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COLLEGE

HONORS
PROGRAM



2017-2018

Honors Program Faculty Handbook

This document outlines the Merrimack College Honors Program's policies and procedures and 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 in the Merrimack Honors Program.

Merrimack Honors Faculty Handbook

A GUIDE TO FACULTY SUCCESS IN THE HONORS PROGRAM

TABLE OF CONTENTS

TABLE OF CONTENTS	1
HONORS PROGRAM STAFF	2
HONORS PROGRAM COMMITTEE (HPC)	2
PROGRAM COMMUNICATION	2
<u>Terrific Tuesday Update (TTU)</u>	2
<u>Social Media</u>	3
PROGRAM OVERVIEW	3
<u>Mission</u>	3
<u>Vision</u>	3
<u>The Four Pillars</u>	3
APPLICATION AND ADMISSION	4
<u>For incoming first-years:</u>	4
<u>For rising sophomores:</u>	4
<u>For transfer students:</u>	4
HONORS ENROLLMENTS	5
PROGRAM REQUIREMENTS	5
<u>First Year</u>	5
<u>Second Year</u>	5
<u>Third Year</u>	6
<u>Fourth Year</u>	6
HONORS COURSES AND CREDIT	6
<u>Honors Advising and Course Registration</u>	6
<u>Teaching in the Honors Program: Guidelines for Courses</u>	6
<u>Honors Courses</u>	8
<u>Honors Contract</u>	8
<u>Honors Capstone</u>	9
<u>Advising Honors Students FAQ's</u>	11
<u>Honors Notation</u>	12
<u>Honors Probation</u>	12
<u>Academic Integrity</u>	13
<u>Withdrawal from the Honors Program</u>	13
HONORS STUDENT COUNCIL	13
<u>HSC Committees</u>	14

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 the Schools of Business, Liberal Arts, Education & Social Policy, and Science & Engineering), serving staggered two-year terms, and the Director of the Honors Program. The HPC provides ongoing oversight of the Honors Program's administration, its curriculum, and its co-curriculum, including course selection, review of Honors Contract proposals from students, consideration of Probationary Appeals submitted by students, and assessment.

2017-2018 Faculty Members

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



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Add us on Snapchat!

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 3.6 adjusted GPA (although the minimum may vary from year to year depending on the applicant pool). This year our incoming class of 2021 had an average GPA of 3.98. Qualifying students are invited by admissions and asked to complete an on-line application.

For rising sophomores:

There are two ways for rising sophomores to be considered for admission to the Honors Program. 1) At the end of the fall semester during the first year, the Honors program solicits faculty recommendations of current Merrimack first-years. 2) At the beginning of spring semester of the first year, rising sophomores who have not been recommended by faculty but who are interested in being considered for the Honors Program can contact the Program Director. In both cases, invitation to apply and admission are at the discretion of the Honors Program. Upon meeting with the Director, invited students are matriculated into the program, and are expected to complete all requirements in the remaining three years.

For transfer students:

The Director of the program considers transfer students on a case by case basis. Generally, faculty advisors must see a strong academic background and recommend applicants who are 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 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 2018	Class of 2019	Class of 2020	Class of 2021
Entering First-Years	85	109	97	93
Total Honors Enrollment AY17-18				349

PROGRAM REQUIREMENTS

Honors Program students are required to complete EIGHT HONORS COURSES IN FOUR YEARS. First-year students 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. Please note: the GPA that a student has at the end of the semester before they graduate will be used to determine whether they will graduate as a member of the Honors Program. (For example, if a student will graduate in Spring 2020, we will consult their GPA at the end of fall semester 2019 to determine whether they have met the 3.5 threshold.)

First Year

An Honors first-year student should aim to complete at least three Honors courses during their first year:

- HONORS 1000-LEVEL RTS (RELIGIOUS & THEOLOGICAL STUDIES) CLASS
- HONORS INTRODUCTION TO PHILOSOPHY (PHL 1000H)
- HONORS INTRODUCTION TO COLLEGE WRITING (FYW1050H)

An Honors section of FYW 1050H is required, even with AP or transfer credit equivalent. 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 introductory courses in Astronomy, Psychology, Literature, or Business, or other courses depending on their interest and course availability.

NOTE: FYE 1000H—First Year Experience is not for credit, and it DOES NOT count toward the eight courses. Students must, however, pass FYE by the end of their freshman year in order to graduate from the Honors Program.

IMPORTANT: Many first-year Honors classes are pre-populated by the Registrar’s Office to ensure that students meet Program requirements. First-year students in the Honors Program should not drop or withdraw from any Honors course without first contacting the Honors Program Director. **ALSO:** All Human Development majors are required by their major to take EDU 2130—Diversity and Social Justice in the spring of their first year. With the addition of an Honors contract, this course fulfills the Program’s service learning requirement, and also fulfills the Ethics (E), Diversity (D), and Experiential Learning (X) requirements in the Liberal Studies Core. Because EDU 2130 fulfills the same requirements as SOJ 1000, Human Development majors are not required by the Honors Program to take SOJ 1000, as long as they add an Honors contract to EDU 2130. To this end, a section of EDU 2130 will require an Honors Contract for Honors Human Development majors. Be sure to discuss this with your education advisees to make sure that they register for the correct section of the course.

Second Year

In addition to any regular Honors course the student may select, second year Honors students are required to take SOJ1000H—Introduction to Social Justice (with the exception of Human Development majors who took EDU2130 with an Honors contract). This course fulfills the Honors Program’s service learning requirement, and also fulfills the Ethics (E), Diversity (D), and Experiential Learning (X) requirements in the Liberal Studies Core.

Beginning in their second year, Honors students may earn Honors credit for one of their non-Honors classes by means of a Honors Contract.

Third Year

In addition to any regular Honors course the student may select, in the second semester of their junior year, Honors students should register for the Honors senior Capstone seminar to begin planning their capstone project. This course counts as one of their eight required Honors courses.

- HONORS SENIOR CAPSTONE (HON 4001H) 2CR – SPRING OF JUNIOR YEAR

Note: Students who decide to study abroad during the spring semester of their junior year must take HON 4001 in the fall of their senior year.

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: HON 4001 counts as one course and a course or directed research in the student's major area of study to which the capstone project is attached will count as the second.

More information about the Honors Capstone process is provided on page 9.

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 to offer 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, but not required. 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, however, 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 taught 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

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

Honors Contract

After attending a mandatory workshop held within the first two weeks of the semester outlining requirements, Honors students (sophomores and beyond) may work with a faculty member to formulate an Honors Contract for a non-Honors course. The Honors Contract (formerly known as the Honors Component) is developed by the student in consultation with the course instructor, and must incorporate more challenging and/or in-depth work than the non-Honors course requires. Possible work could be an additional or longer research paper, a study, a presentation requiring significant research, a portfolio, performance, or creative artifact otherwise not required in this course, or other significant work that is appropriate to the discipline and that goes beyond the requirements of the non-Honors course. The contract must also clearly reflect at least one of the pedagogical goals of the Honors Program—ie., Learning in Community, Active Learning and/or Transformative Experience. The proposal should include all of the following:

- A cover sheet consisting of a completed Honors Contract Form that is signed by both student and instructor
- A proposal narrative written by the student that contains:
 - a description of the work to be undertaken, including a timetable
 - an explanation of how the work to be undertaken goes beyond the regular course syllabus in a way that satisfies one of the Honors Program’s four pedagogical goals
 - a copy of the class syllabus
 - an explanation of how the results of the project will be disseminated to others
 - an explanation of how the work will be evaluated by the instructor upon its completion

Finally, the Honors Contract Form, the proposal narrative, and the course syllabus should be scanned as ONE pdf document, emailed to the Honors Program Director, and registered via the Honors Contract Registration Google Form by noon on the semester due date.

Students are normally limited to one Honors Contract during their time in the Honors Program. Honors Contracts cannot be taken Pass/Fail. Eligible courses include any *non-introductory* Merrimack course above the 1000 – level taught in the day division during the regular academic year. With approval of the Program Director, students may petition for an Honors Contract through Merrimack-approved foreign study programs. Summer and evening courses and courses taught at other institutions will normally not be eligible. Under completion of the Honors Contract and the course, and upon submission of a one-page report signed by the instructor confirming completion of the contract project to the Honors Program Director, an notation will be made in the “notes” section on the student’s transcript indicating it was taken for honors credit.

If two or more Honors students would like to formulate an Honors Contract for a course, they can collaborate on a proposal with the course instructor. The same guidelines above apply. Each student who completes the Honors Contract will receive a notation on their 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 an area of interest
- To maintain an academically challenging but supporting 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 an intensive project, usually in the student's major area of concentration.

Nature of Capstone Project: The Capstone Project will be a significant undertaking, such as a research paper, study, creative endeavor (such as an exhibition of visual art, a manuscript of creative writing, a theatrical production), or some other discipline-appropriate work ordinarily in the student's major. Projects will be completed within a student's 4-credit senior seminar course or 4-credit major-specific capstone course, or as a 4-credit directed research course if no senior seminar or senior capstone course exists to accommodate the student's area of interest. Please note that Capstone Projects can only be completed as part of upper-level undergraduate courses; projects cannot be embedded in introductory-level undergraduate or any graduate-level courses. To qualify as an Honors Capstone project, the student must disseminate their project in a public forum, such as a conference, symposium, exhibit, or performance, or publish it in an appropriate journal or collection.

Projects outside a Student's Major: Capstone Projects will ordinarily be in the student's major area. 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, typically 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. Students who decide to study abroad during the spring semester of their junior year must take HON 4001 in the fall of their senior year and complete all components of their capstone projects by graduation. If an Honors student elects to graduate early from the College, they are still required to take HON 4001 and to complete all components of their capstone project in order to graduate as a member of the Honors Program.

PLEASE NOTE: If a student presents the Capstone Project at Merrimack's Undergraduate Research and Creativity Conference at the end of the spring semester, s/he must notify the Honors Program and provide evidence of the presentation. We also strongly encourage students to upload their projects to ScholarWorks, which is McQuade Library's research repository.

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

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 can be disseminated in a number of ways, with specific adjustments and accommodations as needed in different fields.

- **CONFERENCE:** An event at Merrimack or another approved campus that includes poster sessions, brief talks, and other presentation modes. Merrimack's Research and Creative Achievement Conference is one example and other conferences off-campus may qualify with approval of the student's capstone advisor.

- **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: Senior Honors Capstone and one Honors course credit for 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.

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

JUNIOR SPRING semester:

- a. **THROUGHOUT SEMESTER:** Students should take HON 4001H (2 credits). This course will focus on the development of a sound proposal for the Capstone Project. Students will develop, trade, critique project proposals and explore possible venues for dissemination. A major goal of the semester will be to form a supportive community of scholars.
- b. **LATE SPRING:** Each student should register for appropriate SENIOR FALL course in which they will complete their Senior Capstone Project. For many students, this will mean registering for the Senior Seminar or Senior-level Directed Study required as part of their major. In all cases, students must be enrolled in a 4-credit, upper-level course taught by the faculty mentor for their capstone during the semester in which they complete the capstone project.

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 may be sought in connection with their Capstone Projects.

SENIOR FALL semester:

- a. THROUGHOUT SEMESTER: Students should take the Senior-level course in which their Capstone Project is embedded.
- b. LATE FALL: Students should complete Capstone Project and submit it for evaluation and grading by Faculty Mentor.

SENIOR SPRING semester:

- a. SPRING SEMESTER: Students should disseminate their projects (e.g., poster presentations or roundtables at Merrimack's Research and Creativity Conference, publications in appropriate undergraduate academic journals, performances or productions of artistic works, etc.).

IMPORTANT: Please remember that students must have a cumulative GPA of 3.5 or above by the end of the semester before they graduate and complete their capstone project in order to graduate as a member of the Honors Program.

Advising Honors Students FAQ's

Will I be advising any Honors students?

Most likely. This is due to the fact that students in the Merrimack College Honors Program come from all academic divisions and have majors in most of the subjects the College offers, so the 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 for advisors. 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, please 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, five. (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 service learning requirement by taking an Honors section of SOJ 1000 – Introduction to Social Justice (normally completed during their sophomore year); (3) Honors students must take HON 4001 (typically during spring of junior year) to prepare for the completion of their Capstone Projects; (4) Students must complete an Honors Capstone Project and disseminate it before graduation; and (5) 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 Contract" in a non-honors class I'm teaching. What is that?

An Honors Contract 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 Contract. If you are willing to consider working with a student to create an Honors Contract in a course you are teaching, please ask the student to contact the Program Director. Contracts can be proposed during 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 are designated Honors by having an "H" as the suffix in the course code. Honors Contracts will receive a notation on their transcript next to the corresponding course to indicate they took it as an Honors course.

Honors Probation

Students who fall below the cumulative 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 and the annual scholarship will be removed beginning in the next semester. Should a student's GPA fall below a 2.7 after the first semester in the Program,

the Honors Program Director reserves the right to remove the student from the Program without granting a probationary period and to remove the Honors scholarship beginning in the next semester.

NOTE: There is no probationary period available to second-semester seniors because the cumulative GPA that students have at the end of the first semester of their senior year is the one that we use to determine whether they have met the GPA requirements for graduating as a member of the Honors Program.

Appeal process: While a student is typically granted one semester for probation in the Honors Program, there must be extenuating circumstances that impact a student's performance beyond the single probationary semester in order for a student to appeal for a second probationary semester. If a student encounters such extenuating circumstances, they may appeal for one extra probationary semester by petitioning the Honors Program Committee. The petition should include a transcript of the student's grades up to the most recent date, an explanation for the necessity of an extra probationary semester, and a plan outlining how the student intends to improve the cumulative GPA to the minimum 3.5 required for sophomore, junior, or senior status in the Honors Program. The Director and the HPC will review the petition and decide for or against a second probationary semester. If it is approved, the student must bring the cumulative GPA up to the minimum 3.5 by the end of that semester or be removed from the program. Additional appeals will typically not be considered.

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 organization to plan and organize extra-curricular events such as social and community events, on-campus gatherings, and special off-campus events of both academic and non-academic interests. The Honors Student Council also provides at least two students liaisons to represent the Honors student body at meetings of the Honors Program Committee (HPC). The HSC is structured into committees, which focus on specific areas of programming or advocacy. The HSC Chair and Co-Chairs are elected by the members of the HSC, and the committee officers are selected by the Chair and Co-chairs through an application and interview process. All Honors students are invited to serve on the committees through a recruitment process in the fall semester.

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.

Visit: <http://www.merrimack.edu/academics/honors/honors-student-council.php>

2017-2018 HSC LEADERSHIP TEAM

Chair: Alison Hanlon (2018)

Co-Chair for Community Engagement: Courtney Carozzo (2018)

Co-Chair for Student Engagement: Cailin Fraser (2019)

Academic/Program Development Officer: Samantha Geary (2019)



HONORS PROGRAM
Honors Student Council

Cultural Engagement & Service Officer: Michaela Casey (2018)

Events/Programming Officer: Kerri McCarthy (2018)

General Officer: Mary Levine (2019)

Public Relations Officer: Alison Tobin (2018)

HSC Committees

Community Engagement

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 various academic and student input surveys to gather feedback and promote change

Cultural Engagement & Service

- Establishes an inclusive Honors community by organizing events such as films, shows, plays, etc. that focus on diversity, multicultural awareness, in addition to other diverse populations
- Works with Merrimack organizations such as Jewish Christian Muslim Relations to facilitate an integrated community dedicated to inclusivity
- Builds an inclusive community with the Honors Commons and Residential Communities by incorporating Merrimack's ideals and traditions with other organizations on and off campus
- Focuses on planning and executing service related activities such as the Wounded Warrior Project, Thanksgiving Basket Drive, Random Acts of Kindness Week, and Relay for Life
- Connects with various organizations including Campus Ministry, and the Office of Student Engagement to participate in service opportunities as an Honors Program community such as Mack Gives Back
- Facilitates fundraising activities and events to collect donations for outside organizations and charities

Student Engagement

Events/Programming

- Responsible for all logistical aspects and coordination/facilitation of social programming and events
- Ensures the facilitation of Honors events such as snack attacks, socials, movie nights, etc.
- Works with the Honors Resident Advisors and Honors Peer Mentors to plan events in the Honors LLC's, focusing on activities for the entire Honors Program
- Works to interconnect all students of all classes in the Honors Program through community building events

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 and assists with the Terrific Tuesday Update weekly email

Public Relations

- Focuses on publicizing the Honors Program through the use of the Honors Program social media accounts such as Facebook, Twitter, LinkedIn, Snapchat and Instagram accounts
- Advertises events and important information, including helping write for Honors Program newsletter and website, and coordinates with Social Media Coordinator and Staff Assistants
- Assists with the Terrific Tuesday Update weekly email

HSC Structure AY17-18

