waive the Honors application process.

2) Based on the newly approved Mission Statement, assessment procedures, and piloting of processes for Honors Council involvement, we revised the application in several ways. First, the type of writing sample was constrained so that all students will submit a paper for which critical thinking could be evaluated by Council members. Second, all students must now include a recommendation letter that speaks to ways they are ready for and can contribute to the UHP. Finally, all students, whether the application process is waived or not, will submit a 250-word statement what would describe what constitutes breadth, depth, and community experiences in the Honors Program for them.

3) We will implement for the 2010 class a process by which Honors Council members are involved in admission decisions by rating applicants.

4) We began consulting with Miriam Tapia, Director of Diversity Enrollment to assist UHP in evaluating and working towards inclusive excellence in the entering class.

Targets for the 2009-2010 year regarding admission are:

1) Have 70% of the class be students from the highest DU Admission rating via the auto-admit procedure.

2) Successfully implement an application process that has more input from the Honors Council, with approximately 30% of the class being admitted through application, including transfers and students entering from within DU.

3) Have a total entering class of 100 students. The target of 100 students is approximately 10% of DU’s entering class, and is just higher than the mean of 95 and median of 97 since 2001. It is just a bit higher than the number of seats we can offer, but with attrition it appears to be about right. We hope to decrease the variability across time, although the unexpectedly high enrollment for fall 2009 may necessitate a somewhat smaller class for fall 2010 to ensure that all can meet their Honors requirements with what we can offer. Too much of a drop, however, will work against the goal of consistency.

4) Review diversity in ethnicity, gender, geographic origin, and undergraduate Division and major in the entering class compared to similarly rated non-Honors students. The aim is to establish processes that enhance the range of experiences and perspectives in the Honors community, and ensure that there is no systematic exclusion of any academically prepared and intellectually motivated students in the admission process.

**Curriculum and Course Review**

A course review process was implemented in 2008-2009, with the Honors Council reviewing all new courses for 2009-2010 in the Honors curriculum, and all those that had not been taught in the previous year. There was continued development of standards for Honors courses that could be communicated to departments and Divisions. The Council approved its first Honors Contract, and began developing consistent procedure for this process.

In 2008-2009, UHP offered six AHUM (90 seats, 80 filled – 89%), three SOCS (75 seats, 70 filled- 93%), three NATS (120 seats/40 for the sequence, 107 filled - 74%), 4 CORE (75 seats, 56 filled - 75%), 10 HNRS seminars (145 seats, 117 filled - 81%), with a total fill rate of 430/505, or 85%. See Appendix C for class list.

For 2009-2010 we increased the total number of courses by one to 27 and increased caps on AHUM sections, for a gain of forty seats (545 total). This breaks down as 5 AHUM (100 seats, increase of 10), 4 SOCS (100 seats, increase of 25), 3 NATS (120 seats/3 terms), 5 CORE (75 seats), 10 HNRS seminars (150 seats, increase of 5). This is noticeable progress towards the goal of having the seats available to meet the class’s needs.

However, even this level is not sufficient. It only works if we can maintain across time the 100 student enrollment (i.e., more consistent enrollment from auto-admits); if we can count on 60% of the entering class earning their Honors natural science requirements though non-NATS sequences (BIOL, CHEM, PHYS – only 20-25% will do this automatically for their major); if students’ time schedules and course choices make possible near 100% fill rates; if 25% of the class drops the program by the time they take their Honors seminars (student require 2, so 150 seats per year meets the need of 75 students); and if we can increase the number of CORE/ASEM courses to seven (this year’s juniors are the first to have an Honors CORE required).

As the curriculum is developed during 2009-2010, we will need to consider several possibilities, some of which are more critical given the large entering class:

1) Increase alternative ways of meeting the AHUM, SOCS, and NATS requirements. Students who have tested or transferred out of both university AHUM or SOCS requirements are being encouraged to take upper-division courses in AHUM or SOCS that meet departmental and UHP approval to fulfill their Honors AHUM and SOCS requirements. Increased use of Honors Contracts is being explored, though this will likely account for only be a few seats. Regarding NATS, students who are *not* majoring or minoring in the natural sciences are being encouraged to take the BIOL, CHEM, and PHYS sequences.

2) We will need to offer more CORE/ASEM classes, as this is now a required Honors course for most of our students. This is easier than altering AHUM, SOCS, and NATS courses, as there is no immediate loss of seats by changing a WI CORE/ASEM from non-honors to Honors.

3) Depending on attrition, we will need to offer more Honors Seminars, closer to 13. As these are funded by the UHP, this has budgetary implications, also.

4) Both the higher numbers and longer term issues would be diminished by smaller classes. However, the Honors Council has expressed concern about this option as it would require further reduction in the number of highly ranked students automatically admitted, and risks losing a critical mass for variety of courses, community events/programming, and inclusiveness and variety in the entering class.

5) Early registration for Honors students would allow them more flexibility in selecting non-Honors courses to avoid conflicts with Honors classes. This could increase fill rates and ease difficulty in taking required Honors courses.

6) Even with the above, it may be necessary to offer more Honors sections.

Note that WRIT courses are not included in this calculation, as the Writing Program and UHP work together to offer the proper number of WRIT 1622 and 1733 courses, and the implications beyond Honors of altering a WRIT section from regular to Honors are fewer than making an AHUM, SOCS, or NATS course an Honor section.

All these issues will also need to be worked out in the context of the implementation of the Common Curriculum and Daniels’ new secondary admission plan. Discussions with AHSS, NSM, and Daniels are ongoing.

Beyond seat counts, in 2008-2009 the UHP sent a request for proposals out to all faculty to encourage those who had not previously taught in Honors (or had not taught for some time) to consider offering a class. The goal is to bring variety into the course offerings without sacrificing consistency. Depending on criteria, approximately 10 of the courses fall into this category. We will evaluate over time how the goals of variety and consistency are being met.

Targets for 2009-2010 are:

1) Offer enough seats and use the flexibility allowed in the system to meet the needs of the current Honors class, without increasing section sizes beyond what is appropriate for the Honors Program, and without resorting to waivers of Honors requirements.

2) Increase the variety of classes available for the entering 2010 students.

3) Further develop criteria for Honors courses and support faculty in increasing the rigor, depth, and breadth of Honors classes.

4) Work with other University units to address the issues raised above.

**Student Engagement: Community Programming**

Honors community programming is designed to support informal interactions among Honors students and faculty, provide intellectual and cultural enrichment, and facilitate Honors students’ participation and engagement in the wider community. The revised website provides information about opportunities, and is easier to update; we hope that this will facilitate more engagement.

Because of changes in the Honors staff that resulted in a late start to Honors activities, it was difficult establishing momentum in programming during 2008-2009. Nevertheless, there were some successful activities and the year ended with a very well-attended and celebratory graduating senior reception. The list of events and attendees is included as Appendix D. Highlights included a performance of *Richard III* at the Denver Center for performing Arts; attendance at David Dorfman’s *Underground*, with a pre-performance talk by a DU faculty member about WoodstockWest and a talk-back by the artists after the performance; and attendance at Lamont’s production of *Carmen*, preceded by dinner and conversation with Newman Center Director Stephen Seifert. The Honors Program also cosponsored a lunch discussion with Phi Beta Kappa Visiting Lecturer Elaine Gazda, supported the screening of *An Angry God* (a documentary that Honors student Chloe Anderson helped produce and which was open to the public as well; and sponsored a fellowship information session with External Fellowship Mentor Carol Helstosky. Cooperative programming included a very successful Spring Symposium (now expected of Honors students), with Director McIntosh the featured speaker. The student-run programs had some difficulty this year. Pioneer Book club continued to reach out to a diverse group of university community members, but its own organization was spotty. The Voltaire Society again sponsored a broomball team but little else. Informal programming included weekly Cookies in the Cave (discontinued by Winter Quarter because of lack of student interest), a monthly film night, sometimes including faculty speakers (some were successful).

One significant problem faced by the Honors Program is that the student (and parent) desire for Honors floor housing far outstrips the number of rooms available. Honors housing is optional, and many students choose instead to live as a member of an LLC, with their athletic cohort or near Lamont in JMAC. However, with only 34 spots on the Honors floor in Centennial Halls, students who wish to live on the Honors floor are often sent elsewhere. This year saw 56 of those who requested it denied honors housing and returned to the general pool, Although this is not under the control of the UHP, complaints and concerns are sent to the UHP. We believe that the opportunity to live on an Honors floor is important for the students because of the Honors programming available, for the increased likelihood of academic/intellectual conversations and exchanges in this setting, and because of the relatively more studious and academically focused environment this can provide. UHP plans to meet with Housing this fall to attempt to increase the number of spaces available for Honors floors, and to determine how students who are not on the Honors floor, but desire to be, can be paired with an Honors roommate regardless of housing location.

*Programming planned for 2009-2010*.

Since the UHP was able to plan events earlier this year, we started with a September picnic that attracted around ninety students. We will also attend the DCPA’s Shakespeare offering again this year (Othello), as well other cultural events. New this year will be a January Honors dance. Based on what worked and what did not in 2008-2009, a number of programming decisions were made that are being implemented during the 2009-2010 academic year.

1. UHP will work to involve the Honors RA in more of our Honors Programming and to seek RA programming credit for their Honors activities. This should help motivate students to participate. We are also planning on connecting the Honors RAs in Halls and Nelson in order to get first- and second-year students involved in some shared programming.
2. To enhance the community experience of Honors students, the UHP has planned a calendar of events for both the UHP community as a whole and particular year cohorts. On October 6, the first year students attend a banquet with a faculty speaker discussing readings sent to students over the summer; second-years will have a “hoe-down” at the Chatfield Corn Maze on October 18; and we have a Retreat at Keystone Science School scheduled for February 20 and 21 for juniors and seniors. We are also hoping to develop a regional Honors conference for juniors and seniors beginning AY 2010-2011.
3. UHP continues to develop programming to include the participation and expertise of Honors faculty and are reaching out to other campus communities, including CCESL and PLP. During the first week of class the Honors Program sponsored a CCESL information session and co-sponsored with AHSS a well-attended Constitution Day celebration. The Honors Program is also planning a November dinner and attendance at Curious Theatre’s production of *Ameriville* with PLP. Cooperative programming will also include co-sponsored a series of Marsico lectures on Causality, Phi Beta Kappa lectures and continued participation in the Spring Symposium. The new program, Extreme Academics (Boettcher-supported two-quarter program to help DU students develop skills and discover opportunities to make them competitive for prestigious graduate programs and domestic and international post-graduate fellowships) will support all interested DU students and involve programs throughout campus.
4. Intellectual and Community engagement are also being advanced. There is interest among students to expand the philosophy reading group, and we continue to look for meaningful opportunities for community engagement. Expansion of the “Engaging the Bard” seminar with the DPS Shakespeare Festival to two quarters was successful and might suggest other ways to get Honors students engaged in the community in an academically meaningful way.
5. UHP is getting the word of events circulated with the help of our RAs and updated, easy-to-find postings on our website, have new bulletin boards around the Honors office, and we are going to develop an Honors Facebook page. The move of the Honors office and renovation of the seminar room have created an Honors space that is attracting more students to the Cave.
6. UHP is pushing harder to get students involved in suggesting and planning events that are attractive to them, and is supporting the student-run Voltaire society and book clubs.

**Graduation with University Honors**

Some Honors students graduate in three years and others take longer, including those in dual degree programs who will formally graduate later. Over time, however, tracking the percentage of entering classes four years prior that graduate with Honors provides a general idea of the trajectory of graduation rates. The class that entered in 2005 was the largest in many years, with 124 students (first-year plus transfer) beginning that fall. In 2009, 51 students graduated with University Honors (41%). Based on available information on graduates since 2004, this is slightly lower than the 51% given by the same formula in previous years. The lower percentage may be related to the disruptions related to the Program Revision and changes in Directors during much of these students’ time at DU. Because methods and rates of admission to Honors have varied across time, another important comparison is the number of DU students who graduate with University Honors. In these terms, the 51 who graduated in 2009 is consistent with the average of 49 (range 27-65) based on similar entering years since 2000.

With work on consistent programs and curriculum and on integrating Honors with the Departmental Distinction programs, we hope to maintain the roughly 50% / 50 student graduate numbers.

**Integration and Support of Departmental Distinction Programs**

By spring 2008, almost all departments had developed in cooperation with the Honors Council plans for Departmental Distinction. In 2008-2009 UHP worked with departments in refining these plans and preparing them for implementation as the 2008 entering class began moving towards entry into these programs. A list of Departmental Distinction coordinators was established with the aim of better coordination with departments as students begin entering Distinction Programs. A smattering of students has begun their Distinction programs, and more will soon follow.

Activities for 2009-2010 include:

1) Facilitate connection between Honors students and departments/colleges so the entry into the Distinction process can be smooth.

2) Work with departments/colleges and students as difficulties emerge with the implementation of the new program.

UHP has been working closely with the Daniels College, especially, as they move to integrate University Honors with their Distinction Program, and move towards a secondary admission process. Similarly, UHP and Lamont have been working closely regarding UHP Performance majors, whose audition process can decide their entrance into the Distinction plan earlier than other programs, with possible implications for students admitted to the Honors Program before their Lamont audition.

**Additional Administrative and Program Issues**

In 2009-2010, as part of a reallocation of space among several University offices, the Honors administrative office was moved to a smaller office closer to the Honors lounge and seminar room. Although being closer to the other Honors rooms is a plus, the office feels much more cozy and sometimes too small when students (current, prospective and parents) join the Director, Assistant Director, and Program Assistant in the smaller room. A clear benefit from the move was the remodeling of the Honors Seminar room; the UHP with support from the Registrar and Provost office enhanced the Honor seminar room with new furniture, paint, and audiovisual equipment. This provided a much better environment for learning, and the room is getting noticeably more use from both the Honors program and other units in the University.

The UHP was allocated a graduate student work study beginning in Fall 2008. This significantly helped the level of staffing in the office. The Program Assistant primarily helps the Assistant Director by doing such tasks as gathering and entering data for reports, purchasing supplies, supporting student activities, and doing general office and clerical work. This year the Program Assistant will also be available for student advising, with training and supervision from the Assistant Director and Director. The student has been so valuable to the program that we plan to explore a more consistent relationship with the Higher Education Program at Morgridge to have a graduate student in the Honors Office.

**Appendix A: Honors Council** **for 2008-2009**

Director: Danny McIntosh

Assistant Director: Shawn Alfrey

Arts/Humanities

Greg Robbins, Religious Studies, class of 09, first term

Allison Horsley, Theatre, class of 10, first term

Daniels School of Business

 Nancy Sampson, Management, class of 09, first term

Jeff Engelstad, Real Estate/Construction Management, class of 10, first term

Engineering

 Open

Peter Laz, Mechanical and Materials, class of 10, first term

International Studies

Open

Rachel Epstein, class of 10 (on leave)

Natural Sciences

Larry Berliner, Chemistry, class of 9, first term

Don Sullivan, Geography, class of 10, first term

Social Sciences

Spencer Wellhofer, Political Science, class of 09, first term

Dan Lair, Human Communications, class of 10, first term

Students

Year 1-2: Katherine Mercier

Year 3-4: Nathen McNew

**Appendix B: Mission, Program and Student Goals**

Approved Spring, 2009

Mission

The University of Denver’s Honors Program fosters an intellectually engaged and vibrant community of students, staff, and faculty. It promotes a distinctive broad and liberal arts education that challenges students to cultivate depth in critical and creative thought, and facilitates students’ original contributions to intellectual life, their community, and their chosen field.

Program goals

Program Goal 1: *Students will indicate that they felt challenged in Honors courses.*

Program Goal 2: *Students will report that they experienced intellectual engagement through the Honors Program.*

Program Goal 3: *Students will report that their Honors classes provided distinct educational experiences.*

Program Goal 4: *Students will participate in Honors community activities outside the classroom.*

Student learning outcomes

SLO 1) *Students’ levels of critical thinking demonstrated in their written work will increase across time.*

SLO *2) Students will accurately evaluate the level of critical thinking in their own work.*

SLO 3) *Students will achieve Distinction in their major.*

SLO 4) *Students’ capstone project in their major will be an original contribution to their field.*

**Appendix C: Honors Courses, 2008-2009**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Fall |  |  | Actual | Cap |
| AHUM 1110 | "Where to Live: In the City or Not (The Pastoral…)" | Ramke | 17 | 15 |
| AHUM 1450 | Discovering Cultures | Gould | 18 | 15 |
| SOCS 1610 | Foundations in Political Science | Wellhofer | 24 | 25 |
| NATS 1264 | Global Environmental Change I | Hamann | 38 | 40 |
| CORE 2510 | Freud and Marx | Helstosky | 10 | 15 |
| HNRS 2400 | Scientific Research, Social Policy, Moral Judgment | Berliner | 13 | 15 |
| HNRS 2400 | The French Shakespeare | Gilroy | 12 | 15 |
| HNRS 2400 | Sacred and Secular | Wellhofer | 12 | 15 |
| Winter |  |  |  |  |
| AHUM 1216 | Foundations in History: War and the Presidency | Schulten | 12 | 15 |
| AHUM 1650 | Greek Moral Philosophy | Hill | 13 | 15 |
| SOCS 1210 | Foundations in Communication | Wood | 21 | 20 |
| NATS 1265 | Global Environmental Change II | Sullivan | 36 | 40 |
| CORE 2449 | American Material Culture | Clark | 14 | 15 |
| CORE 2661 | The French Revolution | Karlsgodt | 13 | 15 |
| HNRS 2400 | The Rhymes of Time: Lessons from Business History | Olk | 16 | 15 |
| HNRS 2400 | The Literature of Truth and Reconciliation | Alfrey | 15 | 15 |
| HNRS 2400 | Poetry, History and Gender in Early Modern England | Howard | 10 | 10 |
| HNRS 2400 | Engaging the Bard | Alfrey | 4 | 15 |
| Spring |  |  |  |  |
| AHUM 1810 | Foundations in Theatre | Horsley | 7 | 15 |
| AHUM 1416 | Foundations in World Cultures | Somoza | 13 | 15 |
| NATS 1266 | Global Environmental Change III | Daniels | 33 | 40 |
| CORE 2410 | Science & Religion in Dialogue | Saitta/ Robbins | 19 | 30 |
| HNRS 2400 | The Unintended Consequences of Technology on Society | Connolly | 11 | 15 |
| HNRS 2400 | Engaging the Bard | Alfrey | 10 | 15 |
| HNRS 2400 | From Norms to Normalization: Germany since 1990 | Wilms | 14 | 15 |
| SOCS | Hard Choices in Public Policy | Lamm | 25 | 30 |

**Appendix D: Honors Events and Student Attendees, 2008-2009**

10/29/08 – Dessert with the Director (Approx. 20 students)

1/30/09 – DCPA, *Richard III* (20)

2/9/09 – Phi Beta Kappa Luncheon with Elaine Gazda (5)

2/28/09 – David Dorfman *Underground* (7)

3/18/09 – Pizza and Movie Night (3)

4/10/09 – Reception and installation of Honors student art work in Cave (5)

4/15/09 – Pizza and Movie Night (4)

4/30/09 – Lamont School of Music, *Carmen* (8)

4/28/09 – Fellowship Information Session (6)

5/22/09 – screening of *An Angry God*, Sturm Hall Auditorium

Students and the public attended film made by Honors student Chloe Anderson (no separate student count)

5/27/09 – Ice Cream Social (10)

6/5/09 – graduating student and parent reception – honors cords awarded (39 students, many of their parents)