

Honors College

Summer 2018

Dear Parents:

The Honors College at Marshall University is pleased to welcome you and your student to our new academic year. The College officially opened in fall 2010 with an inaugural class of 135 freshmen students. Today there are more than 600 students in the Honors College at Marshall and the Class of 2018 numbers more than 200.

Honors education serves as strong evidence that an institution of higher learning puts academics at the center of its mission. College honors is very different from the high school honors experience that frequently asks students to do more work or harder work; college honors is student centered and Marshall University wants its most motivated students to maximize their college experience and to develop their intellectual potential. Our Honors curriculum is designed to do just that.

Additionally, we know that good students need not only challenges but a strong peer group that values academic success. A sense of community is evident among Marshall students in honors. There are honors floors and a Living Learning Community for honors in the First Year Residence Halls. Upper class honors students are eligible to live in the honors residence, Willis Hall. The honors suite in Old Main offers a computer lab and a student study lounge, as well as a friendly staff to answer questions or provide advising. Both locations provide students a place to meet and find support among like-minded peers.

The Honors College at Marshall will continue to serve students by offering not only opportunities but possibilities for learning, for careers yet undefined, and for education that is truly transformative.

We invite you to explore the Honors College by visiting us when on campus or through our website: [www.marshall.edu/honors](http://www.marshall.edu/honors).

Sincerely,



N.J. LoCascio, Ph.D.

Dean

**WE ARE... MARSHALL.**

## Honors College Curriculum

The Honors College at Marshall University fosters academic excellence in a community of learners whose undergraduate education is enhanced through innovative teaching and learning, an engaging interdisciplinary curriculum, creative and critical inquiry with talented faculty, and diverse leadership and service opportunities.

Students who wish to graduate from the Honors College must complete 24 semester credits of honors experiences. Though these credits are in addition to their college and departmental major requirements, many courses substitute for general education requirements.

The 24 credits must include:

- FYS 100H: First Year Seminar, 3 credits
- HON 200: Second Year Seminar, 3 credits
- At least two interdisciplinary honors seminars, 3 credits each
- Any Combination of department-offered honors courses or HON course

## Contact Information

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## Frequently Asked Questions About Honors



**Does participation in an Honors Program really matter?** Yes, it will speak volumes about your abilities and aspirations. Students in Honors programs are widely recognized as being the best students at a college, having both superior academic ability and the motivation to make the most of their college experience. Consider what an American college degree means to the general public. Because there are more than 3000 colleges and universities in the United States, most people have no way of evaluating, for example, the scores of colleges in California, and they have only a vague idea about the quality of colleges in their local area. But everyone knows that if you join an Honors Program, you are obviously a superior student who is clearly committed to getting the best education-the best courses and professors-available to you.

**Why do so many American colleges and universities have Honors Programs?** Honors programs at more than 1000 colleges across the United States are special academic programs designed to help superior students-who are sometimes bored or unchallenged by conventional courses-make the most of their college experience. If a college is like a big swimming pool, an Honors program is the opportunity to swim in the deep end. You don't have to be there all the time, but you should not miss it. A typical American Honors programs offers a series of small classes or seminars, taught by the best faculty at the college, limited to the students with superior academic abilities, and emphasizing class discussions rather than lectures. Because these characteristics are often associated with very expensive Ivy League education out of reach of most families, Honors programs occupy the place of pride on their campus and have been recognized as one of the greatest bargains in American higher education.

**Wouldn't I do better in college if I didn't join an Honors Program?** Sometimes this is true, but very often it is not. In fact, more than a thousand colleges have established Honors programs precisely because good students do better in them! Without a peer group that values academic excellence, social life can easily become more important than studying. Talented students can be bored in normal classes and coast through or put off simple assignments (just as they did in high school). Unfortunately, students who avoid challenges and try to take the easy way out often face severe shocks in college (it's not grade 13!) and graduate with mediocre academic records.

**Will college Honors be like Honors courses in high school?** No, there is usually a world of difference between high school and college Honors courses. In many high schools Honors courses are just the normal courses "made harder" with extra readings, extra assignments, and extra hard grading of students. But at college, Honors courses are specially "enriched" courses, not normal courses made "harder," and grading standards are the same as in normal college courses. Honors courses avoid the boring lectures/ passive learning approach to education. Enriched Honors Courses stimulate your thinking; they use provocative and innovative materials covering central concepts and cutting edge explorations, ranging from the classics to the ultra-hip; and they provide the informal, small class environment that encourages discussion and debate on important topics. Honors enrichment means taking students to museums to show them real art, bringing guest experts into the classroom-poets and visiting professors, lawyers, journalists, or doctors-or doing whatever is relevant and illuminating for the class.

**I'm no genius. Will Honors courses be too hard for me?** No. If you were selected for an Honors program, you have the ability to succeed in your Honors Courses. You will also gain confidence in your own abilities by working together with (not competing with) the best students on campus. In Honors Courses students and faculty really do learn from each other. Sometimes Honors Courses may require a bit more work than other courses, but not excessively so; and Honors Courses and the faculty are often so stimulating that students barely notice that they are doing more.

**Won't my college GPA suffer if I join an Honors Program?** No, Honors courses aren't graded harder (or any easier!) than other college courses. A student who averages a 3.6 in regular courses will probably have a 3.6 GPA for Honors courses too.

**Will my AP credits and transfer credits count towards my Honors requirements?** The Honors College at Marshall has a process through which you can petition to have some of your Honors requirements waived based on college-level credit you have previously earned. We will explain how to petition when you attend your First Year Check-In this fall.

**Can I participate in sports or other extra-curricular activities and still do Honors?** Certainly, and you will meet many other students doing the same. Most Honors students are able to participate successfully in a wide range of extra-curricular activities and still maintain a balance with their academic work.

**Wouldn't it be better for me to wait a semester of two before joining the Honors Program?** No. As with most Honors programs Marshall's Honors College is designed for entering freshmen. There is no penalty for accepting Honors and later deciding it was not for you.

**Can I do an Internship or study abroad if I am in an Honors Program?** Certainly. Most Honors programs strongly encourage internships and foreign study. In addition, more than a dozen Honors programs at colleges in the United States offer foreign study opportunities just for Honors students.

**Aren't most Honors Students just Nerds?** This is a common high school attitude, but in college you will quickly see how wrong it is! Honors Students are a highly diverse group, not just in majors, but also in backgrounds, nationality, ethnicity, race, personality, interests, etc. We like it that way! For example, Honors students compete on varsity teams, others are dancers, artists and actors, mathematicians and scientists; many are heavily involved in student government, clubs, and residence hall activities. Honors students are also prominent leaders on campus, serving as major officers of student government, editor-in-chief of the campus newspaper, sports broadcaster on the radio station, leading the psychology, English, and pre-med clubs, etc. Honors Students don't look the same or act the same: what they do share is a commitment to academic excellence and a desire to make the most of their college experience. And in this diverse mix of Honors Students, you are likely to find your greatest friends.

**Will Honors separate me from other students at the college?** No, Honors Students are as fully a part of college life as is possible. Honors students take a mix of Honors and non-Honors courses, and they find their friends and roommates both in and out of Honors.

**Will participation in an Honors Program help me get a job, or get into graduate or professional schools, after I graduate?** Yes, there is good evidence that it be an asset for your future. As an Honors student you will be identified as possessing not only superior academic abilities (often supplemented by solid extracurricular involvement), but you will be recognized as having the commitment and motivation to take on challenging work. Hence, Honors students are eagerly sought by employers and preferred for admissions by graduate and professional schools. Your Honors research projects provide you with graduate-level research experience and prove your ability to work independently at an advanced level.

# The Marshall University Office of National Scholarships

## What we do:

- Help you identify nationally-competitive scholarships that fit you and your interests
- Work with you throughout the application process when you have questions, need a set of eyes for drafts, or need help facilitating the process
- Organize mock interview panels to assist you in any interviews your scholarship may require

## We work with scholarships that include funding for:

- Summer research/study programs
- Study abroad
- Graduate school
- Awards such as the Fulbright, Rhodes, Goldwater, Truman, and more!

## 2015-2016 winners include:

### **Boren Scholarship for International Study (National Security Education Program)**

*Up to \$20,000 to study abroad for a year in a country/field related to U.S. national security*  
Sarah Nix, Sophomore, Japanese and International Affairs Major

### **Critical Language Scholarship (U.S. Department of State)**

*Funds an 8-week summer intensive language study in one of 14 critical languages; pays for room and board, domestic and international airfare, and cost of the program/cultural excursions*  
Sharon Napier, Senior, International Affairs Major

### **Fulbright Summer Institute to the UK (U.S. Department of State)**

*Funds a three-to-six-week summer program at one of nine institutes; pays for room and board, tuition, and fees at host universities, international airfare*  
Hunter Barclay, Freshman, Energy Management Major

### **Summer Medical and Dental Education Program (Robert Wood Johnson Foundation)**

*Funds a 6-week summer program for undergraduates planning careers in medicine and dentistry; includes housing, most meals, and a \$600 stipend*  
Megan Haffner, Freshman, Biological Science (Pre-Med) major

**Contact us for an appointment to discuss your options! As you can see from the list above, freshman year is not too early to think about these opportunities.**

**Mallory Carpenter, Program Manager for National Scholarships**

**Honors College, 230E Old Main**

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**Website: [www.marshall.edu/nationalscholarships](http://www.marshall.edu/nationalscholarships)**

**Phone: 304-696-2475**

**Follow us on Twitter! @MUNatISchol**





## U.S. Department of Education Family Educational Rights and Privacy Act (FERPA)

**Get the Latest on FERPA at [familypolicy.ed.gov](http://familypolicy.ed.gov)**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the [Federal Relay Service](#).

Or you may contact us at the following address:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-8520

# LETTING GO

## TIPS FOR PARENTS OF NEW COLLEGE STUDENTS

### ◀The Emotional Roller Coaster

Recognize this is a time of ambivalence for all parents. The excitement and joy about opportunities awaiting your child are mixed with waves of nostalgia and a sense of loss. Talk with other parents who are going through the same thing.

Recognize your child's conflicting emotions. Your child, like you, is being pulled between past, present and future—one-day exclaiming, "Leave me alone; I'm eighteen years old. I'm independent," and the next complaining, "You're never around when I need you." Your child's ups and downs are a sign of the ambivalence of this transitional time.

Don't tell your child, "These are the best years of your life." No one is happy all the time between the ages of eighteen and twenty-two, and when a student is homesick or overtired from studying all night or a romantic relationship has just fallen apart, it's not reassuring to have parents imply that this is as good as it gets!

### ◀As Summer Days Dwindle

Be prepared to see less of your child. The closer it gets to departure time, the less you can expect to see of your child. He or she will likely be spending every waking hour with friends. Allow them this special time together.

Make a financial plan and discuss expectations with your child. Develop a tentative budget and be clear about who will pay for what. For example, some parents pay for books and supplies, while their child is responsible for incidental expenses such as snacks, movies, social activities. Other students are responsible for earning a percentage of their tuition. Teach your child about responsible use of credit and debit cards.

Discuss academic goals and expectations ahead of time. Remember, many first-year students do not do as well academically in their first semester of college as they did in high school, and many change their minds about their proposed course of study. Ask them what they hope to explore and accomplish academically during their first year. It is important for them to take ownership of their education. Grades are not the only indication of learning.

Plan your special family outing or dinner celebration before departure. If you accompany your child to campus, don't expect to have much time together. The college is likely to plan separate activities so students can connect with their classmates right from the beginning.

