



MERRIMACK COLLEGE HONORS PROGRAM



2015-2016

A Guide to Faculty Success in the Merrimack College Honors Program

This document outlines the Merrimack College Honors Program's policies and procedures as well as serves as an introduction to the Merrimack Honors community. The Handbook features information about the Honors curriculum, faculty support, and student-related benefits, including honors housing, programming activities, and much more. We hope it provides a foundation for everything you need to teach Merrimack Honors.

Merrimack Honors Faculty Handbook

A GUIDE TO FACULTY SUCCESS IN THE HONORS PROGRAM

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HONORS PROGRAM STAFF



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HONORS PROGRAM COMMITTEE (HPC)

The Honors Program Committee (HPC) is a continuing ad hoc committee duly constituted by the Merrimack Faculty Senate. Its members include four elected faculty members (one each from business, liberal arts, education & social policy, and science & engineering), serving staggered two-year terms; the Director of the Honors Program; and up to four honors students recruited by the committee to serve as non-voting liaison members. The HPC provides ongoing oversight of the Honors Program's administration, its curriculum, and its co-curriculum, including course selection, review of honors component proposals from students, and assessment.

2015-2016 Faculty Members

Kerry Johnson, PhD	<i>HPC Chair & Interim Director of the Honors Program</i>
William Bowhers, PhD	<i>Associate Professor of Electrical Engineering, School of Science and Engineering</i>
Fang Zhao, PhD	<i>Assistant Professor of Accounting, Girard School of Business</i>
Laura Hsu, PhD	<i>Assistant Professor of Education, School of Education and Social Policy</i>
Alicia Girgenti, PhD	<i>Assistant Professor of Criminology, School of Education and Social Policy</i> <i>(Substitute for Laura Hsu for Fall 2015)</i>
Laura Pruett, PhD	<i>Assistant Professor of Visual and Performing Arts, School of Liberal Arts</i>

2015-2016 Honors Program Liaisons

Lisa Cavallaro, MBA	<i>Honors Program Manager</i>
Joe Fisher	<i>Honors Program Student, Class of 2017</i>
Molly Malinowski	<i>Honors Program Student, Class of 2017</i>
Courtney Carrozzo	<i>Honors Program Student, Class of 2018</i>

PROGRAM COMMUNICATION

Terrific Tuesday Update (TTU)

The Terrific Tuesday Update is a weekly email sent to the Honors Community. The email outlines all news and events occurring within the community. These can include important academic program information, upcoming HSC events, and other important updates regarding the college.

Social Media



Merrimack College Honors Program
Like us on Facebook!



@MCHonors [#MCHonors](#)
Follow us on Twitter!



Group: Merrimack College Honors Program
Create a LinkedIn account and connect!



In the Company of Friends
<http://inthecompanyoffriends.blog.com>



@MCHONORS
Follow us on Instagram!



Merrimack College
<http://www.merrimack.edu/academics/honors/>

PROGRAM OVERVIEW

Mission

The Merrimack College Honors Program is inspired by St. Augustine’s belief that studying with friends is the best environment for learning, challenging oneself, and for discovering one’s passions. In describing his early education, he fondly recalls,

“I found all kinds of joy in the company of friends – talking, laughing and being kind to each other – reading, engaging books together – going from the lightest joking to the talking of the deepest things and back again.” (Confessions 4: 8, 13)

The Honors Program, established in 2008, is designed to enhance and enrich the academic experience of talented, highly motivated students at Merrimack College. The Program offers challenging classes, encourages interdisciplinary approaches to learning, and provides opportunities for students to pursue independent study and research with faculty mentors. It can supplement academic degrees and majors in all departments and schools of the college.

Vision

Inspired by St. Augustine’s philosophy of teaching and learning, the Program is dedicated to:

- Learning in Community** – We believe that learning with friends in small classes is the best way to succeed academically and personally.
- Active Learning** – Honors courses are lively seminar-based discussions. They may include service and experiential learning such as community service, field trips, concerts, and plays.
- Transformative Experiences** – The Honors Program challenges students to reach beyond their comfort level to try new approaches and activities in a process of self-discovery.

The Four Pillars

The Merrimack College Honors Program strives to provide a rigorous and coherent experience for its students. Every aspect of Merrimack Honors—academic, extra-curricular, and social is organized around the Four Pillars of a Merrimack Honors Education: Community, Service, Research, and Leadership.

- Community** – Learning is best and most lasting when it is done in the company of friends. Merrimack Honors seeks students who strive to excel, and who challenge, support, and celebrate one another in their efforts to do so.
- Service** – What we learn finds its greatest value in the ways it benefits others. In a college nationally recognized for service, the students in Merrimack Honors participate in and often take the lead in service projects that enrich the classroom, the campus, and the larger community.
- Research** – To effect meaningful change in today’s world requires a knowledge that is both deep (disciplinary expertise) and aware of connections to other fields (interdisciplinary competence). The Merrimack Honors curriculum is designed so that our students practice and master essential research skills in their chosen field, while always keeping in mind the larger picture—in all its scientific, social, and human complexity.
- Leadership** – Merrimack Honors imparts the skills needed for true leadership. Through opportunities ranging from topics in classroom discussions (e.g., why is Socrates a charismatic leader even though he claims to know nothing?), to the Honors Student Council (the student governing body that has a voice in every aspect of the Program), to our emphasis on educating the whole person (with all the possibilities and limitations of being human that this implies), we strive to prepare students for when they will no longer be students, in whatever their chosen field and way of life.

APPLICATION AND ADMISSION

For incoming first-years:

The Admissions office actively recruits high school seniors with at least a 3.5 adjusted GPA. Qualifying students are invited by admissions and asked to complete an on-line application, including personal information and two short essays.

For rising sophomores:

Every winter, the Honors Program solicits faculty recommendations of current Merrimack first-years. To be invited to the Program, students must have achieved a minimum grade point cumulative average of a 3.7 by the end of their first semester of their first year. Upon meeting with the Director, students are matriculated into the Program and are expected to complete the Program requirements over the next three years.

For transfer students:

The Director of the Program considers transfer students on a case by case basis. Generally, the student must exhibit a strong academic background (a 3.7 GPA) and be keenly motivated to contribute to the Program and complete it within three years.

HONORS ENROLLMENTS

The Honors Program aims to maintain a total enrollment of 8-10% of the Merrimack student body. This number is sufficient to support a variety of Honors course sections across the college, while allowing for inevitable attrition from the Program.

	Class of 2016	Class of 2017	Class of 2018	Class of 2019
Entering First-Years	24	52	85	109
Total Honors Enrollment				269

PROGRAM REQUIREMENTS

Honors Program students are required to complete EIGHT HONORS COURSES IN FOUR YEARS. The year-long service learning course counts as ONE Honors course, and the two Capstone courses (HON 4001/4002 plus Honors Component course for project) count as TWO Honors courses. This means that in addition to these required Honors courses, students must complete FIVE courses. At least one of those five courses must be an Honors Component. First-years must achieve a minimum 3.4 cumulative GPA by the end of their first year; sophomores and beyond must maintain a minimum 3.5 cumulative GPA in order to graduate from the Honors Program.

First Year

An honors first-year should aim to complete at least three Honors courses during their first year. Typically, two of the three courses should come from the following:

- HONORS INTRODUCTION TO COLLEGE WRITING (FYW1050H)
- HONORS CHRISTIANITY IN CONTEXT (RTS1100H)
- HONORS INTRODUCTION TO PHILOSOPHY (PHL1000H)

Students should not take non-Honors sections of these three courses if possible. In addition, Honors students at any level (and who have met any necessary prerequisites) may choose an Honors section of English, Physics, Psychology, Business or other courses depending on their interest and course availability.

Additionally, all honors first-years are pre-populated into special honors sections of First Year Experience (FYE1000). This is a 0-credit course with mandatory weekly meetings designed to facilitate a positive transitional experience and establish a culture of self-advocacy.

IMPORTANT: MANY FIRST-YEAR HONORS CLASSES ARE PRE-POPULATED BY THE REGISTRAR TO ENSURE THAT STUDENTS MEET PROGRAM REQUIREMENTS. FIRST-YEARS IN THE HONORS PROGRAM SHOULD NOT DROP OR WITHDRAW FROM ANY HONORS COURSE WITHOUT FIRST CONTACTING THE HONORS PROGRAM DIRECTOR.

Second Year

In addition to any regular honors course the student may select, second year Honors students are pre-populated into Reflecting on Service classes. These classes meet once every other week for about an hour.

- REFLECTING ON SERVICE I (HON2001H) 1 CR – FALL
- REFLECTING ON SERVICE II (HON2002H) 1 CR – SPRING

Students perform two hours of community service per week and meet biweekly (about 5-6 times per semester) to reflect on their service experience. The successful completion of a student's service and of HON2001H-HON2002H will count as ONE Honors course.

Beginning in their second year, Honors students are expected to branch out on their own and earn Honors credit for one of their non-Honors classes by means of an Honors Component. This requirement should be completed by the end of junior year (see page 7).

Third Year

By the end of junior year, Honors students are required to have completed an Honors Component (see page 7).

In their second semester, Honors juniors will be pre-populated into the first Honors senior Capstone seminar to begin planning their capstone project.

- HONORS SENIOR CAPSTONE I (HON4001H) 2CR – SPRING

An Honors student must have a cumulative GPA of at least 3.5 at the end of the junior year in order to be eligible to complete the Honors Capstone Project. All students who achieve a 3.5 by that time will be allowed to complete the project and will graduate as a member of the Honors Program upon successful completion of the Capstone.

Recognizing that a good student may suffer a single poor semester under extenuating circumstances, a student falling below the 3.5 threshold at the end of the junior year may, upon appeal to the Honors Program Director and with the approval of a majority of the members of the Honors Program Committee, have the GPA re-calculated by excluding the lowest of the student's six semester GPAs.

Fourth Year

Honors program seniors are required to complete a capstone project. Capstone classes will count for 2 out of the 8 Honors classes required: HON4001-4002 counts as one class, and a course in the student's major area of study to which the capstone project is attached will count as the second.

- HONORS SENIOR CAPSTONE II (HON4002H) 2CR - FALL

More information about the Honors Capstone process is provided below.

HONORS COURSES AND CREDIT

The Honors curriculum is central to the honors experience. It is intended to provide a rigorous examination of the subject matter, to engage the student fully in active scholarship, and to provide a stimulating atmosphere in which to work.

A passing quality grade of a "C" or better must be achieved for an Honors course in order for it to be eligible to meet honors requirements. If a student withdraws from or fails a course, takes a course on a "Pass/Fail" basis, or audits a course, it will not count toward the completion of the student's Honors requirements.

Honors Advising and Course Registration

In addition to their regular academic advisor in their major, honors students are encouraged to be advised by the Director throughout their time with the Program. All first-years are required to have Honors advising at least once during each semester during their first year.

All honors students are coded in MyMack. The Registrar has set up a field specific for indicating a student's participation in the Program.

Teaching in the Merrimack Honors Program Guidelines for Courses

The Merrimack College Honors Program offers a rigorous academic experience to some of the College's best students. It affords faculty an opportunity to teach material they are passionate about to students who will respond with interest and involvement.

Teaching an Honors course

Honors courses promote active learning in community with others leading to transformative experiences. All Merrimack faculty are welcome and encouraged to teach in the Merrimack College Honors Program.

Given the Program's purpose of providing a rigorous academic experience, a proposed honors course, section, or lab should be more challenging than a non-honors course in some significant respect. Another way to envision an honors course is for interested faculty to begin by picturing the students they will be teaching. Their analytic, quantitative, and communication skills place them among the best students at the College. Honors Program students are ready to be challenged.

Course design

At the broadest level, the Program seeks courses that are consistent with one or more of its over-arching pedagogical goals: Learning in Community, Active Learning and Transformative Experience as outlined in the Vision statement.

Honors courses can meet one or more of these goals in a variety of ways, depending on a course's subject matter, the interests of the professor, and the involvement of other faculty and students. Course material may be covered more quickly and in greater depth on the assumption that students will not need as much help to understand the text. Students may be asked to conduct original research, whether with source documents, in the field, or in the lab. The instructor may choose a special focus or emphasis not appropriate for a typical undergraduate course. Sustained and critical reflection on a subject's methodology could be central. Team-taught and interdisciplinary courses would be especially appropriate.

An experiential dimension is strongly encouraged. This may include problem-based and project-based learning, the creation of learning portfolios, and student-peer evaluations. Students may be asked to take an active role in course design and assessment. In all experiential learning, an opportunity to reflect on what is experienced is crucial.

A service learning component (e.g., volunteer work at an off-campus community center) is NOT required for honors courses. Straight lecturing that puts the student in the position of passive recipient is strongly discouraged. It should be noted in particular that an honors course isn't simply "harder" or a course that demands "extra work." Adding a term paper or exam to current course requirements does not in and of itself justify the honors designation. A creative and active approach to content and learning does.

Practical issues

Honors sections are capped at 18 students and are open only to students enrolled in the Honors Program. To ensure that outstanding students not in the Program can have access to courses needed for a major or minor, however, non-honors students of high academic standing may be admitted to a course with the permission of the instructor, and upon consultation with the Program director.

Proposals for honors courses may be submitted to the Program Director at any time, though due dates for submitting course schedules to the Deans should be kept in mind. The proposal should briefly describe the course and the specific ways in which it satisfies the pedagogical goals of the Program. If the course is an honors section of an existing course, the instructor should indicate how the honors version goes beyond the non-honors version. The course syllabus should also include a paragraph explaining to students what makes the course an honors course. No special form is required for the proposal. Once approved, the course may be repeated in future semesters with no additional approval needed.

Next Steps

The Program Director and members of the Honors Program Committee are happy to consult with interested faculty in developing appropriate courses, both before and after a proposal is submitted. The intent is to be supportive and collaborative, and not to set up obstacles. Faculty are encouraged to be both creative and demanding. Your participation is essential to the Program's success and to the success of our students.

Honors Courses

A variety of regular Honors classes are offered each semester. Classes vary each semester depending on faculty availability and student demand. Regular Honors classes are:

- Usually capped at 18 students
- Generally taught by full-time members of the Merrimack College faculty

Some Honors courses have no counterparts in the regular curriculum, while others are Honors sections of regular college courses

Honors Option

If a cohort of Honors students is taking a non-Honors course, at the course instructor's discretion they can implement an Honors Option for the course, consisting of additional Honors research work for those students as designed by the professor. Upon completion of this work, students will earn Honors credit for the course.

Honors Components

Honors students (sophomores and beyond) must petition the Honors Program Committee (HPC) to grant Honors recognition for a specially designed component of a non-Honors course ("the Honors Component"). The Honors Component is developed by the student in consultation with the course instructor, and must clearly reflect at least one of the pedagogical goals of the Honors Program – i.e., Learning Community, Active Learning and Transformative Experiences.

Students must attend a mandatory workshop held within the first two weeks of the semester outlining the requirements for Honors Components. Proposals should be submitted via the Honors Component Form directly to the Program Manager. Proposals are then reviewed by the HPC.

The proposal (approximately one single-spaced page) should include four parts:

- A description of the work to be undertaken, including timetable and identification of any special materials needed
- An explanation of how the proposed Honors component goes beyond the regular course syllabus in a way satisfying at least one of the Program's pedagogical goals listed above
- An explanation of how the results of the project will be disseminated to others (e.g. class members, other students, the larger academic or non-academic community)
- An explanation of how the work will be evaluated by the professor upon completion

Students are normally limited to one Honors component during their time in the Honors Program. Eligible courses include any *non-introductory* Merrimack course taught in the day division during the regular academic year. With approval of the program director, students may petition for an Honors Component through Merrimack-approved foreign study programs. Summer and evening courses and courses taught at other institutions will normally not be eligible. Courses approved for Honors recognition will be listed on the student's transcript.

Honors Capstone

The Senior Honors Capstone of the Merrimack Honors Program has three goals:

- To distinguish Honors Program graduates in an academically significant way

- To prepare the Honors students for post-graduate studies or employment by fostering advanced skills in their area of concentration, regardless of their major
- To maintain an academically challenging but supportive community of scholars among Honors seniors as they complete their time in Merrimack Honors

We seek to achieve these goals through the student's development and completion of a project in the student's major area of concentration. Each student's project would be designed to fit the needs and requirements of Honors students in all majors in all schools of the College.

Nature of Capstone Project: The student's Capstone Project will be a near publication-worthy project (original research, artistic production, or other discipline-appropriate work) ordinarily in the student's major area of concentration, falling between a major term paper at the low end and a master's thesis at the high end. Though graduate-level work is not expected, the Capstone would prepare the student for such work.

Projects outside a Student's Major: Capstone Projects will ordinarily be in the student's major area of concentration. However, projects outside the major can be proposed after consultation with the program director. Interdisciplinary projects—including projects connecting two majors or a major and a minor—are particularly encouraged.

Group Projects: It is assumed that most projects will be conducted by individual students, but group projects involving two or more Honors students will be considered if the project proposal offers a clear justification and concrete roles for each participant.

Project Period: The design, completion, and dissemination of the student's Capstone Project will extend over two semesters, beginning in spring of junior year and ending in the fall of senior year. Note that the overall timing of the Capstone is meant to allow for the completion of project work in time for the student's application to graduate school or for post-graduate employment.

Research Support: Travel grants can be offered to support student participation in appropriate conferences, to be decided by the Honors Program Committee and faculty mentors.

Dissemination: Through the dissemination of project results, work for the Senior Honors Capstone will enrich the intellectual culture of the entire Merrimack College community, while giving the student important experience in making specialized knowledge accessible to a wider audience. Project results will be disseminated in two ways, with specific adjustments and accommodations as needed in different fields.

- **THE CAPSTONE DEFENSE:** A formal presentation by the student and supported by the Faculty Mentor to an invited audience of Honors Program Committee members, faculty in the student's major, deans, and other Honors students.
- **HONORS RESEARCH DAY:** An event at Merrimack or another approved campus during senior spring semester including poster sessions, brief talks, and other informal presentations.
- **PERFORMANCE:** For projects that center on artistic productions, special arrangements will be made to ensure that the project receives a proper audience. The Program Director will work with the student and the project mentor.

Honors Credit Earned: The Senior Honors Capstone will count as **two** of the required **eight** courses for graduation from the Honors Program. Specifically, the student will earn one honors course credit for HON 4001-4002: Senior Honors Capstone I and II and one honors course credit for the Honors Component Course in which the capstone project is completed.

The Need for Flexibility: The Honors Program recognizes the need for both consistency and flexibility in dealing with the requirements and participation of different departments across the College. In cases where a department requires a thesis or other significant senior project, the departmental project can serve as the basis for the Capstone Project. Our expectation is that the student will meet all departmental requirements as well as those outlined here. In no case will the Honors Capstone pre-empt or be taken to exempt the student from the requirements of his or her major.

Similarly, the Honors Program recognizes the need for some flexibility regarding the timetable, particularly with regard to the Faculty Mentor's participation. Whenever possible, deviations from the timetable should be outlined in the student's formal project proposal.

Timetable: The following timetable represents the schedule for the classes beginning with the class of 2014.

JUNIOR SPRING semester:

- a. **THROUGHOUT SEMESTER:** Participate in Capstone Project Pro-seminar (HON4001; 2 credits). The pro-seminar will focus on the development of a sound proposal for the Capstone Project. Students will develop, trade, critique project proposals. A major goal of the semester will be to form a supportive community of scholars. The following items will take place under the HON4001 umbrella:
- b. **EARLY SPRING:** Students meet individually with the Pro-seminar instructor and HPC faculty representative from their school to discuss possible topics and likely Faculty Mentor in student's major area based on student's plans and interests.
- c. **MID SPRING:** Student and honors director work together to secure Faculty Mentor to supervise work.
- d. **MID-LATE SPRING:** Student works in consultation with Faculty Mentor to submit a formal proposal to HPC for approval. The proposal should include a project description, timetable, research materials and resources, and plan for dissemination. The Committee understands that the proposal may be amended and may evolve as work commences. If IRB approval is required, it should be obtained at this time.
- e. **LATE SPRING:** Register for appropriate SENIOR FALL course in student's major department (e.g., departmental senior seminar, independent research, etc.) as determined by student's Faculty Mentor, including honors component. The Committee will strive for flexibility if no obvious course is offered.

SUMMER PRIOR TO SENIOR YEAR:

- a. Students will be encouraged to begin project work over the summer, e.g., to complete a review of relevant literature in the project area. Appropriate summer internships, employment, and research support will be sought.

SENIOR FALL semester:

- a. **THROUGHOUT SEMESTER:** Participate in Capstone Project Pro-seminar II (HON4002; 2 credits). The second semester of the pro-seminar will initially focus on deepening the students' knowledge of research and creative methodologies, and to share support and ideas for completing their work. The second part of the semester will turn to planning appropriate dissemination of project results.
- b. **LATE FALL/EARLY SPRING:** Complete Capstone project. Submit for evaluation and grading by Faculty Mentor. The honors program director, in consultation with members of the HPC, will work with Faculty Mentors to ensure consistency in standards of evaluation.

SENIOR SPRING semester:

- a. SPRING SEMESTER: Dissemination of project (e.g., poster presentation at honors research day, presentations at accepted student receptions, performance or production of artistic work, etc.).

Advising Honors Students FAQ's

Will I be advising any honors students?

Probably. Because students in the Merrimack College Honors Program come from all academic divisions and have majors in most of the subjects the College offers, chances are pretty good that every faculty member who advises students for registration will meet with at least one student in the Program.

How can I know if a student is a member of the Honors Program?

All students in the Program are coded as Honors Program members on MyMack. The field is located in the MC Advisee Roster report under MyMack/Advising and looks like this: Honors Program: Honors students are also told to identify themselves as such to their advisors.

Will I have to tell honors students which honors courses to take?

In most cases, no. Most students have been informed of the honors courses being offered and can ask Honors Program administration which honors courses they should be taking. Honors courses are listed in MyMack each semester for registration.

Is there *anything* different I need to tell honors students from what I tell other students?

No, nothing. Advise honors students the same way you would advise any student: talk about the courses they need for their major or minor, what they have to do to complete institutional and distribution requirements, and so on. There is no special information you need to give to honors students. If they have questions about Honors, ask them to contact the Honors office.

Do honors students have the same Gen Ed requirements as other Merrimack students?

Yes, exactly the same. Honors students must satisfy the same institutional and distribution requirements, or the liberal studies core requirements as any other Merrimack student (though they are encouraged to take honors sections of these courses whenever possible). They need the same number of credits as any other student to graduate. Students do not receive any extra credit or enhanced GPA points for taking an honors course. An 'A' in an honors course earns the same qualitative points as an 'A' in any other course.

Just so I know, are there special requirements for students in the Program?

Yes, three. (1) Eight of the courses they take while at Merrimack must be designated as honors courses (designated by an H suffix after the course code and number); (2) honors students must satisfy a two-semester service and experiential learning requirement (normally satisfied over their sophomore year); (3), students must complete an honors capstone project and satisfy a two-semester capstone course requirement during spring of junior year and fall of senior year; and 4) freshmen in the Program must maintain a 3.4 cumulative GPA, and sophomores and beyond must maintain a 3.5 cumulative GPA.

What if I'm advising a student who isn't in the Honors Program but I think should be?

If the student is a current freshman, please contact Program Director. We welcome and encourage faculty nominations. Current sophomores, juniors and seniors are not eligible.

Just so I know, what honors courses are being offered each semester?

Typically, the Master Schedule has a section that outlines all honors courses being offered that semester. You can also search MyMack under Course Area by selecting “Honors course”. Finally, you can contact the Honors program directly, at ext. 5404.

Can non-honors students sign up for honors courses?

Not at first, but they can later. Any student can register on a space-available basis (including during Add/Drop) with the permission of the instructor and Director of the Honors Program. Any student who successfully completes the course will have the course listed as Honors on their transcript.

An honors student has asked me about creating an “Honors Component” in a non-honors class I’m teaching. What is that?

An Honors Component is a formal agreement between an honors student and a faculty member to create a way for honors students to gain honors credit in non-honors courses. There are specific requirements and guidelines for creating an Honors Component. If you are willing to consider working with a student to create an Honors Component in a course you are teaching, please ask the student to contact the Program Director. An agreement can be completed within the first four weeks of a semester.

What if I am interested in the possibility of offering an honors course in the future?

That would be great! Any faculty interested in teaching an honors course or section are urged to contact the Program Director. It’s never too early to start planning.

Honors Notation

Honors Courses, Honors Option, and Honors Components are designated by an Honors suffix of “H” or are noted in the “notes” column of the student’s undergraduate transcript.

Honors Probation

Students who fall below the grade point average requirement (3.4 for first-years, 3.5 thereafter) are placed on Honors probation. After meeting with the Director, they may be given one semester to bring their GPA to the required level. If a student does not achieve the minimum grade point average at the end of the probation period, he/she will be removed from the Program. Should a student’s GPA fall below a 2.7 after their first semester, the Honors Program Director reserves the right to remove the student from the Program without granting a probationary period.

Academic Integrity

Any student found guilty of violating the College’s Academic Integrity code will be removed from the Honors Program. Procedures for determining such a violation can be found in Undergraduate Course Catalog, or at <http://www.merrimack.edu/live/files/279>.

Withdrawal from the Honors Program

Merrimack Honors is not for every student. Students who wish to withdraw from the Program must contact the Director and complete an “Add/Drop” form stating the reason why they wish to leave the Program. Both the student and the Director must sign the form.

HONORS STUDENT COUNCIL

The Honors Student Council (HSC) of the Merrimack College Honors Program serves as the primary authority to plan and organize extra-curricular events such as social events, dinners, on-campus gatherings of both academic and non-academic interest, and special off-campus events. The Honors Student Council also provides at least two student liaisons to represent the Honors students at meetings of the Honors Program Committee (HPC). The HSC is structured into committees, which focus on specific areas of programming or advocacy.

Honors faculty are encouraged to attend HSC events and maintain an active relationship with the Honors Student Council, more specifically the Academic/Program Development Committee.

2015-2016 HSC LEADERSHIP TEAM

Chair: Kate Culverhouse (2016)

Co-Chair: Joe Fisher (2017)

Secretary: Jessica DeAlmeida (2017)

Service/Civic Engagement Officer: Megan Bouchard (2017)

Academic/Program Development Officer: Molly Malinowski (2017)

Public Relations Officer: Megan Carignan (2017)

Events/Programming Officer: Tori Thistle (2018)

Enrichment Officer: Isabel Gramolini (2017)

General Officer: Brianna Butler (2017)



HSC Committees

Events/Programming- Residence Life

- Connects with the Office of Residence Life and the Honors Program in the planning and execution of programs and events within the Honors Housing LLCs
- Works with the Honors RAs to plan events in the Honors LLCs for all members of the Honors Program

Events/Programming- Student Activities

- Focuses on activities such as the reception, Snack Attacks, Movie Nights etc., that do not take place in the Honors LLCs
- Focuses on interconnecting all members of all classes in the Honors Program through community building events

Service/Civic Engagement

- Focuses on planning and executing service related activities for the entire Honors Program such as the Wounded Warrior Project, Thanksgiving Basket Drive, Random Acts of Kindness Week, Relay for Life
- Connects with various organizations including Campus Ministry, and Office of Student Involvement to participate in service opportunities as an Honors Program community such as Mack Gives Back

Public Relations

- Focuses on publicizing the Honors Program through the use of the Honors Program social media accounts such as Facebook, Twitter, LinkedIn and Instagram accounts
- Works on advertising events and important information
- Helps write for Honors Program newsletter and website
- Updates boards in Honors Lounge with upcoming events

Academic/Program Development

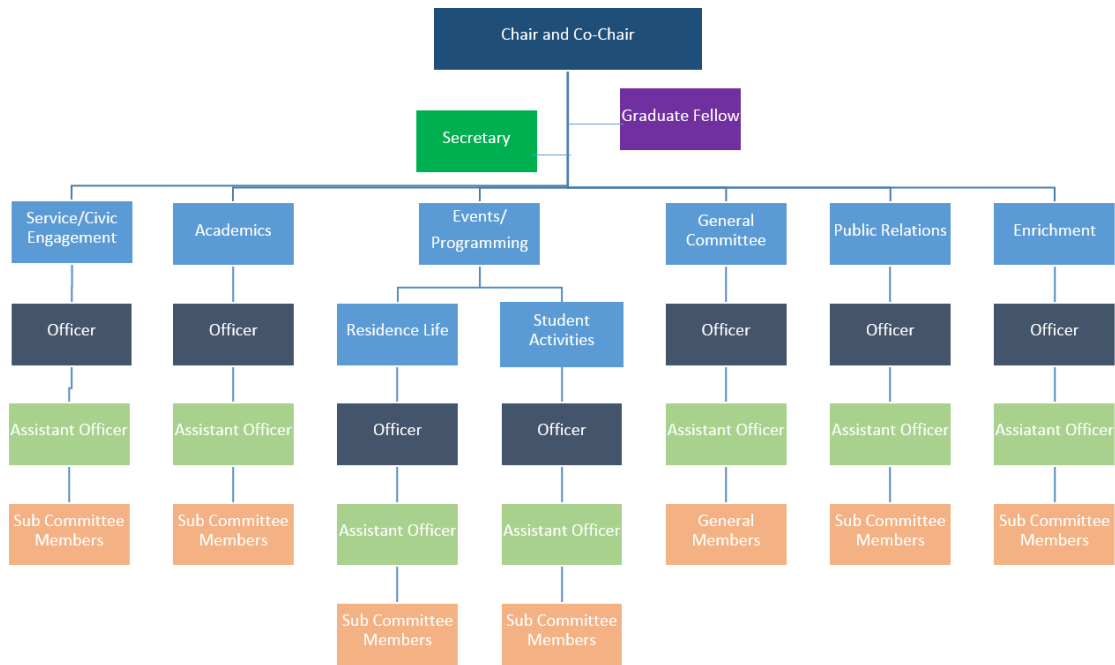
- Responsible for attending and recording notes at Honors Program Committee (HPC) Meetings
- Coordinates and publicizes Academic Events held by the HSC and other Merrimack organizations
- Works with Honors Program faculty to coordinate events in which students and faculty interact
- Facilitates Academic Survey to Honors Program

Enrichment

- Establishes an inclusive Honors community by creating events such as diversity celebration nights including films, shows, plays, etc.
- Works with Merrimack organizations such as Jewish Christian Muslim Relations to facilitate an honors and Merrimack community dedicated to inclusivity
- Builds an inclusive community with the Honors Program suite and LLC's by incorporating Merrimack's ideals and traditions with other organizations on and off campus

General

- Plans and executes Honors Program events in conjunction with other committees
- Coordinates with the executive committee to help facilitate new member recruitment
- Tracks the Honors Participation Points System



THE HONORS SEAL

The Honors Student Council '12-'13, created this emblem to represent the ideals on which the Program was founded. The Honors Seal is used across the Program for branding and communications. It is embossed on the medal awarded to every Honors Program graduate. We pledge to encourage our members to embody these traits in their actions while a student of the Merrimack College Honors Program.

The pillars shown in our seal represent the strength and support we hope the program give to all Honors Students. Two are shown because we believe that we are stronger together than on our own as individuals.



The scroll represents our passion for academics and our mission for academic achievement. We seek truth and intelligence not only during our time at Merrimack College, but as lifelong learners.

The Latin words written on our seal read “From knowledge, to wisdom” because we do not simply seek information, but how to use it in our lives and to better our world.

The crosses in the outer circle are a tribute to our religious foundation. We aim to uphold the values of the Augustinian tradition and use St. Augustine’s words to guide us “I found all kinds of joy when I was in the company of my friends- talking, laughing and being kind to each other— reading, engaging books together— going from the lightest joking to the talking of the deepest things and back again.” (Confessions 4:8, 13)

Finally, **the ivy** represents the importance of friendship and community. Though we pride ourselves on our academic standards we are equally proud of the friendships that form and grow through learning together.