



**The Honors College at
Marshall University**

Policy Handbook

***A Guide to Honors Education at Marshall:
Policies, Practices, and Possibilities***

For Students, Faculty & Advisors

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A Message from the Dean for Students

Welcome to the Honors College at Marshall University. You are part of a dynamic, inclusive community of thinkers, creators, and doers. This guide was created just for you—to help you make the most of your time in the Honors College, understand the opportunities available to you, and navigate the policies that support your success.

Whether you're just beginning your journey or approaching the final steps toward graduation, the Honors College is here to challenge, support, and inspire you. Our community is built on creative curiosity, ethical leadership, and a shared commitment to the greater good. As an Honors Scholar, you are not only expected to succeed academically, you are invited to thrive, lead, and contribute meaningfully to your community and the world.

Use this guide to explore what's possible, stay informed about expectations, and return whenever you need clarity. Think of it not as a list of rules but as a companion to your experience—clear, supportive, and aligned with your aspirations.

Warmly,

Brian A. Hoey, Ph.D.

Dean, Honors College
Marshall University

A Note on Audience and Purpose

This guide is written primarily for current students of and, in **Part II, for the faculty associated** with the Honors College at Marshall University. While some sections (such as admissions pathways or new faculty proposal processes) reference individuals not yet part of the college, they are included here to provide a full picture of how honors education at Marshall works.

In that spirit, the tone throughout this guide is intentionally welcoming, reflective, and student-centered—meant to mirror the values of our community and the kind of learning environment we strive to cultivate.

Our Shared Vision

Who We Are

The Honors College at Marshall University is a home for students who crave challenge, embrace creativity, and want to be part of something bigger. Here, we blend academic excellence with real-world engagement, creating opportunities to connect ideas across fields and to apply learning in meaningful ways.

We support a diverse community of students from every academic college at Marshall—students who bring a wide range of interests, experiences, and ambitions. Together, we ask difficult questions, explore complex problems, and grow as citizen-scholars.

Our Mission

We cultivate intellectual curiosity and ethical action through creative and critical inquiry, experiential learning, and community engagement.

Our Learning Outcomes

As an Honors Scholar, you'll graduate prepared to:

- Make connections across disciplines, ideas, and real-life contexts.
- Develop original approaches to complex problems.
- Evaluate your own learning and find ways to improve it.
- Communicate effectively in written, spoken, and visual formats.
- Understand cultural complexity and how it shapes our world.
- Lead ethically and collaboratively with others.
- Bridge academic knowledge and civic impact.

These aren't just academic goals, they're the heart of the kind of learning that matters, and, together with our mission, they guide everything we do in the Honors College. *You'll find the complete Student Learning Outcomes in **Part II** of this document, which is for faculty teaching in honors education.*

Joining the Honors College

Though the information in this section is primarily for advisors and current students who may assist others, the admissions pathways outline routes by which students may become part of the Honors College community.

How to Become an Honors Scholar

At the Honors College, we welcome curious, motivated students through different admission pathways—depending on their circumstances. Whether you're a high school senior, a current Marshall student, or transferring from another college, there's a path for you to join this vibrant community.

Below you'll find a breakdown of each route into the Honors College, all rooted in our commitment to inclusivity, academic integrity, and student potential.

For Incoming First-Year Students

If you've been admitted to Marshall University and you meet the following criteria, you are invited to join the Honors College and will only need to accept our invitation:

Admission by Invitation

- **High School GPA:** 3.5 or higher, unweighted
- **Standardized Test Scores:** ACT composite of 26 or higher (or SAT composite of 1230+)
- **How it Works:** No separate application needed—just meet the qualifications and respond to the invitation by our priority deadline (typically **May 1**).

If you meet the GPA requirement (3.5 or greater) but not the test score threshold, you can still join the college by submitting a successful application through our second admission pathway:

Admission by Holistic Review

- Find the **Honors College Application** on our website (the link to our admissions page is below).
- Applications are accepted on a **rolling basis** through **April 15** each year.

We look beyond numbers—we want to hear your story, your passion, and what you'd bring to our learning community.

For Current, Transfer, and Spring-Admitted Students

If you're already at Marshall—or joining us in the spring—we have flexible options tailored to your academic journey.

Fall Admission by Invitation (non-transfer)

- For new Marshall students (Fall start) with:
 - **3.5 or greater HS GPA**, at least **26 ACT or 1230 SAT**, and **no GPA yet at Marshall**.
- **No application required**—just request to be considered for a *late invitation* no later than week 7 of the semester by emailing the college at honorscollege@marshall.edu.

Admission by Holistic Review (Fall or Spring)


- Available to current Marshall students and qualified transfers with:
 - **3.5 or greater GPA in 12 or more completed college credit hours**
 - **No more than 30 total college credits earned**
- Requires submission of an **application** to the Honors College.
- Students may also request up to **6 hours of General Honors credit waived** for prior coursework.

 *All applications must be submitted before the **7th week of the semester**.*

Important Note About The Honors College Scholarship

Due to university policy, the **Honors College Scholarship** (a partial tuition waiver) is available **only** to students who enter Marshall as *first-year students* (including Spring admits).

- Spring-start students may be eligible for **half the award** in their first year.
- Full eligibility begins in their first full academic year if they remain in good standing.

 For more details on our pathways and instructions to accept our invitation (for eligible students) or to apply please see: <https://www.marshall.edu/honors/prospective-students/>

Living the Honors Life

Opportunities, Community, and Curriculum

Being part of the Honors College means more than taking honors courses—it means joining a community that supports you, challenges you, and gives you room to grow as both a developing scholar and person. Below are the key elements of the honors experience that help make your time at Marshall truly exceptional.

Your Honors Curriculum: A 24-Credit Path to Distinction

To graduate with *University Honors through the Honors College*, you'll complete coursework that is designed to be **flexible**, **meaningful**, and **integrated** into the requirements of general education. We can also work with you to advocate for contributions to your major requirements, which often makes sense given the nature of the work that you will do in the context of your honor coursework. You'll find a potential "path" through the curriculum following this section, detailing overall requirements as presented in two "types" of honors credits—those that are "core" and thus essential and somewhat more structured/restricted and those that are "general" and thus more foundational and open-ended.

Understanding Your Honors Curriculum Requirements

The Honors Curriculum consists of **24 total credits**, divided between:

- **Core Honors (12 credits)**
Includes *FYS 100H* (3 credits), *HON 200* (3 credits), *HON 480* (at least once), and one additional upper-division HON course (e.g., an additional HON 480, or HON 300, or HON 490).
- **General Honors (12 credits)**
Completed through a mix of honors-designated departmental courses (e.g., ANT 201H and ENG200H), additional HON-prefix courses, and approved substitutions or waivers of credit.

✍ To ensure depth and intentionality, **at least 15 of the 24 required Honors credits must be completed in courses listed with an "HON" prefix or "H" designation in the schedule of courses.**

The remaining credits may include:

- *Approved waivers* (e.g., for study abroad or prior college credit)
- *Approved substitutions* (e.g., one graduate-level course)
- *Departmental Honors* (up to 6 credits, with approval)—a structured, discipline-specific path toward General Honors credit, grounded in original scholarship or creative inquiry in a program that has sought approval for this pathway from the Honors College (e.g., Anthropology and Sociology).

Core Honors (12 credits)

These are structured courses that build both foundational and advanced skills:

- **FYS 100H – First-Year Seminar (3 credits)**
Your introduction to critical thinking. Taken in the first year, typically in the Spring semester.
- **HON 200 – Second-Year Seminar (3 credits)**
A deep dive into collaborative learning focusing on ethics, leadership, and civic engagement. Taken in the second year, always in the Spring semester.
- **Upper-Division Seminars & Experiential Courses (6 credits total)**
Choose from:
 - **HON 480:** Special Topics Seminar (at least one required)
 - **HON 300:** Honors Peer Mentors & Leaders
 - **HON 490:** TEDxMarshallU Internship (requires a two-semester commitment for a total of 3 hours). *Students must apply to the TEDx licensee for an intern position.*


General Honors (12 credits)

Earned through a combination of:

- Departmental courses with an **H-designation** (e.g., ANT 201H, ENG 200H)
- Additional upper-division HON courses
- Approved experiential learning options (see below)


Experiential Learning and Approved Honors Experiences

Your learning can—and should—go beyond the classroom. Here are some enriching options that may count toward your General Honors credits:

- **Study Abroad** (up to 6 credits contracted for qualifying experiences)
 - Students must apply to “contract” for receipt of honors credit for study abroad experiences (Part I) and follow-up after their trip (Part II) to receive that credit.
 -  *Study Abroad: Ireland’s Cultural Landscapes*
The Honors College sponsors a unique faculty-led study abroad opportunity in Ireland each summer in partnership with a university in Dundalk, earning students up to 7.5 US academic credits and an internationally recognized Certificate in Cultural Landscapes (for 15 EU credits). This program qualifies for a waiver of up to 6 Honors credits (including 3 hours of Core Honors for this program only).

 Learn more: www.marshall.edu/honors/study-abroad/ireland

- **HON 301:** Honors Engagement & Outreach is a leadership development course and service-learning experience in which students represent the Honors College at recruitment events and campus activities. Open to application and selection. This is also known as the Honors Ambassadors Program and is required of all Hedrick, Hodges, and 1837 Scholars.
- **HON 484:** *The Honors Oracle* (student newsletter)
- **Departmental Honors** (Must be in approved programs and may be up to 6 credits, if approved)

 All substitutions or waivers require submission of appropriate forms (e.g., **Waiver Appeal, Exception Request**) found on our website.

 Visit the student forms page: www.marshall.edu/honors/forms/

Special Pathways to Completing the Honors Curriculum

A select number of students may be permitted to complete the Honors Curriculum through special, structured programs. We currently offer one as seen here:

- **The Honors Incubator Pathway:**

The Honors Incubator Pathway is a structured, experiential track within the Honors College curriculum, designed for students committed to innovation, interdisciplinary collaboration, and real-world problem-solving. This pathway integrates entrepreneurial education with honors learning outcomes, offering a dynamic environment for developing and implementing impactful projects.

Eligibility and Admission

- **Target Students:** Honors College students in good standing from any major who demonstrate a strong commitment to innovation and problem-solving.
- **Application Process:** Students apply during their first semester in the Honors College by enrolling in a design-thinking based FYS 100H to be announced. Selection is based on course performance, the strength of proposed ideas, and readiness to collaborate. The selection process is managed by Dr. Ben Eng and the iCenter, in coordination with the Honors College.

Curricular Structure (12 Credits)

Participants in the Honors Incubator Pathway will complete the following sequence:

- **FYS 100H:** First-Year Seminar (3 credits) – Serves as the gateway to the Incubator.

- **ENT 200H:** Discovering and Validating Problems Worth Solving (3 credits).
- **ENT 300H:** Developing Solutions and Strategies for Implementation (3 credits).
- **Summer Accelerator:** An immersive program supported by the iCenter, providing mentorship and resources for project development (3 credits).

✎ This sequence replaces traditional Core Honors requirements (e.g., HON 200, HON 480) with a focused curriculum tailored to entrepreneurial goals.

General Honors Requirements (12 Credits)

In addition to the Incubator sequence, students must complete 12 credits of General Honors coursework.

🔗 Learn more: www.marshall.edu/honors/experiential/incubator

A Path Through the Honors Curriculum

How a Typical Honors Scholar Might Complete the 24 Credit Honors Curriculum

Every Honors Scholar's path will be a little different—but most students complete the 24-credit Honors Curriculum by steadily layering honors experiences into their time at Marshall. Here's how a typical honors journey might unfold as a student pursues their degree while completing the honors curriculum:

First Year (6–9 credits)

- **Fall:**
 - *Departmental H-course* (e.g., ENG 200H or ANT 201H for a total of 3-6 credits). This schedule will be prepared for students by academic advisors during the summer before their first semester. Advisors should identify students as members of the Honors College ("HON" in Banner) and register them for appropriate honors credit opportunities.

✎ Students entering with AP, IB, or dual enrollment credit should discuss the option to apply for a General Honors credit waiver during their First-Year Check-In. Waiver requests must be submitted by the end of the first semester. Waivers are not applied until your semester of graduation, if they are needed to fulfill any remaining General Honors requirements. These credits are "banked" after applied for and approved but not applied in DegreeWorks unless needed to complete General Honors at the time of graduation.

- **Spring (includes 1 Core Honors course):**

- Optional *departmental H-course* or *General Honors elective* (e.g., HON 484)
- *FYS 100H* (3 credits) – First-Year Seminar (required Core Honors, generally only offered in the Spring semester each year)

✂ By the end of the first year, most students will have completed 6–9 honors credits (including 3 **Core Honors** credits in FYS100H) and all must satisfy the **First-Year Check-In** requirement. Students are generally expected to complete a minimum of **6 Honors credit hours during their first year**. These credits should be earned through coursework (not waivers) and would generally include FYS 100H and at least one honors-designated (“H”) *departmental* course such as ANT 201H or BSC 120H.

Second Year (6–9 credits)

- **Fall:**

- Optional *departmental H-course* or *General Honors elective* (such as *HON 301* or *HON 484*), as desired or needed (3-6 credits)
- Optionally, you may seek permission to register for a *Core Honors* course such as *HON 300*, *HON 480* (if invited to do so by the Honors Advisor), or *HON 490* (with an application to the TEDxMarshallU licensee). *This is particularly advisable for certain majors who have a **compressed or otherwise complicated timeline** to completion of their major requirements. Examples include any 3+ programs or those with practicums such as Nursing.*

- **Spring:**

- *HON 200* (3 credits) – Second-Year Seminar (required Core Honors only offered in the Spring semester each year)
- Optional *departmental H-course* or *General Honors elective*, as needed (3-6 credits)
- Optionally, you may seek permission to register for a *Core Honors* course such as *HON 300*, *HON 480* (if invited to do so by the Honors Advisor), or *HON 490* (with an application to the TEDxMarshallU licensee). *This is particularly advisable for certain majors who have a **compressed or otherwise complicated timeline** to completion of their major requirements. Examples include any 3+ programs or those with practicums such as Nursing.*

✂ Most students complete at least one Core Honors course this year (as *HON 200*) and generally have at least 15 honors credits earned to date, and most will only need a final 6 hours of upper-division Core Honors credits to complete the curriculum in the next two years.

Third Year (3–6 credits)

- **HON 480**, **HON 300**, or other upper-division Core Honors credits, including HON 490.
- *Study Abroad, research, or co-curricular experiences* (as “contracted” credit)
 - Optional departmental H-course or General Honors elective, as needed (3-6 credits)

✂ *It is essential to remember that all students in the Honors College, unless in the Honors Incubator pathway, must complete **at least one HON 480 course** before graduation to complete their requirements and Graduate with University Honors through the Honors College.*

Fourth Year (3–6 credits)

- *Additional HON 480, HON 300, or other upper-division Core Honors credits*
- Wrap up any remaining General Honors electives, which should be 3 or less at this point. *Students who began with pre-college credits (AP, IB, dual enrollment) may now request that “banked” waivers be applied in DegreeWorks to offset remaining General Honors requirements. Odd numbers of credits needed in General Honors can be earned in courses such as HON 301 or HON 484, for example.*
- File **Honors Graduation Application** early in final semester

✂ *By graduation, all students must have completed:*

- 24 honors credits with **15** of those in HON or H-designated courses
- A *minimum* GPA of **3.30** (which is discussed in the **Academic Standing** section)
- Required advising milestones

You don’t have to plan all 24 credits in your first semester. But if you take 3–6 credits per semester, reflect often with your Honors Advisor, and engage with the many co-curricular opportunities available, you’ll find that the curriculum becomes more than a requirement—it becomes a *journey into your fullest potential*.

Honors Living-Learning Communities

Our students are invited to live in designated **honors housing**, including:

- **First-Year Residence Halls** (Honors House)
- **Willis Honors Hall** (for continuing students)

To request honors housing, students admitted to the Honors College **must indicate their interest during the housing application process** through the **Office of Housing and Residence Life**. Priority is given to first-year Honors Scholars who *apply early*. Continuing students in good standing in the Honors College who are interested in living in Willis Hall should complete their housing renewal application. There is a deadline for making requests, typically no later than **01 May**.

 Learn more at: www.marshall.edu/housing

These spaces are designed to foster connection, engagement, and support—a true home within Marshall.

Your Honors Benefits

As an Honors Scholar *in good standing* in the Honors College, you also receive:

- Merit-based awards, scholarships, and grants

In addition to the entry scholarship for first-year students, the Honors College maintains a list of scholarship opportunities open to **current students**. These are awarded competitively and may support tuition, study abroad, research, or conference travel. They require either an application or nomination from a faculty member. Please see the particulars of the awards on our website.

 Visit: www.marshall.edu/honors/scholarships

- Early course registration privileges
- Extended library borrowing privileges
- Access to the Honors College study lounge and flexible workspace with printing in Old Main
- Recognition at the Elizabeth Gibson Drinko Honors Convocation and Honors Medallion at graduation

Policies That Support You

Clear Expectations. Consistent Support.

The Honors College is committed to your success—not just academically, but personally, socially, and professionally. The following policies are in place to ensure that every Honors Scholar has the structure, support, and flexibility they need to thrive.

These expectations aren't about restriction. They're about building trust, providing clarity, and helping you move confidently through your journey in Honors.

Advising and Registration

First-Year Check-In

All new Honors Scholars are required to set up a **First-Year Check-In** appointment with an advisor in the Honors College *after receiving an invitation to make an appointment* from the main Honors Advisor. This meeting:

- Ensures you're on track with the curriculum
- Introduces you to available resources
- Qualifies you for **priority registration**

✂ *Failure to attend this required appointment will result in **dismissal** from the Honors College.*

Ongoing Honors Advising

Honors students are strongly encouraged to meet with the Honors Advisor after your first year, as needed. These meetings help you:

- Plan your honors course schedule
- Connect with experiential and co-curricular opportunities
- Stay informed about updates and expectations

You'll receive email notifications with advising dates and scheduling instructions.

✂ Note that students must schedule advising appointments to **obtain permission** for registration in upper-division Core Honors courses, which are closed to all students who have not had an Honors Advising appointment.

🔗 Make your appointment: www.marshall.edu/honors/current-students/honors-advising-sessions

Enrollment Petitions

If you need to withdraw from two honors seminars (HON 300, HON 480, or HON 481) **after the drop/add period**, you must request permission from the Dean before enrolling in another. Use the **Enrollment Petition** form on the website.

Academic Standing in the Honors College

Academic standing decisions—including probation interventions, dismissals, and appeals—are reviewed in collaboration with the Honors College's Strategic Enrollment Management (SEM) Committee. This group, composed of honors staff, provides guidance on student support, reviews student data, and ensures alignment with college-wide retention and graduation priorities.

To remain in **Good Standing**, you must:

- Be enrolled in a bachelor's degree program at Marshall
- Maintain a **cumulative GPA of 3.30 or higher** (*first-semester exception noted below*)
- Complete **6 honors credits within your first two semesters**
- Register for **HON 200** in the Spring of your second year

✎ Students must earn a grade of **C or better** in a course to receive honors credit.

Probation Policy

- First-year students with a GPA of **2.70–2.99** in their first semester are automatically placed on **Honors Probation** for up to two semesters.
- Students who fall below a **3.30 GPA** after their first term are placed on probation for one semester.
 - If GPA recovers: You return to Good Standing.
 - If GPA remains below 3.30: You will be **dismissed** from the Honors College.

✎ Students on probation **must meet with the Honors Advisor** or risk losing Priority Registration.

Dismissal and Appeals

- If dismissed from honors, you will be notified by email after grades post.
- You may submit a written **appeal to the Dean**, explaining your circumstances.
- Decisions on reinstatement are final and made with care and integrity.
- Honors College students on probation who do not register for classes for the following term will be dismissed from the Honors College.

Policy Exceptions and Forms


You can request such things as:

- **Waiver Appeal for College Credit Earned in High School**
Request General Honors credits. Students must generally petition by the end of their first semester using the Waiver Appeal for College Credit Earned Prior to High School Graduation form for up to 6 hours waiver for AP, IB, or dual enrollment.
- **Study Abroad Honors Credit Waiver Petition**
Request credit waivers for approved study abroad experiences.
- **Honors College Exception Request**
Petition for special considerations (e.g., graduate course substitution, use of Departmental Honors credit).
- **Appeal for Reinstatement**
For students seeking to return to the Honors College after dismissal.
- **Honors Plan of Study for 3+ Students**
Ensures accurate credit planning for students in accelerated undergraduate pathways.

If you are enrolled in a **3+ program** (undergrad + grad combined), and you begin taking graduate-level courses in your fourth year, you must file a special **Honors Plan of Study for 3+ Students** before the end of your second year.

This ensures:

- Your honors credits are completed appropriately
- You maintain eligibility for recognition at graduation

 This form should be submitted **by the first semester you begin graduate coursework**, in consultation with the Honors Advisor.

- **Honors Graduation Application**
Required early in your final semester to receive transcript recognition and participate in the Honors Convocation.

All forms are available at:

 www.marshall.edu/honors/forms

Survey and Research Participation Policies

Participation in Research and Surveys conducted by the Honors College

The Honors College regularly conducts **internal** surveys and limited research to assess and improve student experience, learning outcomes, and program effectiveness. Participation in these surveys is voluntary but very strongly encouraged. Aggregate data may be shared

for institutional reporting or strategic planning. These efforts comply with IRB standards and institutional best practices for programmatic review.

If you have questions about how your responses are used, or wish to opt out of a specific survey, please contact the Honors College at honorscollege@marshall.edu.

Conducting Research Involving the Honors Community

Students, faculty, or external researchers who wish to conduct surveys or research involving Honors students, alumni, courses, programming, or personnel must seek prior approval from the Dean of the Honors College. This includes all projects, whether scholarly, administrative, or co-curricular, that intend to gather data from or about the Honors College community.

This policy ensures:

- Respect for the time, privacy, and consent of students and faculty
- Prevention of survey fatigue and duplication
- Alignment with the College's mission, values, and standards of academic integrity

Researchers should provide a brief description of the project and its purpose, the proposed method of data collection, and confirmation of IRB approval (if applicable). Requests should be sent to honorscollege@marshall.edu in advance of any recruitment or data collection.

The Honors College supports meaningful, ethical research—but always with care for the community we serve.

Your Journey to Graduation

Honors Recognition and the Finish Line


Graduating with **University Honors through the Honors College** is more than a credential—it's a mark of distinction, earned through sustained engagement, intellectual curiosity, and a commitment to growth.

As you near the end of your undergraduate journey, the Honors College will guide you through the final steps to ensure that your hard work receives the recognition it deserves.

Graduation Requirements for University Honors

To graduate with **University Honors** noted on your **official transcript** and be honored at the **Elizabeth Gibson Drinko Honors Convocation**, you must:

- Successfully complete the **24-credit Honors Curriculum**
 - At least **15 of those credits** must come from HON or H-designated courses
- Maintain a **cumulative GPA of 3.30 or higher**
- File your **Honors Graduation Application** at the start of your final semester


 *You will receive an email from the Honors Advisor with instructions on how and when to apply for honors graduation. This process is separate from the general university graduation application.*

Honors Medallion and Convocation

All students graduating in University Honors are recognized at our signature annual event, which is the **Elizabeth Gibson Drinko Honors Convocation**.

- Celebrates the achievements of Honors Scholars across all majors
- Includes personal recognition, presentation of your Honors Medallion, and heartfelt reflections on your journey

The Medallion may be worn at Commencement with your academic regalia, symbolizing your outstanding accomplishment as a member of the Honors College. All students graduating with University Honors through the Honors College will be recognized, formally, at the Spring Commencement, or, if graduating in December, at the Winter Honors Medallion Ceremony.

 *You will receive an email from the Dean with an invitation and instructions for how to participate in the Honors Convocation or Medallion Ceremony approximately 6 weeks before the event.*

Questions as You Near Graduation?

We know the final semester can be overwhelming. The Honors Advisor is here to support you with:

- Credit audits
- Last-semester planning
- Guidance on convocation and next steps

Don't hesitate to reach out. We're with you, every step of the way.

Continuing the Journey as an Honors College Alum

Becoming an Honors Scholar isn't just about the years you spend at Marshall—it's about the way those years shape you for a lifetime. As you graduate and move into new roles—graduate student, professional, artist, caregiver, entrepreneur, advocate—you carry the values and spirit of the Honors College with you.

We want you to know that you'll always have a home here.

As you cross this threshold and step into the next chapter of your life, we are proud of who you are and who you're becoming.

You've done more than complete a curriculum. You've contributed to a living, breathing community of thinkers, leaders, and change-makers. You've made a mark here. You belong to something that endures.

Take what you've learned and carry it with courage. Let your curiosity guide you. Let your integrity shape the choices you make. And know that, wherever you go, you have a home here. We are always cheering you on!

Staying Connected Beyond Graduation

You Are Part of Our Legacy

The Honors College thrives because of the contributions of those who've walked these halls before. You are now part of that living legacy—helping shape the identity of the college for future generations of students.

Your ideas, your voice, and your continued success help us grow stronger.

Ways to Stay Connected

- **Join the Honors College Alumni Network**
Receive updates, connect with fellow alumni, and be the first to hear about opportunities to engage. Reach out to honorsouteach@marshall.edu.
- **Nominate Future Honors Students**
Know someone who belongs to our community? Let us know—we'll reach out.
- **Support Honors**
Contribute to scholarships, student travel, and transformative experiences for the next generation. **Your financial gift—whether large or small—has a real impact.** It supports student research, sends students to conferences, funds honors seminars, and helps us build the kind of education that changes lives. We can't do it without you.

 Give to the Honors College: www.marshall.edu/honors/give-to-the-honors-college

- **Be a Guest Speaker or Mentor**

Share your story. Inspire our students. Be part of the learning that shaped you.

What You Carry Forward

As you go forward into the world, we hope you carry more than a credential. We hope you hold:

- A sense of **curiosity** that keeps you asking the deeper questions.
- A sense of **responsibility** to use your knowledge for the greater good.
- A sense of **community**—knowing you are not alone in your journey.

No matter where you go, you'll always be one of us.

To stay connected, update your contact info or share your news:

 www.marshall.edu/honors/alumni

Part II: For Faculty

Shared Leadership, Shared Purpose

The Honors College depends on faculty from across Marshall's academic community to deliver its unique interdisciplinary curriculum, to foster inclusive excellence, and to model integrative, engaged pedagogy. As with the student-facing sections, what follows reflects our shared commitment to clarity, care, and strategic purpose.

Letter from the Dean

Part II of the Honors College Policy Handbook is crafted especially for you, **the faculty** who give life to our curriculum and meaning to our mission. Your creativity, care, and intellectual rigor shape not only what students learn, but *how* they grow and who they become in our learning community.

This section is designed to support your engagement with the Honors College—whether you're proposing an interdisciplinary seminar, mentoring student leaders, serving on HCCAP, or simply exploring what it means to teach in this space of integrative and inclusive learning.

Honors education at Marshall is not a separate track—it's a richer texture woven into the fabric of our university. It demands intentionality, reflection, and a willingness to meet students where they are while pushing them to grow beyond where they thought they could go.

The policies, practices, and opportunities outlined here reflect a commitment to excellence. They also reflect the deep respect the Honors College holds for your role as collaborators, innovators, and co-creators of academic distinction.

Thank you for your interest in the Honors College—whether you are already part of our teaching community or exploring how you might contribute. We are stronger when your ideas, experience, and imagination shape the path forward.

Warmly,

Dr. Brian A. Hoey

Dean, Honors College at Marshall University

Teaching in Honors

- **HON 480: Honors Seminars**

- *Purpose:* Interdisciplinary, discussion-based courses fostering critical inquiry.
- *Proposal Process:* Submit proposals at least one semester in advance via the [Teaching for the Honors College](#) page. Generally, proposals are due no later than the third week of the semester for courses taught as early as the following semester.
- *Repeat Policy:* A seminar may be taught up to three times or three years, whichever comes first. Subsequent offerings require a new or significantly updated proposal.
- *Enrollment:* Capped at 15 students, with potential for up to 18 with approval.

- The Honors College curriculum includes several innovative courses that benefit from faculty leadership:

- **HON 200:** Sophomore seminar emphasizing integrative learning through the exploration of ethics, leadership, and civic engagement.
- **HON 300:** Peer mentorship and leadership course.
- **HON 301:** *Honors Engagement & Outreach.*
- **HON 484:** Production of *The Honors Oracle.*
- **HON 490:** *TEDxMarshallU Internship.*

Learn more or propose a course:

 www.marshall.edu/honors/teaching

- **Honors-Designated Departmental Courses (-H)**

The Honors College maintains active relationships with academic departments to support the development and renewal of honors-designated courses. Department chairs and course instructors may be contacted periodically for feedback or to provide documentation that ensures alignment with honors standards. This collaboration upholds our commitment to academic integrity and the shared success of our curriculum.

- Departments may offer honors sections (e.g., ANT 201H) aligning with Honors learning outcomes. Coordination with the Honors College is required for approval of new departmental honors courses through the curricular approval process now hosted on Courseleaf.

See information on the process here:

 www.marshall.edu/academic-affairs/courseleaf-cim-instructions/

Faculty Eligibility and Expectations

- **Eligibility:** Tenured, tenure-track, and qualified adjunct or term faculty may teach honors courses.
- **Teaching Credits:** We are working to assure that all SCHs will be credited to the faculty's academic department.
- **Pedagogical Approach:** Emphasis on integrative learning, ethical citizenship, and student engagement.

Honors College Curriculum and Policies Committee (HCCAP)

HCCAP plays an essential role in shaping the direction and integrity of the Honors curriculum. The committee reviews all course proposals for alignment with learning outcomes and pedagogical best practices, advises the Dean on academic policy, and participates in faculty recognition through the Honors Faculty Fellows program. Its deliberations reflect the college's commitment to shared governance and inclusive excellence.

- **Role:** Advises on curriculum and policy, reviews seminar proposals.
- **Composition:** Seven faculty representatives (ideally one from each college), two student representatives, and the Dean who serves as Chair.
- **Meetings:** Held at least once per semester to review proposals and policies.

Honors Faculty Fellows Program

The Honors Faculty Fellows Program formally recognizes faculty who advance the mission of the Honors College through outstanding teaching, mentorship, and innovation. Fellows are selected through a nomination or proposal process, with review and approval by the Dean and the Honors College Curriculum and Policies Committee (HCCAP).

There are **two primary pathways** into the Fellows Program:

Recognition of Excellence

Faculty who have demonstrated exemplary commitment to the Honors College—through repeated engagement, innovative pedagogy, mentorship of students, or significant contributions to Honors initiatives—may be nominated to receive the title of **Honors Faculty Fellow**.

Award Details:

- Public recognition at the **Elizabeth Gibson Drinko Honors Convocation**

- \$500 professional development award
- Listing and profile on the Honors College website

This recognition celebrates faculty whose service and impact reflect the highest ideals of honors education at Marshall.

Support for Innovation

Faculty may also apply for **Honors Faculty Fellowships** to support the development of new or expanded initiatives aligned with the Honors College mission. This track is designed to encourage bold thinking, curricular experimentation, and cross-campus collaboration.

Eligibility & Purpose:

- Open to any qualified faculty member at Marshall (tenure-line, term, or adjunct)
- Supports projects such as new course development, integrative learning models, or experiential co-curricular programming

Award Details:

- Up to **\$2,000** in funding available (proposal-based, subject to budget)
- Support may include materials, travel, or release time (with departmental approval)
- Deliverables are typically shared with the Dean and, where appropriate, with the broader honors community

 Learn more or submit a proposal: www.marshall.edu/honors/fellows

Oversight and Evaluation of Honors-Designated Courses

Departmental, honors-designated courses (those carrying the “-H” suffix) are an essential component of the Honors College curriculum, constituting half of the credits required for graduation in University Honors. Yet these courses fall outside the direct instructional purview of the Honors College, making quality assurance, curricular alignment, and accountability critical concerns.

To that end, the Dean of the Honors College, in collaboration with faculty reviewers, will periodically evaluate honors-designated courses to ensure alignment with the principles of honors education and the expectations outlined in this handbook. This includes:

- Reviewing syllabi for evidence of *at least three* Honors College **Student Learning Outcomes (SLOs)** seen below, with learning activities and assessments reflecting these goals

- Assessing integration of **active learning, interdisciplinary engagement**, and other **hallmarks of honors pedagogy**
- Consulting with department chairs and course instructors as needed to provide feedback, support, or recommendations for improvement

These evaluations are not only part of a broader commitment to academic excellence, they also inform the identification of faculty whose contributions may merit recognition as **Honors Faculty Fellows** (as described above).

Faculty teaching honors-designated courses are encouraged to collaborate with the Honors College to ensure their courses meet expectations and are positioned for student success. Course design resources and a syllabus guidance document are available to support this work.

✦ *This review process reflects national best practices in honors education and is aligned with the Honors College's mission, vision, and strategic priorities as outlined in our 2023–2028 Strategic Plan.*

Student Learning Outcomes for Honors-Designated Courses

The Honors College at Marshall University's mission is to provide an environment for innovative teaching and learning within an integrative curriculum motivated by creative, critical inquiry and respect for multiple thoughts, experiences, and identities. The Honors College collaborates with university and public partners to foster inclusive academic excellence in a diverse and supportive community of scholars dedicated to becoming socially conscious, responsible leaders and lifelong learners engaged in the acquisition and application of knowledge for a greater good.

All courses at Marshall University that are offered through a pre-requisite to students in the honors college, whether Honors-Designated Departmental Courses (**-H**) or courses housed in the Honors College (**HON**), should include a **minimum of 3** of the following Honors College student learning outcomes. The SLOs table in the syllabus for either course type should **clearly indicate** that the outcomes chosen align with those of the Honors College.

- make connections while adapting and applying skills and learning among varied disciplines, domains of thinking, experiences, and situations.
- outline divergent solutions to a problem, develop and explore potentially controversial proposals, and synthesize ideas or expertise to generate original plans and approaches.
- evaluate the effectiveness of their own work, reflect on strengths and weakness of their knowledge and skills in defined areas, and devise ways to make improvements.
- produce cohesive oral, written, and visual communications capable of connecting effectively with specific audiences.

- appraise how cultural beliefs and practices affect inter-group communication, how specific approaches to global issues may affect communities differently, and how varying economic, religious, social, or geographical interests can result in conflict.
- demonstrate principles of ethical citizenship and socially responsible leadership through collaborative partnerships.
- evaluate how academic theories and public policy inform one another to support civic well-being.