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STUDENT HANDBOOK

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LETTER FROM THE HONORS PROGRAM DIRECTOR

Welcome to the Utah Valley University Honors Program! By choosing to join the Honors Program, you have demonstrated a genuine investment in the quality and depth of your undergraduate education. The entire Honors Program staff is here to advise you in your search for excellence.

Many students, when asking about participating in Honors, wonder if it’s harder; I always answer, “It’s not always more work, but it is better work.” In a series of small classes with other highly motivated students, you will find true peers willing to be guided by faculty invested in their students’ intellectual potential. You will discover in yourself the ability to grapple with texts and ideas that have fascinated the world’s great thinkers, writers, artists, and scientists, as well as the courage to try out new and challenging ideas, places and experiences. We look forward to sharing the journey with you.

Kate McPherson, Ph.D.
Professor of English
Honors Program Director

HONORS PROGRAM MISSION STATEMENT

The Honors Program at Utah Valley University provides opportunities for highly motivated students pursuing any associates or baccalaureate degree to realize academic, professional, and personal potential. Honors offers a powerful first-year experience, sustained peer-group interactions, and small courses with outstanding faculty employing innovative classroom approaches. Honors students benefit from experiential learning, undergraduate research, cultural events, and dynamic social gatherings.

Students from all majors may pursue their undergraduate degree with Honors. Through Honors, students chart a customized program of study most suited to their post-baccalaureate plans.

HONORS PROGRAM OBJECTIVES

1. Encourage students to realize intellectual potential through challenging academic experiences
2. Prepare students to embark successfully on post-baccalaureate endeavors
3. Foster responsible citizenship through engaging students in enriching cultural activities, outdoor education, as well as a variety of research and service projects
HONORS PROGRAM DIRECTOR AND COORDINATORS

HONORS PROGRAM DIRECTOR: KATE MCPHERSON

Dr. McPherson, who joined the UVU faculty in 2000, is Professor of English and teaches English Renaissance literature, including courses in Shakespeare on campus and regularly on UVU’s London Study Abroad program. An award-winning educator, McPherson is co-editor of the Shakespeare Life & Times section of the Internet Shakespeare Editions and is also Resident Scholar for the Grassroots Shakespeare Company, an original practices performance troupe begun by two UVU students. She and her UVU Shakespeare class have recently completed projects mentoring troubled young men incarcerated at the Slate Canyon Youth Center in the study and performance of a Shakespeare play, as well as an creating encyclopedia entry on the Curtain Theater for the Map of Early Modern London.

She is co-editor, with Dr. Kathryn Moncrief (Washington College, Maryland), of three edited collections, Shakespeare Embodied: Page and Playhouse in Shakespeare and his Contemporaries (forthcoming, Fairleigh Dickinson University Press, 2013); Performing Pedagogy in Early Modern England: Gender, Instruction, and Performance (Ashgate, 2011) and Performing Maternity in Early Modern England (Ashgate, 2008). With Dr. James Mardock (University of Nevada-Reno), she also recently co-edited Stages of Engagement: Drama and Religion in Post-Reformation England (Duquesne University Press, 2014). McPherson has also published numerous articles on early modern maternity in scholarly journals. She holds a doctorate in English Renaissance Literature from Emory University in Atlanta, Georgia.

She notes that “After years of working closely with Honors, I’m excited to direct the Honors Program. I graduated from an Honors Program at a large state university and believe deeply in the power of Honors to connect students to their peers and to their own academic and professional strengths. I’m especially thrilled to work with both incoming and advanced students, linking them with UVU’s outstanding faculty and the many opportunities they have for engaged learning and enriching undergraduate research opportunities.”

Kate is married to UVU alumnus Michael Nagro, who teaches English at Timpanogos High School. They have one daughter, Miranda McPherson, an aspiring actress and writer.

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PROGRAM COORDINATOR: ALLEN HILL

Allen Hill graduated with a Bachelor’s of Science in Philosophy & English Literature from Utah Valley University in 2004. Allen joined the Honors Program staff in 2008 after several years working as Managing Editor and Symposium Coordinator for Sunstone Education Foundation and its magazine. Allen’s main areas of responsibility in Honors includes advising students [last names beginning A–L], academic scheduling, colloquium planning, assessment, and outdoor excursions. Some of Allen’s passions include art and photography, graphic design, great works of literature, and the trusted companionship of his special lady, Lindsay, and their little dog, Daisy.

PROGRAM COORDINATOR: TIFFANY NEZ

Tiffany Nez graduated with a Bachelor’s of Arts in English from Utah Valley University in 2007. She joined the Honors Program staff in 2007 after several years working outside higher education in business management positions. Tiffany’s main areas of responsibility in Honors include advising students [last names beginning M–Z], Honors Program housing, Honors scholarships, and ticketed events. Tiffany is passionate about literature [enjoying a mix of fiction and nonfiction], travel, [Spain trip soon!], and is a novice connoisseur and sommelier. She is currently researching the education systems on US reservations with the hope that she can assist in saving her cultural heritage. Her husband, Jared is a full-time comedian and her daughter, Faith is a full-time fashion fiend. Sometimes she runs on Geekpower, but always tries to enjoy the ride.

HONORS STEERING COMMITTEE

The Honors Steering Committee is comprised of UVU faculty members, Honors Coordinators, and a member of the Honors Board of Senators. The Honors Steering Committee works with the Honors Program Director and assists with decisions concerning Honors curriculum, Program governance, policy, development, and evaluation deliberations. Members of the Honors Steering Committee represent the colleges and/or departments served by the Program and also elicit support from the UVU campus community.

HONORS BOARD OF SENATORS

The HBOS is an established committee of UVU Honors students who, along with the Steering Committee, help govern the Program. As student representatives, they act as advocates to their fellow Honors students when problems and questions arise concerning the Program itself, or from their interaction with professors, Honors Program Coordinators, and other students. The HBOS works directly with Honors Program Director and student information is kept confidential.

If students have any questions, concerns, or are interested in joining HBOS, we solicit applications each February.

HONORS ADVISEMENT POLICY

Students in the Honors Program should meet regularly (at least twice a semester) with their Honors Coordinator: Allen Hill advises students with last names beginning A–L and Tiffany Nez advises students with last names beginning M–Z. Please schedule meetings well in advance of Priority Registration. For Spring semester, registration typically begins the last week of October and for Fall semester, the first week of April.

Honors advising is Secondary Advising, meaning it supplements the advising students receive from their Primary Advisors in their academic major. All students are encouraged to choose an academic major to explore as soon as they enter the university. Honors can also help connect students with wellness programs and other resources that ensure student success.
HONORS PROGRAM ADMISSION REQUIREMENTS

ADMISSION CRITERIA

Admission to the Honors Program is competitive yet open to all. We read every application individually and base admission on an assessment of an applicant’s curiosity, initiative, and intellectual flexibility, combined with consideration of GPA, standardized test scores, prior academic work, a writing sample, and demonstrated commitment to high achievement in intellectual, artistic, athletic, community, and similar endeavors. The Honors Program admits a limited number of students each academic year, typically 100–120.

Because UVU is an open-admissions university, the UVU Honors Program maintains a flexible approach to admitting students, but we use the following general guidelines:

1. Students applying as traditional freshmen are expected to have completed a college preparatory curriculum in high school.

2. A high school GPA of 3.50 or higher is strongly recommended, as well as an ACT composite score of 25 or above.

3. Preference in admission to the Honors Program will be given to students whose high school transcript indicates they are prepared for a wide variety of possible college majors, although demonstrated strength in a particular sector (the sciences, the arts, the humanities, etc.) can also be attractive.

4. Current UVU or Transfer students applying for admission to Honors should typically have a college GPA of at least 3.4, accrued with at least 30 credit hours. Successful completion of required writing and mathematics courses is also highly recommended.

5. No firm cut offs exist and each completed application is read carefully. All interested students are encouraged to apply.
ADMISSION ENTRY POINTS: FRESHMAN AND JUNIOR

The Honors Program at Utah Valley University has two entry points: Lower-Division [students having earned fewer than 60 credits] and Junior-Entry [students having earned 60 credits or more]. Each entry point has its own set of course requirements and students admitted to the Program should meet with their Honors Coordinator to plan their schedule.

DISTINCTION AS AN HONORS GRADUATE

To receive distinction as an Honors Graduate, Freshmen admitted to the Honors Program should complete a total of 21 lower-division Honors credits in their first two years. Depending on the degree program, students should then complete between 12 and 18 upper-division Honors credits, which includes a two-semester Honors Thesis or Project prior to graduation.

TRANSFER AND CONTINUING STUDENTS

Transfer and Continuing students admitted to the Honors Program [having earned 60 credits or more] should meet with their Honors Coordinator and the Director to determine an exact course of study.

GPA REQUIREMENTS

All Honors students are required to maintain a cumulative GPA of at least 3.4 and should complete at least one Honors course per semester. Please note that some UVU academic merit awards require students hold a higher GPA. Honors students holding an Honors academic scholarship at UVU must maintain a 3.5 GPA or higher and complete 15 credits per semester, depending on the conditions of the award.

HOW TO APPLY FOR THE HONORS PROGRAM / HONORS HOUSING AWARD

For admission to the Honors Program and/or Honors Housing, please complete the Honors Program's online application form.

1. If not a member of the UVU OrgSync community, you will be prompted to either log in by providing your email address and password or become a new member.

2. To become a member of OrgSync and complete the online application form, you will then be prompted to enter some basic information and create an account.

3. Once an OrgSync account has been created, you will then be prompted to complete the online application form. Please read the instructions carefully and have ready to upload your completed essay[s] in PDF, .doc or .docx formats.

If you have questions about using our online application, please call 801-863-6262 or 801-863-6841 for assistance.

Incomplete applications will not be accepted. Only students admitted to the Honors Program are eligible for Honors Housing. Utah Valley University maintains a contract with Ventana Student Housing and pays two thirds monthly rent for each four-bedroom Honors suite. Honors students live with each other and each pay the remaining third of the rent, currently approximately $130 each month.

If not a member of the UVU OrgSync community, you will be prompted to either log in by providing your email address and password or become a new member.
03. HONORS COURSES AND CURRICULUM

HONORS CURRICULUM OVERVIEW

GENERAL EDUCATION HONORS CURRICULUM

Students should plan to take at least one Honors course per semester. Honors-recommended sections of General Education can be identified in the class schedule by the letter “H” in the fourth position of the course number. Honors core classes and cross-listed sections carry the HONR prefix. Courses may change each semester based on student needs and departmental resources.

FRESHMAN / SOPHOMORE (LOWER-DIVISION HONORS):
21 CREDITS:

1. Both Ancient and Modern Legacies (6 credits)
2. Honors Ethics and Values (3 credits)
3. A Science/Quantitative Honors General Education Course (3 credits)
4. Two Additional Honors General Education Courses (6 credits)
5. Three Semesters of Honors Colloquium (3 credits)

SAMPLE GENERAL EDUCATION HONORS COURSES

- ARTH 271H: Hist of Art to Renaissance
- ARTH 272H: Hist of Art from Renaissance
- ASTR 104H: Elementary Astronomy
- ENGL 101H: Introduction to Writing
- ENGL 201H: Intermediate Writing
- ENGL 202H: Intermediate Writing
- ENGL 225H: Creative/Imaginative Writing
- ENGL 230H: Shakespeare
- GEOL 101H: Introduction to Geology
- HONR 100R: Honors Colloquium
- HONR 2000: Ancient Legacies
- HONR 2100: Modern Legacies
- HUM 101H: Humanities Through the Arts
- MATH 121H: Calculus I
- MATH 122H: Calculus II
- MATH 221H: Calculus III
- MUSC 101H: Introduction to Music
- PHIL 100H: Introduction to Philosophy
- PHIL 205H: Ethics and Values
- PSY 101H: Introduction to Psychology
- SOC 101H: Introduction to Sociology
- ZOOL 232H: Human Anatomy
- ZOOL 242H: Human Physiology
HONORS COLLOQUIUM

HONORS COLLOQUIUM OVERVIEW

All students entering the Honors Program are required to take 2 OR 3 semesters of Honors Colloquium (HONR 100R), depending on the students’ entry point. Freshmen (having earned fewer than 60 credits) are required to take Colloquium 3 times in their first two years. Juniors entering the Program (having earned 60 credits or more) are required to take Colloquium twice in their first year.

A required course in the UVU Honors Program curriculum, Colloquium engages students in a series of intellectually and culturally enriching events both on and off campus. These include lectures, theatrical and musical performances, daylong and overnight outdoor education trips, as well as service and research activities. Students must attend the once-weekly class regularly, attend all required events, at least three optional events they select during sign-up week, and participate in a research group / service project of their choosing.

COURSE OBJECTIVES

The main objectives of this course are to: (1) introduce students to excellence in cultural expression in Utah; (2) develop an appreciation for a multiplicity of cultural expressions; (3) foster an intellectually engaged community among UVU Honors students.

CURRICULUM

In any given semester, students can expect to choose from a large number of on- and off-campus events, ranging from lectures by scholars, performances by collegiate and professional actors, musicians, and dancers, exhibits at galleries and museums, documentary and feature films, outdoor activities, and overnight outdoor excursions. Colloquium offers students chances to engage their passions, try out new places, ideas, and experiences, as well as stretch their intellectual horizons. Because Honors spends a large proportion of its budget on tickets to many of these events, we do enforce a strict attendance policy. We are accountable to the university and the citizens of Utah for state funds we spend, so that students who sign up for an event and do not follow the policies below will suffer penalties on their Colloquium grade and may endanger their status as Honors students.

ATTENDANCE POLICY

1. Students must attend scheduled class meetings and sign the roll. Students with more than TWO absences cannot receive an A. Students who regularly arrive late or depart early may be marked absent.

2. Students must honor all commitments made during event sign-up or receive a penalty to their final grade.

3. Cancelling on an optional colloquium event results in a one-third letter grade penalty (an A becomes an A-).

4. Students receive a full-grade penalty for every required event missed.

5. Failure to complete all required commitments for a research project will result in an automatic penalty of a full letter grade to the student’s final grade for the course.

6. Attendance is taken for every event. It is the student’s responsibility to ensure he or she signs an event’s attendance roll. Failure to sign a roll can result in a penalty to the student’s final grade, even if the event is attended.

Fall 2011 Honors Colloquium research group / outdoor excursion in Goblin Valley State Park and the San Rafael Swell
ANCIENT AND MODERN LEGACIES

HONORS LEGACIES OVERVIEW

HONR 2000: Ancient Legacies and HONR 2100: Modern Legacies form the backbone of the Honors Core. Taken by incoming Honors students in their first two semesters in the program, Legacies courses connect students with their peers in the Honors Program and prepare them for the intellectual habits and skills that will help them graduate with Honors. Legacies courses qualify as elective credits for all degree programs.

HONR 2000: ANCIENT LEGACIES

Ancient Legacies provides students with the opportunity to study selected great works in the history of ideas from an interdisciplinary perspective. Examines Ancient, Medieval, and early Renaissance thought through primary texts composed before 1500 C.E. Focus of the class is determined by the instructor, but must include at least one text written during each of these periods, and at least one non-Western text. Ancient Legacies emphasizes close study of primary texts drawn from disciplines including, but not limited to, astronomy, physics, biology, literature, history, philosophy, and religion. Ancient Legacies develops strong critical thinking, writing, and rhetorical skills.

HONR 2100: MODERN LEGACIES

Modern Legacies provides students with the opportunity to study selected great works in the history of ideas from an interdisciplinary perspective. Examines Modern and Contemporary thought through primary texts composed after 1500 C.E. Focus of the class is determined by the instructor, but must include at least one text that adds diversity (for instance, in ethnicity, class, or gender). Modern Legacies emphasizes close study of primary texts drawn from disciplines including, but not limited to, astronomy, physics, biology, literature, history, philosophy, and religion. Modern Legacies develops strong critical thinking, writing, and rhetorical skills.

HONORS LEGACIES FACULTY

Faculty who teach Legacies for Honors come from departments all across campus, although primarily from disciplines such as literary studies, history, philosophy, and the social sciences. These professors teach for Honors because they want to interact with bright, motivated students and teach them concepts such as how to:

1. Gain insight about the fundamental questions and methods of investigation that are the foundations of academic inquiry.
2. Explain central ideas in Ancient, Medieval, and Renaissance culture (or Modern and Contemporary culture) and their relationship to present day society.
3. Integrate knowledge from different sources.
4. Increase facility in analytical and critical thinking ability through class discussion and written assignments.
5. Improve at formal writing, oral presentations, collaborative exchanges and intellectual dialogue.
UPPER-DIVISION HONORS

UPPER-DIVISION HONORS OVERVIEW

Students entering the Honors Program at the Junior Entry point or those students who have successfully completed the first two years of the Honors Program need to create a four-semester plan to graduate with Honors. Depending on earned credits, students should complete between 12 and 18 upper-division Honors credits and a two semester Honors Thesis or Project. Transfer and Continuing students admitted to the program should meet with the Director.

JUNIOR YEAR IN HONORS

Students work with both their Honors Coordinator and an academic advisor in their major to make a clear plan early in their junior year so that they may complete all the necessary coursework for Honors graduation. In general, students complete at least two junior-year majors courses via an Honors Contract (see page XX of this handbook for more information on contracts). We recommend students complete courses already required by their majors, but that they do so via the Honors Contract. This “double-dipping” is completely permissible.

HONORS CONTRACTS

HONORS CONTRACT OVERVIEW

The Honors Program uses contracts—individualized agreements between a faculty member and a student—to allow highly motivated students to customize their path to graduation with Honors. Contracts are a necessary component of upper-division coursework in Honors.

Honors Contract students are expected to: (1) demonstrate initiative beyond syllabus expectations; (2) display originality or extensive commitment in handling the subject matter; (3) produce a tangible outcome beyond standard expectations; (4) engage in extended inquiry or undergraduate research.

Students interested in completing Honors Contracts for their upper-division Honors courses should note that faculty are not obligated to allow any student to complete a course with a contract, as it does represent additional investment of time and energy from the professor. Please use the “Designing an Honors Contract” to help faculty understand your needs and their options for Honors Contracts.

GUIDELINES FOR COMPLETION

1. Students interested in completing an Honors Contract should meet their Honors Coordinator.

2. Students should then approach the course professor during office hours or a scheduled appointment, preferably during the first week of classes to discuss the Honors Contract request.

3. With faculty approval, a student and the professor should review the course syllabus together and work together to determine the activities and deadlines the student will be responsible for completing the Honors Contract.

4. Once the specifics are agreed upon, the Honors Contract Form should be completed, signed by both the professor and student participating in the Honors Contract, and returned to the Honors Program. The Honors Program Director reviews and approves all Honors Contract proposals.

5. At the end of the semester, the student’s professor is required to sign the Honors Contract Form a second time, confirming that the participating student has fulfilled the terms of the Honors Contract, has completed all agreed-upon activities, and has earned a grade of B- or better for the course. No Honors credit will be given to students who fail to complete the signature process or who earn less than a B-.

Nathan Gorelick, Ancient and Modern Legacies
SAMPLE CONTRACTUAL ACTIVITIES

For an Honors Contract, professors and students may agree to the following:

1. Ask the Honors student to attain, for instance, scores of at least a 90% on two or three of the most challenging aspects of the course.

2. Require more advanced supplemental reading, especially of primary sources.

3. Assign more opportunities for writing, assessed at a higher standard.

4. Ask the student to demonstrate enhanced skills in critical thinking, analysis, and interpretation.

5. Ask the student demonstrate synthesis of different perspectives or points of view.

6. Require use of resources or consultants from beyond the campus itself (such as other university libraries, archives, research sites, interviews or interactions with business or industry personnel).

7. Ask the student to generate community-based experiences: field trips, interviews, cultural events.

8. Offer opportunities for Honors student leadership in the classroom: leading study groups, leading class discussion, assisting faculty in preparation and delivery of instructional material.

9. Assign the student to investigate an area of the discipline not covered in depth in the regular course, either through a literature search, an annotated bibliography, or a conventional research paper.

10. Ask the student to apply the information/expertise learned in the course in a creative or entrepreneurial way.

HONORS CONTRACT FORM

Eric Stencil, Modern Legacies
**HONORS THESIS / PROJECT**

**HONR 498R: HONORS THESIS**

HONR 498R provides an opportunity for seniors in the Program to research and write on a topic related to their major, supervised by a faculty mentor. Includes independent research as necessary and culminates in the preparation of a written paper and oral presentation describing the results of the research project. HONR 499: the Honors Project may be substituted.

**HONR 499R: HONORS PROJECT**

HONR 499R: Honors Project provides an opportunity for seniors in the Program to research, design, carry out, and report results of an original project related to their major, supervised by a faculty mentor. Includes independent research and creative endeavor as necessary, culminating in the preparation of two short written papers, one preparatory to the project (the proposal) and one evaluating or reflecting on the project's results. The Honors Project should be presented publicly, for instance, in a recital, show, portfolio, or other appropriate method in the discipline. May be taken as an extension of research pursued in HONR 498R and may also be taken as a substitute for the Honors Thesis.

**THE HONORS THESIS: WHY AND HOW**

**OVERVIEW OF THE HONORS PROGRAM THESIS**

The Honors Thesis or Project: An Honors Thesis or Project is a sustained inquiry or application of a focused idea or skills, allowing the student to develop subject-matter expertise, thorough research or practice, and intensive project management skills. It represents the culmination of a student’s undergraduate experience in the Honors Program. All students must complete 6 hours from HONR 498R: Honors Thesis and/or HONR 499R: Honors Project. Students may begin their Honors Thesis during their junior year if they are prepared. If a student’s major department requires a comparable course (with substantial written component), students may complete the same project for both courses.

Topics should be determined by the student’s interests and based on a background of adequate coursework or other preparation in the area of interest. Frequently, Honors Program students propose interdisciplinary theses, which bring together several areas of interest and represent topics which might not encompass a specific program. Students will develop a formal proposal for a thesis topic during the first semester of HONR 498R or HONR 499R.

The Honors Thesis or Honors Project is a two-semester endeavor, which results in 45-50 typed pages of research, analysis, and synthesis (or a similar time commitment to a project with some kind of public component, e.g., a performance, laboratory research, scientific poster session, conference presentation, a workshop, publication in an academic or creative journal, etc.) on a topic approved by the student’s Faculty Committee.

**STARTING AN HONORS THESIS OR PROJECT**

In choosing the topic, students should work with faculty whom they feel they have or can develop a strong working relationship. Students should choose a topic about which they are truly curious and one about which they feel they can contribute meaningful analysis, innovation, or creativity.

**CREATING AN HONORS THESIS COMMITTEE**

Students should select any three professors from any department who they believe can best guide their research and writing on the topic or the students’ execution of the project.

The Chair (or Mentor) should be selected from among with faculty with whom the student has a strong academic relationship. Working as a team, you and your mentor will select the other two members of your committee. The Honors Program has approved a “two thirds rule.” That is, at least two of the members of your committee must be senior instructor or tenure-track faculty (one is the Mentor), but the third may be a Research Associate, adjunct faculty member, community-based expert, or other qualified individual who is acceptable to your mentor. Your committee should be three people but there is no problem with it being larger.
HONORS THESIS WRITING / PRESENTATION PROCESS

During the first semester, the student begins the research, formulates the thesis question, and creates an annotated bibliography and detailed outline, as well as a first draft of the thesis or project plan. The bibliography and outline or plan should be detailed enough to indicate the student is ready to begin the writing or execution process. The outline should provide a sense of the arguments the thesis will make and the evidence that will be used to support those arguments. The project plan should provide a complete series of dates and benchmarks to ensure the project is feasible and can be completed by the deadline.

During the second semester, the student completes a series of drafts of the thesis. Projects should also be substantially underway by this time, with launches, presentations, or performances scheduled. For written theses, the Chair should provide extensive feedback on the first draft and the Thesis Committee on at least one additional draft. Three weeks prior to the oral defense (no later than April 1 or December 1), the student must submit a complete version for committee approval in a ‘defense draft.’ The student’s Thesis Committee Members and the Honors Program Director (or designate) attend the defense, both to support the student and to evaluate how well the student articulates the research and the experience.

ORAL DEFENSE

The conclusion of the thesis or project is a 30–60 minute oral defense with the student, Chair, Committee Members, and Honors Program Director in attendance. The defense must take place after all Committee Members have approved the final version of the thesis and at least two weeks prior to the final day of classes]. The oral defense provides the student an opportunity to present the thesis and enter into a scholarly dialogue. The defense often takes the form of a discussion of the ideas in the thesis, but it may also incorporate material from the student’s related course work. This event provides the student a chance to explain the approach to the thesis and to consider the success of the findings.

At the conclusion of a successful defense, the Chair and Committee Members will sign an official signature page, and also decide upon the student’s final grade. The full range of grades, from A to E, is available. The student is responsible for turning in the signature page and formatted final version by the deadline listed in the Honors Thesis & Project Guidelines document.

OFFICIAL RECOGNITION

Honors Program graduates receive a special Honors medallion and a specially embroidered UVU green satin stole to wear during Commencement and Convocation exercises each May. Graduates are also celebrated at an Honors Awards night each April, to which they may invite guests.

Transcripts for students completing Honors requirements will show the student’s Honors coursework and feature the statement “Honors Program Graduate.” In addition, a special seal appears on the student’s diploma.

ADDITIONAL HONORS FORMS:

- Honors Contract
- Honors Program Course Planner
- Honors Program Guidelines
REQUIREMENTS / STANDARDS

HONORS CORE REQUIREMENTS

The Honors Program requires that all students entering the Program complete the nine-credit Honors Core within the first four semesters of enrolling. Students must take Ancient and Modern Legacies (HONR 2000 and 2100) in the first year of their membership in the Honors Program. Additionally, they must also take Honors Colloquium (HONR 100R) in their first two semesters.

These core classes help Honors students become part of an academic community and help them develop the habits of thought necessary for successfully graduating with Honors.

PETITION FOR EXCEPTION TO POLICY

Students may petition the Honors Program Director for an exception to this policy, but such petitions should be reserved for rare occasions and only to resolve serious conflicts. Conflicts with work schedules, most academic courses, vacation or travel schedules, and transportation problems do not generally constitute acceptable reasons for an appeal. Acceptable reasons for an appeal might include:

1. Scheduling conflicts with other academic coursework required for the student's major that prevent the student from enrolling in any of the offered Honors Core sections available
2. Placement in an internship that requires a student to be off-campus and thus prevents enrollment in any of the offered Honors Core sections available
3. Requirements for collegiate athletes that prevent the student from enrolling in any of the offered Honors Core sections available
4. Health or family concerns that prevent a student from enrolling in any of the offered Honors Core sections available

APPEAL LETTER

Students should write a formal letter to the Director stating the reasons for the appeal and explaining a clear plan for completing required Honors Core classes as soon as possible. Students should also meet with their Honors Coordinator prior to submitting any such appeal. Appeals are reviewed and voted on by the entire Honors Steering Committee within 15 days of submission.
03. HONORS SCHOLARSHIPS

HONORS SCHOLARSHIP OVERVIEW

THE HONORS PROGRAM AND ACADEMIC TUITION SCHOLARSHIPS

The Honors Program works closely with the UVU Scholarship Office and offers both the Honors Housing Scholarship and Tuition Scholarships. For additional Utah Valley University scholarships and scholarship application guidelines, please visit the UVU Tuition Scholarship website.

THE HONORS HOUSING AWARD

Students admitted to the Honors Housing Program reside together at Ventana Student Apartments. Honors students enjoy furnished private bedrooms, a full-sized washer and dryer, tile floors, a large pantry, and spacious closets. Ventana also has a resort style pool (open during summers only) and spa, a clubhouse and gym, pool table, and ping-pong table. Additional information about Ventana can be found on Ventana's website.

HONORS RESIDENT LEADERS

Honors Housing Program currently has four Resident Leaders (two for each Honors floor) to address Honors students’ housing needs and issues as they arise. As Honors Housing representatives, they act as advocates for the Honors students when problems and questions arise concerning the Ventana Apartments, housemates, and Program itself. The Honors Resident Leaders work directly with Honors Program Director.

HONORS APARTMENT 102:
Ashley Thalman: 801.319.7114, ashley.thalman@gmail.com
Cade Thalman: 801.361.6802, cthalman@gmail.com

HONORS APARTMENT 210:
Richard Branscomb: 801.360.7794, rgbranscomb@gmail.com
Sierra Branscomb: 480.296.4437, sierrafill@gmail.com
Students at Utah Valley University are granted a series of rights and responsibilities. Honors Housing Scholarship recipients have an additional set of rights and responsibilities. Each apartment will meet with Resident Leaders to develop a Roommate Agreement at the beginning of each academic year, or when new roommates arrive. Students are also responsible for abiding by the rules and policies outlined in their contract with Ventana Student Apartments.

If a student is non-compliant with the Roommate Agreement or Ventana policies, she or he will be issued a verbal warning by the Resident Leaders. Repeated or continued violations will result in a second, written warning that will be placed in the Honors Program student file, potentially affecting the student’s Honors Housing Scholarship or future Honors scholarships. If a third warning is issued, the student may lose her or his housing award altogether and be asked to leave within 30 days or before the end of the semester.

MEETING AND ACTIVITY ATTENDANCE

All Housing students must register for the section of HONR 100R designated exclusively for Housing. Students will be responsible for attending all scheduled meetings and activities as noted on the course’s Canvas page.

ACADEMIC STANDARDS OVERVIEW

Students should maintain a cumulative GPA of 3.4 to graduate from the Honors Program. Please note that the GPA for scholarships (both Honors Tuition and Honors Housing) is 3.5. Students are permitted a single appeal semester and may retain their scholarships during the appeal semester. After that semester, students whose GPAs do not rise to the minimum of 3.5 will likely lose all scholarship benefits.

However, losing a scholarship does not disqualify a student from remaining in the Honors Program and enjoying its benefits. To remain, the student must participate in the Honors Probation Program.

1. Freshmen students (29 credits or fewer) are given two semesters to bring their GPA back to 3.4. Students should meet with an Honors Program Coordinator to develop a GPA repair plan, which will be documented in the student’s Honors file.

2. Continuing students (30 credits or more) are given one semester to bring their GPA back to 3.4. Students should meet with their Honors Program Coordinator to develop a GPA repair plan, which will be documented in the student’s Honors file.

3. If, after completion of the probationary period, the student’s GPA remains below 3.4, the student may petition the Honors Program Director for an extension of the probationary period. For an extension to be seriously considered, the student must be making substantive academic progress.
SCHOLARSHIP APPEAL GUIDELINES

1. At the first sign of GPA trouble, students should meet with their Honors Program Coordinator to develop a GPA repair plan.

2. Students should then complete the Scholarship Appeal Form and include a letter specifying the GPA repair plan precisely.

3. Students should return the form and letter to the responsible Honors Program Coordinator to sign and submit to the Scholarship Office.

The Honors Program has been very successful in the past in working with the Scholarship Office on a variety of appeals and is happy to assist students through the Scholarship Appeals process.

PERSONAL CONDUCT

Students in the Honors Program must abide by the UVU Student Rights and Responsibilities Code (PDF).

Additionally, Utah Valley University makes a very important investment in each Honors student. This investment includes special privileges and opportunities unavailable to most students at UVU. Honors students should demonstrate conduct and behavior appropriate to an Honors Program, bringing to their daily pursuits a sense of excellence, personal responsibility, and good judgment. Please keep in mind that the Honors Program and the Honors Study Commons is a showcase for visitors and prospective students.

Honors students should address personal and academic problems immediately to ensure that they do not become overwhelming to the student’s academic and personal growth. Dedicated Honors Coordinators and the Program Director can help secure assistance should students experience difficulties, conflicts, or other issues that might impede their participation in the Honors Program or general success at UVU.

Legal violations or behavior that brings an Honors student or the Honors Program into a negative light may be restricted within or removed from the Program. When necessary, the Honors Board of Senators will serve as a peer-review board in cases of a student’s restriction or removal from the Program for reasons other than low GPA.
03. ADDITIONAL HONORS PROGRAM INFORMATION

THE HONORS BOARD OF SENATORS (HBOS)

GUIDELINES FOR CONTACTING HBOS

Meetings with all or some members of HBOS can be scheduled as needed according to particular situations and availability of HBOS members. The “Suggestion, Question, or Praise” box is located in the Honors Student Lounge (LC 203).

REASONS STUDENTS SHOULD CONTACT HBOS

1. Colloquium syllabus / Calendar of Events. HBOS reports directly to the Honors Program Director, also the instructor for the course. Suggestions for Colloquium curriculum improvement or change are documented and presented to the Director and when appropriate, the Honors Steering Committee.

2. Honors Program expectations. All HBOS members are seasoned Honors students and have demonstrated academic excellence and dedication to their individual areas of study.

3. Interest in joining HBOS. Students interested in participating as a member of HBOS are encouraged to apply.

4. Advice. HBOS can assist students who may be struggling for various reasons within the Honors Program. Honors students who have concerns regarding Honors Policy, suggestions for improvement of the Honors Program, confidential issues to be addressed by the Honors Steering Committee and/or the Program Director, or discomfort discussing any situations with Honors Coordinators or the Program Director, HBOS can provide a peer-directed conversation and will keep students’ information confidential.

REASONS STUDENTS SHOULD NOT CONTACT HBOS

1. Honors Program requirements. Students should meet with their Honors Program Coordinator.

2. General life crises affecting their enrollment in the Honors Program. Unless students feel more comfortable with peer review, they will likely be referred to the Honors Program Coordinator responsible for them or the Program’s Director.

3. Academic complications affecting students’ enrollment in the Honors Program. HBOS will be reviewing students on probation as those situations arise. Members of HBOS do not have the authority to revise issues or defend students on academic probation within the Program without obvious cause.

4. Specific complaints about UVU employees. Harassment of any sort, for example, is to be taken up with the Human Resources Department (Room BA 110).

5. Class Registration issues. Students should meet with their Honors Program Coordinator.