**University of Denver Honors Program**

**Annual Report, Academic Year 2012-2013**

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**Summary**

The Honors Program continues to pursue the goals established in the 2009 Program Review’s Five Year Plan. In general, the work since 2009 has been characterized mostly by continuity among goals and steps taken to achieve them, as well as in the challenges we face regarding Honors course options, communication of requirements, and a general loss of student involvement in the Honors community after the first or second year.

Since the time of the Program Review, important gains have been made regarding enrollment stability and inclusivity; integration within the university community and with the individual department distinction programs; support of student projects and programs; overall student engagement; and, thanks to the establishment of priority registration in 2011 and continuing work to provide flexible options, greater ability for students to meet program requirements and graduate with University Honors.

Notable achievements in 2012-2013 include:

1) Admissions

* Continued steady admissions numbers despite continued changes in Admission policies and procedures
* Increasing diversity of incoming cohort
* Improved tracking of applicants throughout the process
* Continued involvement of Honors Council in application review process

2) Honors Requirements and Curriculum

* Continued efforts to provide flexibility for students who need alternative ways to meet Honors requirements
* Continued balance of variety and consistency in Honors courses
* Continued work to provide natural science options for non-majors
* Continued improved integration of Honors and WRIT

3) Integration of Departmental Distinction

* Continued efforts to improve communication with and integration of our students within the major distinction plans
* Graduation of second class with the requirement of distinction

4) Programming and Enrichment

* Continued support of student projects and programs
* Continued increase in number of students involved in non-course-related intellectual, cultural, and social programming.
* Improved student involvement in Honors book group, Voltaire Society, and Honors Council
* Development of relationship with regional Honors Programs and participation in first Front Range Honors Student Symposium

Issues to be addressed in 13-14 include:

* 12-13 Budget shortfall and need to align future budget with program and university needs
* Continued difficulty getting the proper number of seats and courses
* Continued work to establish appropriate Honors options in the Natural Science common curriculum for Honors students who are not science majors.
* Continued work to determine whether students registered as Honors students are actively pursuing Honors requirements
* Continued effort to communicate honors requirements to FSEM Instructors, students, and advisors
* Continued work to increase the diversity of applicants and incoming students
* Updating Honors application and application process
* Continued need to support Honors floor and coordinate with RA
* Continued loss of student involvement after second year

**Annual Report, 2012-2013**

The Academic Year 2012-2013 University Honors Program (UHP) was directed by George Potts with Associate Director Shawn Alfrey and graduate work study Program Assistant Andrea Kuwik. The activities, policies, and procedures described below were carried out with the involvement and approval of the 12-13 Honors Council (see Appendix A). Below is a discussion of the status and accomplishments of the UHP in the 12-13 academic year, including plans and goals for 13-14.

During Academic Year 2012-2013, the University Honors Program continued to move forward on the goals set out in the 2009 Program review and revision, and to address specific issues that emerged earlier and in the course of the year. Last year saw continued efforts regarding the goals initially identified:

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

In order to achieve these goals we continued to pursue the steps listed below:

1) Review course scheduling and quality

2) Improve and update application process

3) Support departments in implementation of Departmental Distinction programs

**Budget Shortfall and projected budget**

The Honors Program overspent its budget by $7,586 in 12-13. While the total budget has not changed in the past 5 years, increased salary allocation for the Director position, an increase in the interdepartmental service agreement, a course payment for a needed SISC class authorized last year by outgoing Director McIntosh, and a more-expensive-than-planned Retreat led to increased expenses of $24,041.

The specific amounts associated with each of these extra expenses are:

* $9,481 Salary & fringe differential between Potts and McIntosh
* $1,086 Increase in interdepartmental service agreement
* $6,993 Payment to Political Science for needed SISC class
* $6,481 Difference between the cost of last year’s Honors retreat

($8,252) and this year’s ($14,733)

To accommodate these extra expenses we reduced the number of honors events we sponsored and reduced several student applications for support that we would normally have approved. These actions reduced our final shortfall to $7,586.

Unfortunately, the salary and fringe differential for the Director position together with the increase in the interdepartmental service agreement represent a continuing budget commitment of $10,567 above prior budgets. This represents a 19% reduction in discretionary funds available for Honors pr0gramming over the amount available in previous years. We are discussing the reductions we will need to make to balance the budget. However, student participation in Honors activities and student requests for Honors support are increasing and it is important that whatever steps we take not discourage that increased involvement.

An additional budget issue is the need to correct the serious disparity in overload pay for teaching Honors Seminars. We currently pay only $1,500 for teaching an Honors Seminar as opposed to $1,800 paid by other programs such as PLP. Though correcting this disparity would cost only $2,592 in salary and fringe, absorbing that cost would increase the shortfall in our programming funds from 19% to 23%.

**Program Assessment**

In AY 11-12, the Provost’s Office determined that assessment of student learning outcomes was the purview of the academic departments, and supported the Honors Council recommendation that we focus not on specific learning outcomes but on program goals (see Appendix B). We thus have focused on collecting information regarding student perseverance, participation in programming, completion of program requirements, student satisfaction with Honors courses, and attainment of distinction, including completion of the capstone project. For these purposes we rely on the information gained from our opt-in process to identify “active” students; course fill rates; course evaluations; end of year questionnaires and senior exit interviews ; thesis verification forms; the number of students who graduate with University Honors; and the number and diversity of students who participate in Honors events.

**Honors Enrollment and Perseverance**

Our evaluation of enrollment and perseverance includes:

* Use of Opt-In Information to track cohorts
* Students graduating with University Honors
* Timely and Adequate Advising

*1) Opt-in information to track cohorts and support perseverance*

Our opt-in process is now three years old and has provided both quantitative and qualitative information regarding individual students and cohort trends. Student responses to our email queries sent each November let us know whether a student has been and plans to continue participating in the Honors Program.

The chart below shows that the total overall number of students opting out of the program has dropped every year from 2011 to 2013, from 16% to 11% to 7%, respectively.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2011** | **2012** | **2013** |
| # of Honor students  | 372 | 320 | 341 |
| TotalOpted out | 16% (60 of 372) | 11% (36 of 320) | 7% (21 of 341) |
| Opted out as 4th years | N/A | 18% (12 of 67) | 5% (4 of 79) |
| Opted out as 3rd years  | 16% (13 of 80) | 12% (11 of 90) | 7% (6 of 86) |
| Opted out as 2nd years | 26% (34 of 124) | 7% (7 of 86) | 0% (0 of 82) |
| Opted out as 1st years | 11% (12 of 105) | 6% (6 of 97) | 10% (11 of 108) |

Our existing opt-in process did not provide specific information about whether a student was making appropriate progress towards graduating with Honors. We began giving priority registration to Honors students in 2011-2012, and we felt it was important to ensure that only students were actually staying on the track to graduate with honors got this benefit. To address this, this year the opt-in memo was modified to include a checklist that required students to indicate what Honors courses they had taken. Our intent is to use this data to determine if we need to establish formal requirements for continued participation in the Honors program. We were pleased to learn that last year all students who opted in were, in fact, making satisfactory progress. We will continue to monitor this.

The chart below shows the dropout rate by cohort. This shows that that the opt out rate has not only declined considerably, but that, in contrast to rather widely divergent numbers from cohort to cohort of the earlier years, the rate has leveled out to a fairly constant rate at or below 10%.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Cohort, by entry year** | **# of students** | **% opting out 2011** | **% opting out 2012** | **Total % continuing 2012** | **% opting out 2013** | **Total % continuing 2013** |
| 2008 | 80 | 16% (13) | 18% (12 of 67) | 67% (55) | N/A | N/A |
| 2009 | 124 | 27% (34) | 12% (11 of 90) | 66% (79) | 5% (4 of 79) | 94% (74 of 79)  |
| 2010 | 105 | 11% (12) | 7% (7 of 86) | 82% (86) | 7% (6 of 86) | 93% (76 of 80) |
| 2011 | 102 | N/A | 6% (6 of 102) | 94% (96) | 0% (0 of 96) | 100% of (96 of 96) |
| 2012 | 108 | N/A | N/A | N/A | 10% (11 of 108) | 90% (97 of 108) |

Before the Distinction requirement was fully integrated, a bulk of students chose to go inactive in their senior year, after meeting all of the rest of our requirements. In the last two years we have seen less last-minute attrition, which we believe is related both to the better integration of distinction requirements and the earlier intervention that allows us to provide support to students who are confused about their Honors requirements. Our decision to maintain stable admission numbers was also supported by this data. As the chart above shows, our largest cohort, that entering in 2009, was also that with the greatest attrition. It is apparent that an overly large cohort is less able to take advantage of honors opportunities and to meet our requirements, and thus has less incentive to continue in the program.

*2) Graduation with University Honors*

In Spring 2013, 56 students graduated with University Honors. This number is considerably larger than the 38 who graduated with University Honors in 2012. This first of all reflects the overall larger size of the 2009 cohort (124), but, when the large number who opted out early on is taken into account, it also shows stability and even improvement in the Honors graduation rate since 2009. From 2004 on (with the exception of a lower rate for the 2005 cohort, for whom program revision led to a large number of disaffected students), the historic average was 51%. In 2012, the percentage was 54% (38 of 70). After taking into account the large decrease among the second years (26%, or 34 of 124), the graduation rate of the 2009 cohort was 62%.

Obviously the numbers for this cohort were volatile and not very easy to compare with those that have followed. As the first group for whom we have three years’ tracking information, it is instructive. Moreover, when compared with 2010 and 2011, its third year information suggests increased and more consistent rates of perseverance for these years.

The number for cohorts in their third year is important, as this is when students generally begin their distinction requirements, including preparation for thesis work. For cohorts beginning in 2009 and 2010, the third-year opt-out rate was in the double digits (16%, 12%, respectively); for 2012, it was 7%. This number thus not only reflects greater perseverance from year to year in each cohort; it also indicates the improved transition into departmental distinction that began with the distinction requirement for all students entering the program beginning in 2008. It seems clear that, with this second class for whom distinction in the major is an Honors requirement, more students understand and are able to complete the requirement and graduate with University Honors.

*3) Timely and Adequate Advising*

We have worked consistently to provide timely and adequate advising via our email listservs, website postings, and Facebook announcements, in addition to individual meetings, and the Questionnaires and Exit Interviews suggest that students generally feel that they are getting the advising they need from Honors. Students cite the comprehensiveness of our Quarterly Advising Notes and the convenience and usefulness of our website. We have also instituted Pizza and Advising sessions during advising week each quarter, and these have attracted growing numbers of students.

As mentioned above, our opt-in communication has allowed us both to gather information regarding student perseverance and to identify issues and advise students while there is still time to address them. For incoming students, transfer and current students, we have also increased our outreach.

Fall Orientation for incoming students has been extended from 30 minutes to an hour, and includes necessary information without, we think, being overwhelming. Likewise, all transfer or current applicants are invited to meet with Alfrey to discuss scheduling and requirements so that they might know in advance of joining what their obligations will be and how these will fit with their current academic status.

Exit Interviews and Questionnaires did indicate, however, that graduating seniors felt that in the past they sometimes received inaccurate or contradictory advising from advising staff and, less often, from their departments. Ongoing efforts to share our requirements with FSEM instructors and with departments seem to have made a difference for more recent cohorts, as has Alfrey’s regular participation in Friends of Advising meetings, which has helped the advising staff understand the relationship between Honors and Common Curriculum Requirements.

Perseverance Goals for 2013-2014

* Continued collection and use of opt-in data in order to provide timely advising
* Continued communication with DU Advising Staff and FSEM instructors regarding Honors requirements
* Continued communication with thesis advisors and distinction coordinators
* Continued dissemination of requirements and reminders that students should seek timely distinction advising from their major departments

Consistency in student perseverance from the first year all the way through to graduation with University Honors requires that we satisfy all of our other main goals: 1) to establish an appropriate and reliable admissions process; 2) to give students the opportunity to meet honors requirements through meaningful and varied curriculum; 3) to ensure the integration of departmental distinction plans and support; and 4) to foster a lively and engaged honors community. The discussion below explains our efforts in each area.

**Admissions**

Our goals with regard to admissions include:

* Continued stable admission numbers despite changes in Admission practices and applicant demographics.
* Continued focus on diversity within the Honors cohort.
* Improved tracking of applicants throughout the process.
* Continued work with Honors Council to improve application and review process.

Our admission activities are conducted in close cooperation with the Office of Admission. Ongoing activities include numerous meetings with prospective students, development and refinement of paper and Web publicity and information, and working with the Office of Admission, the Center for Multicultural Excellence, and academic units on campus. Large-scale outreach to prospective families occurs throughout the year with Pioneer Days and through newly established “Journey to DU” Saturday presentations in April. Our targets and efforts are described below. Honors Council participates in assessment of applications.

*1) Consistency in enrollment*

For admission of the cohort beginning in Fall 2013, we continued to use most of the admission process initiated in 09-10. The overall enrollment target of 100 incoming students has continued since 09-10. With changes in Admission Office procedures and numbers, however, we no longer seek a balance of 70% waived 1’s and 30% applicants. As the number of Admit Rating 1s has increased from roughly 580 students to over 1100, we have chosen to keep our Waived 1 numbers constant and move the remaining 1s into the group of students invited to apply.

This process is necessary so that we can maintain control over the number in the entering class, and it has had the additional advantage of creating a cohort of students with both the ability and the intentionality to participate in the Honors Program. The total number of students invited to apply has likewise grown from around 600 students to almost 800 and includes targeting a diverse group of high-achieving students, many from underrepresented to apply.

This year’s class is very strong with an average GPA of 3.96, and average ACT of 32, and an average SAT of 1368. The breakdown by admissions category and student type for the fall 2013 class is shown below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | TotalInvited | #Applied | # We Accepted | #Enrolled (after melt) |
| Waived top 1’s | 594 | \*55 (9% of those invited) | 55 | 48 (87% of those accepted) |
| Invited to Apply | 781 | 116 (15% of those invited) | 53 (46% of received applications) | 51 (96% of those accepted) |
| Current DU and transfer |  | 5 | 3 (60% of received applications) | 3 |
| Total cohort |  |  |  | 99+3  |

 \*abbreviated application process

Since 2009’s huge entering class of 124, Honors has worked to regularize and gain control of the admission process such that we can roughly predict the number of students who will join the program each fall. 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, and is meant to ensure that students will have access to program courses and other opportunities.

The target, and the algorithm we use to meet it, has allowed us, even in dynamic admission cycles, both to retain relatively consistent numbers and to increase our inclusivity and diversity. In Fall 2009, 98 new students joined the Honors Program; the Fall 2011 cohort was 95; 97 entered in Fall 2012; and 99 are slated for Fall 2013. As with 11-12, this number will likely reach slightly above 100 as current students apply for Winter and Spring quarters.

*2) Increasing diversity and inclusivity of incoming cohort*

Our diversity and inclusivity have gradually increased as our proportion of applications to waived 1s has increased. In fall 2013, 18 students or 18% of the cohort will be from underrepresented groups (compared to 19% in 2012, 15% in 2011, and 10% in 2010); 52% will be from outside Colorado (compared to 44% in 2012, 55% in 2011, and 46% in 2010). Two are International Students (compared to 3% in 2012, 2% in 2011, and 0% in 2010); 48% will be male (compared to the same number in 2012, 49% in 2011, and 36% in 2010). These numbers compare favorably to DU overall.

Outreach and communication with prospective students currently at DU also continues, as has advising of prospective current student and transfer applicants in order to ensure their easy transition into the Honors Program. Our efforts to regularize and publicize the process have continued to attract more current DU students applying for and entering the program each quarter. Historically, this group also tends to include more students of color. During AY 12-13, 21 current or transfer students applied, with 10 gaining admission.

*3) Improved tracking of applicants throughout process*

In addition to working with transfer and current student applicants, communication with prospective student applicants and admitted students is ongoing and includes support of their housing selection and answering early advising questions. Tracking also involves working with the Office of Admission and email outreach to stay current regarding student decisions to deposit at DU or choose another college. In 12-13 gathering this information made it easier for us to finalize our cohort and allowed us to admit those we wanted from the Waitlist and release the others earlier than in past years. Interestingly, our tracking supported what we were sensing from our applicant and waived 1 pools: that students waited longer this year to apply, but were more likely, having applied, to commit to DU.

*4) Ongoing improvements in the application and review process*

In 2012-2013 we continued to use the application developed the previous year and to involve all faculty Honors Council members in application review (see Appendices C and D). Reviewing the process at the end of the year, Honors Council suggested some changes.

1. While in general the application process was considered fair and manageable, there were some difficulties getting fast Honors Council turn-around. Honors Council members have many other responsibilities and it is not always possible for them to provide fast turn-around on applications that are sent to them. After discussions with the Council, it was determined that, rather than sending out individual applications as they come in, we would send only one or two sets of multiple applications to each Honors Council member. The council felt this would be less disruptive and would make it easier for them to provide a timely response. We will test this new procedure this year.

2. There was also discussion regarding some ambiguities in the Application Review Form (the form is attached as Appendix D). We will work with the Honors Council to eliminate these ambiguities for this year’s applications.

3. Finally, we discussed whether the TEDx Videos to which students respond were still timely and interesting and whether a video or a text would be most appropriate. We will continue that discussion this year, but for this year’s admissions cycle we will continue using the same TEDx prompt.

Admission Goals for 13-14

1) Again meet our target of a 100- student cohort,

2) Continue to increase diversity in race/ethnicity, gender, and home state/nation.

3) Continue to attract highly qualified current students who may not have been aware of or interested in an honors opportunity before entering DU.

4) Improve application so that the writing samples might more accurately reflect critical thinking skills.

**Honors Curriculum**

Our curricular goals include:

* Offering high quality honors courses
* Providing diversity and availability of Honors courses
* Providing flexibility and options to meet Honors requirements
* Using priority registration in conjunction with proactive advising to ensure optimal course fill rate

1) *Offering high quality honors courses*

Our Exit Interviews and Questionnaires reveal that students generally consider their Honors curriculum intellectually engaging, challenging, and providing distinct educational experiences. In their Graduating Senior questionnaire, students clearly valued their honors courses: 94% of end of year questionnaire respondents stated that their Honors courses were either “quite” or “extremely intellectually engaging.” In response to the question, “What do you consider the most valuable aspects of your Honors experience,” graduating students cited “small class sizes,” “academic rigor of Honors courses,” “classes with the best professors,” “the opportunity to engage with material at a deeper level than other classes,” and “Honors Seminars.”

The response was similar in the end of year questionnaire taken by members of each class. In response to the question, “What do you value most about being in the Honors Program,” students cited the community, early registration, and the courses. Comments included valuing “courses that go above and beyond common curriculum standards”; “smaller class sizes and good discussion in class and with honors peers”; “access to classes where my fellow students are all academically engaged and interested in the topics being explored.” One enthusiastic student summed it up: “I love the classes available to me, especially the Honors Seminars!”

While one or two students complained that their honors courses were no different than their regular courses, the vast majority describe Honors courses as very high quality and a central benefit of participation in the Honors Program.

In comparison to other common curriculum courses, the Honors courses also got generally superior evaluations. Of our 19 common curriculum courses, 13 were rated well above average in their respective departments for quality of the course, quality of the instructor, and degree of challenge. Two were rated average, and 4 were rated below average. Of these 4, 3 were in the Honors Biology sequence, ”Living in a Microbial World.” Beginning in Spring 2012, Nancy Sasaki, the professor who designed this course, was required to take on new administrative duties and for AY 12-13 the course fell to adjunct or new instructors. Because it was so unsuccessful, the course will not be offered again (Our strategy for replacing this course is described in #4 below). Similarly, the other course with below average evaluations, an ASEM, was new, and it has not been proposed and will not be offered for future academic years.

Unfortunately, this year Activity Insight placed both Honors Seminars and Honors Writing in the same “Honors” category. This made it hard to evaluate the two distinct courses. Regarding the Honors Seminars, Exit Interviews fairly consistently noted the value students derived from these courses. The End of Year Questionnaire as well as evaluations for Honors Seminars indicated that these courses are stimulating and challenging. While in past years, Honors Writing and writing courses generally tended to have less favorable evaluations, this year our 7 Honors Writing sections had strong averages compared to WRIT 1133 and 1633.

2) *Diversity and availability of honors courses*

We have heard very few complaints from students that honors courses were closed or scheduled inconveniently. Thanks to the continued limit of 100 students for our incoming student cohort, resources are predictably and mostly satisfactorily distributed between disciplines and across quarters.

However, our Questionnaires and Exit Interviews seem split in terms of our offerings. Many students call for more variety and choices; others describe one strength of our curriculum in the variety we provide. Similarly, some students have complained that we don’t provide enough options in ways to meet honors requirements, and some are especially pleased with the ways they’ve been able to meet the demands of the honors sequence. Clearly, the demands of students’ schedules and interests vary, and we continue to strive 1) to offer variety in our courses; and 2) provide flexibility and options in the ways students can meet our curriculum requirements.

In terms of variety, Honors continued to offer both continuity and innovation in our courses. Three of our 10 Honors Seminars were new, and 1 had not been taught for some time. One of the new courses provided a unique opportunity to develop and present a project in sustainability at the first regional Honors Student Symposium competition (we placed 2nd); one explored the very timely issue of presidential and other debates. Of our 5 Advanced Seminars, 2 were newly adapted for Honors; and one of the remaining 8 common curriculum courses (not including the two natural science sequences) was a new course developed for honors students. For the complete list of Honors Courses see Appendix E.

3) *Providing flexibility in meeting Honors requirements*

In 12-13 Honors worked hard to disseminate information regarding options other than the traditional honors sequence for fulfilling honors requirements. In advance of registration for Fall, we highlighted and streamlined the Honors Contract option by offering, in collaboration with their co-faculty M.E. Warlick and Eleanor McNees, 2 abroad courses for that option. Four students developed Honors Contracts allowing them to go into more depth while “Excavating Italy” in an area that especially interested them, from literature to marketing.

Students also began to take advantage of the new option to substitute Honors Seminars for Honors Advanced Seminars and vice versa. In order to meet scheduling demands or their own special interests, a couple of students have chosen to take an additional Honors Advanced Seminars (instead of the required one) instead of two Honors Seminars. Conversely, some students chose to add two Honors Seminars to the required two and take one of the many non-honors Advanced Seminars.

The Honors Independent Study is a final way to satisfy the Honors Seminar requirement. Five students who could not or did not want to take their last Honors Seminar instead took an Independent Study with Associate Director Alfrey.

We continued to work with current DU students or those who come into honors with AP/IB or transfer credit that satisfies the common curriculum requirements so that they can find meaningful ways to meet Honors humanities and social science requirements. A few took advantage of the case-by-case option of approved upper level coursework. Finally, a few students who entered the program in their second year and thus fulfilled the requirement satisfied by Honors WRIT took advantage of the option of taking a second Honors ASEM instead.

Overall, use of H-contracts and the upper level option remains relatively rare and we do not anticipate or desire them to become typical. H-Contracts rely on the flexibility of Honors Council, staff, and the individual instructors; the upper level choices rely on communication between the Director and Department Chairs. For their part, few students have chosen the ASEM/HSEM substitutions. However, it is important to provide these options; for at least a couple of students each year they make the difference between continuing or leaving the program.

4) *Optimal allocation of resources and course fill rate*

As described above, efforts to disseminate needed information regarding course schedules and requirements is ongoing and, along with the priority registration begun in 2011, has resulted in most honors students satisfied with their schedules and their ability to meet their course requirements. We will be sure to work with students having difficulty registering for their honors classes so that students will continue to be able to register for the courses they need.

Concern was also raised from the other direction that some students are taking advantage of priority registration who are not active honors students. However, as noted previously, our opt-in questionnaire indicated that all students who opted in were making satisfactory progress in the Honors program. We will continue to monitor this. Clearly, priority registration is a great benefit for our students and we want to ensure that it is used appropriately.

Thanks to priority registration and to our maintenance of roughly 100 incoming students each year, we have been able to plan adequately for our student needs. The course fill rate reflected this coordination (see Appendix E).

During 12-13 we roughly met the goal of offering 100 Social Science and 120 Humanities seats (one AISC instructor requested lowering the cap from 20 to 15, so we actually had 115 AISC seats). We met the ASEM goal of 75.

In 12-13, the fill rate for the honors sequence of courses (ASEM, AISC, HSEM, SISC, SINP, WRIT) was 72% (566 of 783), 10% less than both 11-12 and 10-11 (82%, or 639 of 776), the same as that in 10-11. However, Honors Biology had a fill rate even lower than last year’s 41% (23%, or 28 of 120), and Honors Geography had surprisingly low enrollment as well (54% or 73 of 145). Removing the two natural science sequences, the fill rate was 87%, slightly below the average of 89% from 2009-2012.

The low enrollment in SISC courses (both Biology and Geography) is a concern and was addressed at our spring meeting of the Honors Council (and again this fall).

Historically the demand for our staple SINP sequence, Geography, was very high and the Honors Biology sequence was developed in part to ease the pressure on Honors Geography. There are two likely explanations for the drop in the Honors SISC enrollment; 1) more Honors students entering the program with AP/IB and transfer credit that meets some or all of the SISC common curriculum requirement (Honors transfer students and those with some credit are only required to take one or two quarters, a fact contributing to the discrepancy between quarters this year); and 2) more students entering the Honors Program who are majoring in a natural science and are exempt from the Honors natural science requirement. Overall, DU has been experiencing consistent increase in students majoring or minoring in Biology in hopes of pursuing a career in medicine. Thirty-one of our first year students who had declared majors by fall were BS or BA in a Science.

We will continue to monitor SINP needs, but given that the decrease is likely to be a real and continuing one, the Honors Council decided not to continue to push for the addition of an additional Honors SINP sequence. After discussion with Geography Department Chair Andrew Goetz, we will Have Honors Geography remain as the only SINP Honors sequence and will again offer 45 seats each quarter. We will increase our advising and advertising of this element of the honors sequence to ensure it has adequate enrollment. The Honors Council voted to continue to accept the Biology alternative sequence of BIOL 1011, 1012, and 2010 as well as the 3-term sequences satisfying the requirements for Biology, Chemistry, and Physics majors as alternatives for satisfying the Honors SINP.

In contrast to decreased demand for the SINP sequence, Honors Seminar demand has been steady and not always satisfied. We did not have enough seats for Honors Seminars. And all three spring seminars had to go over their cap (though one, a service learning course, had a cap lower than the usual 15).

Because of transfer or other credit, more of our students reach junior standing before their third year, and these students often want to take all of their honors courses as soon as possible. This resulted last year in a number of seniors who needed Honors Seminars not being able to register for them. Better advising and dissemination of information regarding the requirements, the differences between Honors Seminars and Advanced Seminars, and the substitution options between the two, will hopefully ease the strain for our students. As Honors Seminars are taught off load and supported through the Honors budget, we are limited in the number we can offer. We are helped by the fact that Alfrey teaches these courses as part of her regular duties.

Honors WRIT has been regularized and improved for students in recent years. Beginning in 10-11, we have offered WRIT 1733 in the spring quarter only. This has increased number of times the class could be offered during that term. This has given us more precise control over the number of seats and allowed us to focus on integrating Honors WRIT in the Honors community. In 12-13 we offered 7 sections (105 seats) and filled 94% (99) of them.

For the last four years, Alfrey has taught a section of Honors WRIT, and in 11-12 began participating in Writing Faculty meetings and planning. The attempt to create a real sense of a cohort in these classes through a spring 2012 writing celebration was not successful and was not repeated in 12-13. Still, probably because of our work to clarify and consistently enforce the requirement (while also providing the option of a second Honors ASEM for second year students); and by maintaining the large number of choices among the topics and the availability of the spring courses, students seem, if not completely sanguine, more satisfied with the Honors WRIT requirement than in previous years.

Curriculum and Course Goals for 2013-2014

* Continue to provide variety and continuity in courses offered
* Continued outreach to faculty across campus for course proposals
* Efforts to stabilize and better predict demand for natural science sequence
* Ensure that priority registration is used appropriately and that students not active in the program do not have the privilege
* Continue to work to adequately allocate honors course seats

**Integration and Completion of Departmental Distinction**

* Communication and support regarding Distinction requirements and deadlines
* Departments codifying and finalizing Distinction Requirements
* Coordinating with Honors Program and Registrar regarding satisfaction of requirements for graduation

In June 2013 we graduated our second class of Honors students for whom Departmental Distinction was a requirement. Our opt-in and anecdotal information indicate that, while some students did decide late in their academic career to abandon honors – largely because of thesis, scheduling, or distinction conflicts – fewer of those who entered their respective distinction plans abandoned their plans to graduate with University Honors and the requisite distinction in their major. As noted above, in 2011, 16% of juniors left the Honors Program after abandoning the distinction requirement; in 2012, 12% of juniors made the same decision. In 2013, it was 7%.

Fifty-six students produced a thesis of final project in their major and, according to thesis verification forms provided by their advisors, 88% of them contributed to their field “a great deal” or “quite a bit.” Several students produced what their advisors considered graduate or publishable quality work. One professor claimed “It is superb; the best thesis I’ve seen in 21 year of supervising graduate and undergraduate work, and it is worthy of publication.”

Among this group were 9 theses from the Daniels College of Business. This number in itself represents a key success in integrating honors and distinction. The Honors Program has worked with DCB distinction advisor Greg Grauberger, students, and faculty to help Daniels ensure that their students have the resources they need to produce scholarly research in departments where such projects are new or unusual.

As Exit Interviews and the Questionnaire indicate, most graduating Honors students felt that the opportunity to do research and produce a thesis was incredibly valuable. Many also cited the value of the distinction plan itself, which in a growing number of departments included a clear timetable, access to advisors, and valuable coursework in research methodologies.

*1) Communication regarding distinction requirements*

Over the last few years we have worked with departments and advisors to provide guidelines regarding distinction plans and to help them develop methods and timelines for their dissemination to students. Based on the experience of our students and the information we received from advisors and distinction coordinators, it seems that this requirement has been successfully integrated into the honors requirements, and that it has been a beneficial process for our students. There are occasional difficulties, however, so communication among students, departments, and honors must remain a priority.

*2) Codifying and finalizing distinction requirements*

Departments have gradually codified and disseminated to their students information regarding their distinction plans and procedures. Notably, International Studies worked to establish a very well regulated and communicated two-quarter requirement. According to Exit Interviews, the research methodologies classes taught as part of their distinction plan are especially valuable.

Daniels College of Business has worked across its many departments to educate both faculty and students regarding distinction requirements. Greg Grauberger has worked tirelessly to keep honors students, the Honors Program, and Daniels Distinction in communication, and Dan Connolly met with George Potts to discuss the kinds of support students might need to complete a Distinction Program. Finally, advisors in Computer Science, Media and Film Studies, and Music Performance have been in communication with the Honors Program to ensure that Honors and distinction are in harmony and that students have the information they need regarding their department’s distinction plan.

*3) Adequately communicating distinction attainment to honors and registrar*

Communication and cooperation between Honors and the distinction coordinators continues, but in 12-13 there remained some confusion regarding the nuts and bolts of the process. For students graduating with University Honors, we must receive a Thesis Verification form signed by the thesis advisor during the 7th week of the quarter students will graduate (see Appendix F). We felt this form was overly complex and confusing and will be modifying it this year.

We received these forms from Daniels, but their way of disseminating the distinction information to the Registrar led to difficulties. Daniels began with an overarching “Daniels Distinction,” attribute that the Registrar’s office could not carry into transcript or graduation language. This caused some confusion, but Paul McCarty and Alfrey worked with Grauberger to explain the process. Going forward, the responsibilities relating to distinction will be housed in the respective departments, and the language “Daniels Distinction” will be changed instead to Distinction in Finance, or Accounting, etc., as in other departments on campus.

**Participation in Honors Community and Enrichment Activities**

* Fostering Involvement in the Honors Community
* Support of Student Projects and Programs
* Support of Campus and Course Enrichment
* Providing Varied and Thoughtful Honors Programming
* Providing Opportunities for student input and exchange

*1) Fostering Involvement in the Honors Community*

As a result of our consistent efforts to improve offerings and communication, participation in our programming has continued to increase since the 2008 revision to the program. In toto, 599 students attended honors events in 12-13, compared to 651 students attended honors events in 11-12. This smaller number in fact reflects the unusual additional programming in the summers of 2011 and 2012 (the rare treat of an advance screening of the last two *Harry Potter* films which attracted over 30 students) and the cancellation in spring 2013 of at least two events because of our budget shortfall. Without this shortfall, the number would probably been higher than last year; a comparison of kinds of events shows that for each one the number of participants was greater in 12-13 than its counterpart in 11-12.

 All things being equal, the numbers show a continued trend toward considerably greater engagement in our students. In 09-10, 340 students participated (at least 170 of whom were unique Honors students); in 10-11 529 students (195 different individuals) attended Honors events. Of our 599 participants, in 12-13, 197 or 58% of honors students participated in at least 1 event.

In 12-13 we continued efforts at communication through the web, email, and Facebook. The website has been helpful in communicating with both current and prospective students. The Honors website also houses information regarding Extreme Academics, and both Honors and Extreme Academics are *Facebook* groups. Thanks to the time spent by Andrea Kuwik, our work study Program Assistant, our *Facebook* groups have become go-to sites for students to share inquiries and information as well as for us to get the word out regarding upcoming events.

Honors housing continues to attract roughly a third of our incoming students, and thanks to our close communication with Amanda Harris in Student Life our students have largely been able to get their housing requests. Coordination with the Honors RAs has also improved over the last few years, and they have supported Honors programming and developed meaningful programming of their own. The 13-14 Honors floor is planned and will again house 34 Honors students.

The Honors Program continues to provide academic support for individual student projects and campus groups; to provide programming for cultural and social enrichment; to encourage student involvement in internships, information sessions, and conferences; and to encourage students to pursue their interests in the Voltaire Society and Book Group, and serving on the Honors Council. Our budget difficulties led to us having to cancel a number of planned events and to turn away a couple of students seeking special honors funding. Still, we were able to provide a variety of support for a diverse group of students.

*2) Support of Student Projects and Programs*

*Special Honors Funding for Individual Projects*

Special Honors Funding allowed three students to participate in the NCHC Annual Conference in Boston, where they presented a panel discussion on Diversity in Honors. Their work grew from one of the students’ Honors Independent Study. It provided support for one honors student to complete a Psychology study that is now being considered for publication, and allowed one of our art students to provide professional framing for her thesis project art show.

*Internship with Senator Bennet and other opportunities*

Four students used our support last year, and in 12-13 four more pursued internships in the local and Washington, D.C. offices of Senator Michael Bennet. The internships were developed with the help of Senator Bennet’s office, our Chancellor’s Office, and Director McIntosh and were offered beginning Fall 2011, both in Washington D.C. or in Colorado.

*Support of Student Groups, Campus, and Community Organizations*

Student groups Mock Trial, Model UN, and Model Arab League also gained Honors financial support, and discussions are under way to have Honors again sponsor next year’s Model UN and possibly host the High School Model UN.

Honors has also worked with such organizations as Teach for America, EuroScholars, and the El Pomar Foundation to disseminate information and educate our students regarding opportunities these organizations provide. Not coincidentally, 2 of our Honors students will be teaching for Teach for America beginning Fall 2013, and their Campus Coordinator will again be an Honors student. Alfrey remained faculty sponsor for the student-based Students for Education Reform (SFER). As director or Extreme Academics and External Fellowships mentor, Alfrey has also been able to guide students interested in applying for postgraduate academic work.

*Preisendanz-Schmid Scholarship*

The one scholarship offered by the Honors Program, the Preisendanz-Schmid Scholarship, was folded into need-based financial aid in 2010. Our subsequent efforts to provide special honors funding on a rolling, case-by-case application process has successfully filled the gap left by that change. In addition, the transformation of our Scholarship into a form of recognition for all-around excellence in an Honors student – with nomination from honors students and faculty -- has reinforced the sense of community and provided recognition for students who help to strengthen it. This spring, Matthew Farrell was recognized as our exemplary community member, and funds will be applied to his tuition costs in 13-14.

*3) Support of Campus and Course Enrichment*

In 12-13 Honors continued to focus on academic enrichment and support for our students and the larger DU community. Honors again sponsored projects and events across campus, such as the Women’s Conference, the annual luncheon and talk with the Phi Beta Kappa Visiting Scholar (this year Psychology Professor David Silverman). We supported Professor Sarah Morelli’s visitor to her ASEM, Dance in India, sent Chaplain Gary Brower’s Honors Seminar on animal rights to the Stock Show, and helped Professor Matthew Taylor have a Cuban dinner and meet with a former colleague of Che Guevara. We also helped Professor Susan Schulten make primary source materials available for her Honors History course and show the film, *The Fog of War*.

This year also included the first Honors Student Symposium of the Front Range Honors Council. Begun with impetus from McIntosh, Alfrey, and Colorado School of Mines’s Ken Osgood in 2011, this group of regional Honors Programs organized a day-long Symposium that attracted over 150 students along with faculty and Honors directors on Saturday, April 19. The gathering permitted student networking among students from DU, Regis University; the University of Colorado in Boulder, Colorado Springs, and Denver; Metropolitan State University of Denver; and Colorado, and Colorado State University in Pueblo.

The symposium culminated in a student competition around an issue in sustainability. Thanks to their work in the Honors Seminar developed around it with Professor Donald Sullivan, DU students gave a very smart and sophisticated presentation on electronic waste and came in second to Colorado School of Mines. Next year DU will host the event, and we hope to bring home the trophy.

*4) Providing Varied and Thoughtful Programming*

*Social and Cultural Programming*

Exit Interviews and Questionnaires each year indicate the importance of social and cultural programming, especially trips to the theatre, symphony, and museums. In 12-13 Honors students had the opportunity to see numerous plays, including *Memphis*, *Fences*, and *Romeo and Juliet*. A special treat included a visit to *Becoming Van Gogh* at the Denver Art Museum, the only US display of the exhibit exploring Van Gogh’s development as an artist. Socially, students had the opportunity to visit at our Honors Picnic and our Honors Banquet, which had as guest speaker History Professor Susan Schulten. As discussed below, the Book Group and Voltaire Society allowed students to set their own agenda. A complete list of activities and number of recorded attendees is included as Appendix G.

*5) Providing Opportunities for Student Planning and Organization*

*Constitution Day*

For the second year, Honors has provided the only recognition on campus of the September 17 Constitution Day. This year, Brittany Vincente organized an arts and crafts event in the Cave. Over the course of the day, students created a collage including passages and sections of the document. The result is housed in the Cave*.*

*The Voltaire Society*

The Voltaire Society has gained interest and involvement in the last two years, helped by the dedicated leadership of second-year student Lanna Giauque. Two of their events attracted a large number of students: the Buell Theatre’s performance of *War Horse* and *The Giver* at the DCPA. The first event for the group was a community service project cleaning a Bear Creek greenway, a good way to start the year and something we’d like to try again. Broomball continues as a Voltaire tradition. Unfortunately, *Dining Out for Life* had to be cancelled this year because of Honors budget troubles.

*Honors/Pioneer Book Group*

The book group continued to gain strength and consistency thanks to President Gabe Goodman’s guidance and enthusiasm, and his decision to have students vote on the choice of books. From *American Psycho* to *House of Leaves*, the books led to lively discussion and debate.

*Honors Council*

Student involvement in the Honors Council was better than in past years, thanks to the conscientious efforts of senior Haley Mulder and first year student Cameron Hickert. For the first time, our student representatives hosted a meet-and-greet discussion with their fellow honors students (around 25 in attendance), a model we’d like to continue next year. Efforts in this area will continue in 12-13, with candidates again introducing themselves at the September picnic and able to participate in the Honors Council meetings that will likely begin soon afterwards.

**Appendix A: Honors Council** **for 2012-2013**

**Director**: George Potts (george.potts@du.edu)

**Associate Director:** Shawn Alfrey (shawn.alfrey@du.ed)

**Arts/Humanities**

Susan Schulten, History, susan.schulten@du.edu, class of 14, 1st current term

Susan Stakel, French, sstakel@du.edu, class of 13, first term

**Daniels School of Business**

Jeff Engelstad, Real Estate/Const. Management, [jengelst@du.edu](https://listserv.du.edu/mailman/options/hnrscouncil-07/jengelst--at--du.edu), class of 14, 1st current term

 Theresa Conley, Marketing, tconley@du.edu, class of 13, first term

**Engineering**

 Peter Laz, Mechanical and Materials, plaz@du.edu, class of 13, third term

David Gao, Electrical and Computer Engineering, david.gao@du.edu, class of 12, first term

**International Studies**

Kevin Archer, (INTS), karcher@du.edu, class of 14, first term

Jonathan Adelman (INTS), jadelman@du.edu, class of 12, first term

**Natural Sciences**

Mike Daniels, Geography, j.michael.daniels@du.edu, class of 14, second term

 Bob Dores, Biological Sciences, rdores@du.edu, class of 13, first term

**Social Sciences**

Trace Reddell, Media, Film, & Journalism, treddell@du.edu, class of 14, first term

Adrienne Russell, Media, Film & Journalism, adrienne.russell@du.edu, class of 13, first term

**Students**

Year 1-2: Cameron Hickert, cameron.hickert@du.edu

Year 3-4: Hailey Mulder, hailey.mulder@du.edu

**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: Revised Application Form (Approved Spring 2010)**

**Application to the University Honors Program**

This application to the University Honors Program allows you to supplement your admissions information and test scores with examples of your writing ability and intellectual curiosity. Please email your application to shawn.alfrey@du.edu, or send it with this cover sheet to: **University Honors Program, University of Denver, Mary Reed Building 2, 2199 S. University Blvd., Denver, CO, 80208-4801.** Applications are considered as received according to a rolling admissions process.

***Personal Data***

1. NAME : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ EMAIL:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PHONE:\_\_\_\_\_\_\_\_\_\_

2. ADDRESS: Street \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

City, State, Zip \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. DU ID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. STATUS: \_\_Entering First-Year Student

\_\_Transfer Student entering as (please circle): first-year sophomore junior

\_\_Current DU Student (please circle): first-year sophomore junior

(All current DU and transfer students must meet with Honors staff to develop a curriculum plan prior to admission.)

5. MAJOR (if known): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. HIGH SCHOOL INFORMATION: GPA \_\_\_\_\_\_\_\_\_ (indicate whether weighted or unweighted)

SAT (reading and math only) \_\_\_\_\_\_\_ACT\_\_\_\_\_\_\_

7. COLLEGE INFORMATION: DU GPA\_\_\_\_\_\_ (IF TRANSFER, CURRENT SCHOOL GPA \_\_\_\_)

***Written Material to Accompany Honors Application***

8. Why do you want to join the University Honors Program? Please answer in 250 words or fewer.

9. How will your personal experiences and/or background contribute to the diversity and breadth of perspectives in the Honors community? Please answer in 250 words or fewer.

10. Below are links to two short videos from a recent TEDx event at DU that focused on “radical collaboration.” Please choose one and respond to the issues it raises and the methods it uses to address them.

*The Interfaith Amigos* - http://tedxdu.com/2011/05/the-interfaith-amigos-breaking-the-taboos-of-interfaith-dialogue/

*Collaborative Art in Countries of Conflict* - http://tedxdu.com/2011/05/morehshin-allahyari-collaborative-art-in-countries-of-conflict/

11. Please attach or have forwarded a letter of recommendation from a teacher or faculty member from your current school or college. For first-quarter DU students, please also include a letter from one of your DU instructors. The letter should answer the questions: What about the student makes him or her able to benefit from a rigorous academic regime, contribute to our diverse and vibrant community, and be an overall good candidate for the University Honors Program?

**Appendix D: Application Review Form** 

**Appendix E: Honors Courses, 2012-13**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Type** | **Title** | **Instructor** | **Actual** | **Cap** |
| **Autumn 11** |  |  |  |  |
| ASEM 2589-1 | Thinking | Charles Reichardt | 8 | 15 |
| BIOL 1270-1 | “Living in a Microbial World I” | Andrea Vondracek | 12 | 40 |
| COMN 1210-2 | Foundations in Communications | Roy Wood | 16 | 25 |
| GEOG 1264-1 | Global Environmental Change I | Erika Trigoso | 29 | 45 |
| ENGL1110-5 | "How to Live: In the City or Not”  | Bin Ramke | 14 | 20 |
| ENGL/JUST 2742-1 | Modern Hebrew Literature in Translation | Adam Rovner | 7 | 15 |
| HNRS 2400-1 | Masculinities in Spain: Hemingway to Almodovar | Jennifer Brady | 12 | 15 |
| HNRS 2400-2 | The Impact of Technology on Society | Dan Connolly | 9 | 15 |
| HNRS 2400-3 | Media and Message: Presidential and Other Debates | Shawn Alfrey | 13 | 15 |
| **Winter 12** |  |  |  |  |
| ASEM 2646-1 | Dance in India | Sarah Morelli | 15 | 15 |
| ASEM 2661-1 | Murder in America | Lisa Pasko | 15 | 15 |
| BIOL 1271-2 | “Living in a Microbial World II” | Andrea Vondracek | 9 | 40 |
| COMN 2450-1 | Between Memory and Imagination | Kate Willink | 17 | 20 |
| ECON 1020-3 | Micro and Macro Economics I | Yavuz Yasar | 24 | 25 |
| GEOG 1265 -1 | Global Environmental Change II | M. James Daniels | 24 | 45 |
| HIST 1510-1 | War and the Presidency | Susan Schulten | 20 | 20 |
| PLSC 1610-2 | Introduction to Politics | Nancy Wadsworth | 23 | 25 |
| HNRS 2400-1 | Che Guevara | Matthew Taylor | 16 | 15 |
| HNRS 2400-5 | Pets, Partners, or Pot Roast?  | Gary Brower | 18 | 15 |
| HNRS 2400-3 | Engaging the Bard: DPS Shakespeare Festival | Shawn Alfrey | 7 | 6 |
| HNRS 2400-4 | Mind of a Leader | Karen Loeb | 9 | 15 |
| **Spring 12** |  |  |  |  |
| ASEM 2540-1 | Culture, Media, and Power | Roy Buxton | 14 | 15 |
| ASEM2436-1 | Life and Death | Candace Upton | 14 | 15 |
| BIOL 1272-1 | “Living in a Microbial World III” | Andrea Vondracek | 16 | 40 |
| GEOG 1266-1 | Global Environmental Change III | Donald Sullivan | 19 | 45 |
| PHIL 2260-1 | Perception and Reality | Naomi Reshotko | 15 | 20 |
| PPOL 1910-1 | Foundations in Public Policy | Richard Lamm | 27 | 25 |
| HIST 1530-1 | American History Since 1865 | William Philpott | 14 | 15 |
| HNRS 2400-1 | Engaging the Bard II: DPS Shakespeare Festival | Shawn Alfrey | 11 | 8 |
| HNRS 2400-2 | From Norms to Normalization: Germany Since Reunification | Wilfried Wilms | 15 | 15 |
| HNRS 2400-4 | Environmental Challenges and Creative Sustainability | Donald Sullivan | 15 | 19 |
| WRIT1733-1 | Honors Writing | Lance Massey | 9 | 15 |
| WRIT1733-2 | Honors Writing | Shawn Alfrey | 15 | 15 |
| WRIT1733-3 | Honors Writing | David Daniels | 14 | 15 |
| WRIT1733-4 | Honors Writing | Malinda Williams | 8 | 15 |
| WRIT 1733-5 | Honors Writing | Jennifer Campbell | 16 | 15 |
| WRIT 1733-6 | Honors Writing | Kara Taczak | 14 | 15 |
| WRIT 1733-7 | Honors Writing | Eric Leake | 13 | 15 |
| **Seats** |  | **72%** | **566** | **783** |

**Appendix F: Thesis Verification Form**

You must complete the student section of this form, and provide to your faculty sponsor in time for her or him to complete and send to the Honors Program (MRB 2, or shawn.alfrey@du.edu) by the beginning of the seventh week of the graduation quarter. This form will be used to certify to the Registrar’s Office that the student has completed the thesis and Distinction requirements for graduation with University Honors. Failure to submit this completed form in time may result in the student’s name being omitted from the University Honors list in the graduation program.

**(Student Completes First)**

**Student Name: DU ID #**

**Local Address: Local Phone:**

 **Email:**

**Permanent Address: Anticipated Graduation Term:\_\_\_\_\_\_\_\_**

**Thesis/Project Title:**

[ ]  I am a Business major who entered DU before fall 2008, and have satisfied the thesis/project requirement by taking the 6 hours of Business Honors coursework. (Also requires Business faculty signature.)

**(Faculty Completes before sending to University Honors)**

Name: Department:

Extension: E-mail:

1. Based on the standards in my department and field, I certify that the thesis/project (please check one):

[ ]  does not meet criteria and is not of adequate quality for an Honors thesis/project

[ ]  meets all criteria and is of adequate quality for an Honors thesis/project.

[ ]  meets all and exceeds some criteria for an Honors thesis/project.

[ ]  meets all and exceeds most criteria for an Honors thesis/project.

[ ]  is of unusually superior quality, far exceeding expectations for an Honors thesis/project.

1. How much of a contribution to the student’s field is this thesis/project (check one)?

[ ]  not at all; [ ]  a little bit; [ ]  somewhat; [ ]  quite a bit; [ ]  a great deal

3. Would you like this thesis to be entered in the NCHC thesis contest? [ ] Yes; [ ] No

4. All student requirements for the Departmental Distinction program will be completed by graduation (check one). [ ]  Yes; [ ]  No

5. Any comments on the quality or creativity of the thesis/project?

6. I certify that the thesis/project will be completed by:\_\_\_\_\_\_\_\_\_\_\_\_

Signed: Date:

**Appendix G: Honors Events and Student Attendees, 2012-13**

9/3/12 - Honors Orientation (Approx. 90 students and their parents)

9/17/12 – Constitution Day Arts and Crafts (6)

9/18/12 - Honors Picnic (64 students +2 faculty)

9/21/13 – Phi Beta Kappa Visiting Scholar luncheon (18 students +5 faculty)

10/12/12 – Honors Council Rep Meet and Greet (25)

10/13/12 – *Fences* at DCPA (26)

10/15/12 – Pizza and Advising (35)

10/20/12 – *Memphis* at Buell (14)

11/3/12 - Voltaire: *The Giver* at DCPA *(*28)

11/9-12/12 – Honors Retreat at The Nature Place (28)

1/11/13 – *Becoming Van Gogh* at the Denver Art Museum (28)

1/15/13 – Honors Banquet with Professor Susan Schulten (61)

1/16/13 – *El Pomar* Information Session (10)

1/16/13 – Voltaire: *War Horse* at Buell (25)

2/5/12 – Pizza and Advising (19)

2/14/12 – *Romeo and Juliet* at DCPA (33)

3/6/13 - *The Fog of War* (14)

6/7/13 – Graduating Student Reception (75 people, students and family members)