

UNIVERSITY OF THE VIRGIN ISLANDS
BOARD OF TRUSTEES RESOLUTION

PURPOSE: To approve a UVI Honors Program that will build a culture of excellence by encouraging talented and dedicated students to aspire to excellence and to serve as role models for the general student body.

WHEREAS, the Honors Program will be a critical component in realizing the University's vision to create Centers of Excellence, and

WHEREAS, the Honor's Program directly addresses six of the University's strategic goals:

- a. Developing centers of excellence
- b. Improving the student experience through improved academic programs, support systems and student services
- c. Increasing targeted population enrollments
- d. Ensuring that the academic quality of UVI programs is equal to other institutions
- e. Improving the university's ability to attract and retain faculty and staff by enhancing the work experience and
- f. Increasing the collaboration and cooperation across organizational units , and

WHEREAS, the Honors Program is expected to attract targeted scholarship funding to reward excellence, and

WHEREAS, the development of the Honors Program was a collaborative effort of faculty in all divisions on both campuses and will be applicable to all academic divisions on both campuses, and

WHEREAS, the Curriculum Committee unanimously approved the Honors Program and all of its aligned courses on November 4, 2004, and

WHEREAS, the Faculty unanimously approved the Honors Program and all of its aligned courses on November 4, 2004, and

WHEREAS, the Cabinet unanimously approved the Honors Program and all of its aligned courses on December 14, 2004, and

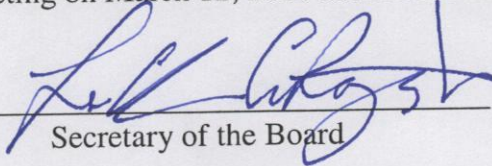
WHEREAS, the Academic and Student Affairs Committee approved the Honors Program and all of its aligned courses on February 7, 2005,

NOW THEREFORE BE IT RESOLVED THAT:

The Board of Trustees approve the Honors Program at the University of the Virgin Islands effective Fall semester 2005.

CERTIFICATION

The undersigned does hereby certify that the foregoing is a true and exact copy of the resolution of the Board of Trustees of the University of the Virgin Islands adopted at its meeting on March 12, 2005 and recorded in the minutes of said meeting.


Secretary of the Board

3/14/05
Date

Memorandum

To: The Academic, Research and Student Affairs Committee
of the Board of Trustees

From: LaVerne E. Ragster, PhD, President

Date: January 30, 2005

Re: Proposal to establish an Honors Program at the University of the Virgin Islands

REQUEST:

To approve a UVI Honors Program that will be a keystone in UVI's strategic vision to create Centers of Excellence. In particular, the UVI Honors Program is predicated upon building a culture of excellence by encouraging talented and dedicated students who can provide models for the student body in general, and specifically for students aspiring to excellence and participation in the Honors Program. The philosophy of the Honors Program is not to create an exclusive elite, but rather to identify and support a cadre of students who can model excellence and disseminate high standards of scholastic and ethical behavior.

JUSTIFICATION:

In keeping with the UVI Strategic Plan, the "Visioning: UVI Cabinet: Where UVI Wants to be in 2012", and the UVI budgetary requirements for new programs, the approval of a UVI Honors Program is an important investment that UVI can make for its future. The program directly addresses six of the Strategic Plan Goals. Enrollment will be positively enhanced through the offering of a program for a segment of the student population who currently go elsewhere to seek enriched honors experiences. Marketing and University Relations will be enhanced as the program outcomes are shared with the various stakeholders of UVI. The new Peterson Guide to Honors Programs in the U.S. will include UVI in the upcoming 5th Edition. Academic Quality is enhanced by the presence of an Honors Program by providing us with yet another way to compare our programs with other competitive institutions. Student retention nationally has been shown to be higher for students who enroll in university honors programs. As evidenced by the strong faculty involvement and support for an Honors Program, working with academically motivated and talented students enriches the faculty experience and helps in hiring and retention of faculty.

"Establishing Honors Program" was highlighted as an important element in the newest version of the Visioning document shared with Cabinet members. S. Schuman, writing on behalf of the National Collegiate Honors Council, discussed the importance of *Honors Programs at Smaller Colleges* in his pamphlet by the same name. While discussing the current climate of assessment the permeates colleges and universities, Schuman (1999)

notes that successful honors programs at small colleges (under 4001 students) share three common broad visions:

- "1. Honors programs seek to cultivate outstanding students, to enrich the instructional and co-curricular careers of students of exceptional promise and motivation.
2. Honors programs offer faculty members enriched instructional experiences.
3. Honors programs seek to enrich the educational profile of the institution as a whole" (p. 9).

The National Collegiate Honors Council, which recently accepted UVI as a member, approved a set of "characteristics of a fully-developed honors program" which was used in the development of the UVI Honors Program. The outcome data from other colleges and universities also indicate that students in honors programs persist at a higher rate than other students and are quicker in time to degree completion which are stated objectives within the UVI Strategic Plan. Having an honors program will permit the university to offer a specialized instructional plan for a greater diversity of the student population that is provided the option for an enriched curriculum within all current majors who wish to participate at UVI.

The courses are justified individually and as an integrated experience. The 100 level course exposes students to the broad conceptual issues facing them as global citizens and begins the route from advanced written and oral competencies in the understanding, construction and presentation of reasoned discourse. The 200 level course requires students to become conversant with varying theoretical and methodological approaches to the study of natural phenomena and human social interactions. The 300 level course has students able to understand, appreciate and argue differing moral positions around ethical issues of substance in the world. The 400 level courses are the honors thesis/project with presentation which requires a synthesis and expansion of the previous coursework content and process and the student explores in depth their major area of study.

TITLE OF THE PROGRAM:

The UVI Honors Program

DESCRIPTION OF THE PROGRAM:

Mission:

The UVI Honors Program seeks to produce exceptional scholars and citizens by providing participants with enriched intellectual, leadership and outreach experiences designed to cultivate thoughtful, deliberative, articulate, ethically grounded, globally connected and actively contributing members of society.

Admission:

Students will be admitted to the Honors Program through approval of their application to the Honors Council upon matriculation into the University and satisfaction of the Honors Program entrance requirements in mathematics and English. The Honors Council will take into consideration for admission a combination of the following factors: SAT/ACT scores, previous academic records including grades and academic rank, evidence of creative and/or scholastic ability recommendations from previous instructors and/or mentors, interviews, and such other factors as the Honors Council finds appropriate in evaluating the potential of the applicant to successfully complete the program.

Students may also be admitted to the Honors Program after completion of up to two years of university level course work at UVI or other institutions. Students applying for such late admission to the program must have a GPA of 3.3 or its equivalent in their university level courses and must still complete all program requirements.

Applications for admission to the UVI Honors Program will be accepted no later than February 1 of each year.

Program Requirements:

In order to remain in the program and graduate with Honors, student participants must:

- maintain a GPA of 3.3.
- accept a leadership role in ensuring adherence to the UVI student code of conduct and demonstrate their personal adherence to that code.
- receive a grade of B or better in each of three required Honors courses and in two additional Honors designated courses one of which must be in their major.
- complete and report on a structured educational experience outside of the Territory, planning for which must be developed with their Honors advisor/mentor and approved by the Honors Council, by the end of their Junior year.
- complete and report on a professional outreach experience, planning for which must be developed with their Honors advisor/mentor and approved by the Honors Council, by the end of their Junior year.
- complete and satisfactorily defend a thesis or project in their Senior year

Honors students may be granted probationary status for only one semester by the Honors Council if their overall grade point average falls below 3.3.

Recognition:

Participation in the Honors Program and successful completion of its requirements will be included in student transcripts and acknowledged on degrees.

Administration:

The UVI Honors Council is responsible to the faculty and administration of the University for management of the program. Among these responsibilities are admissions, approval of student proposals for internships and experiences outside of the Territory, designation of honors mentors/advisors, approval of Divisional Honors programs, maintenance and development of the content and standards in the Honors Program, courses and activities, and routine administrative functions. The UVI Honors Director will report directly to the UVI Provost.

ADDITIONAL DISCUSSION**Approval and implementation processes:**

The honors proposal and courses received the unanimous support of the Interim Honors Council, the UVI Curriculum Committee, the full Faculty Body and the President's Cabinet. Deliberations and voting began on October 13, 2004 with Cabinet approval on December 14, 2004.

This proposal for a UVI Honors program does not preclude the possibility of future development of Honors programs within specific divisions or majors. The grade standards adopted within this proposal are in line with entrance requirements of Golden Key Honor Society at UVI but being in the Honors Program not obligate the society to accept the student as a member nor the student to become a member of the Society. The process of establishment of such programs and their relationship to the institutional Honors program will also be addressed in the proposal to the faculty body.

Institutional support and implications:

The UVI Budget Committee and the President's Cabinet have approved a continuing initial funding base of \$27,500 and the honors account line has been established and will be available for use after Board of Trustee approval.

Five Year Phase In Plan (Including Scholarships) to Create a Fully-Functioning Honors Program:

A. Year 1 (Academic Year 2005-2006): Recruit 15 students to form an initial cohort for the UVI honors program. Scholarship Requirement: Tuition only scholarships: \$22,500 in value for the equivalence of In-Territory tuition rebate (ultimately as money is raised, the Honors Program should look at room and board, fees and books as well). Honors Director begins as a 6 hour release filled by part-time faculty: \$8400. Two honors

courses offered (6-credits@ 670 per credit): \$4200. Activities costs at national average of \$600 per student per year: \$9000 per year. Administrative and staff support for the program will be part of the duties of an administrative person out of the Provost's Office: \$5900 per year. Total year 1: \$27,500 plus \$22,500 for scholarships= \$50,000.

B. Year 2 (Academic Year 2006-2007): Year 1 X 2: \$100,000. Inclusion of an additional ten students recruited from within UVI without entrance recruiting scholarship (UVI should endeavor to find some other scholarships for these students as well): \$10,000 additional for student and program support. Total year 2: \$110,000.

C. Year 3 (Academic Year 2007-2008). Year 2X2 (equals 20 additional internal students). Total year 3: \$220,000.

D. Year 4 (Academic Year 2008-2009). 60 entrance scholarship students plus 30 internal students for a total of 90 Honors Program Students: Add the cost for 20 thesis student faculty coverage and additional specialized honors courses: \$10,000. Total year 4: \$340,000.

E. Year 5 (Academic Year 2009-2010). First cohort of honors students has graduated and has been replaced by a new first year cohort with additional 10 internal students (40 total). Fully functioning UVI Honors Program has 100 students. Add \$10,000 for new student support and remaining fifth year students. Beginning year 5 equal a GRAND TOTAL: \$350,000.

Note: It is anticipated that the scholarship costs (which is close to a third of the overall cost) will come from new scholarship donations. Other donations and grants will cover much of the additional costs and will be a primary responsibility of the Honors Director and the Honors Council. UVI through the use of overloads and part-time replacements will be able to mount the program for a continuing investment of \$50,000 per year. Optimally, a full-time honors director with staff support should be the goal which is estimated could add \$100,000 to the continuance budget requirement of the Provost's Component.

THE HONORS PROGRAM COURSES

COURSE DESCRIPTIONS

TITLE OF THE COURSE: HON 1XX Honors Introductory Seminar

DESCRIPTION: This interdisciplinary seminar is a writing intensive course designed to develop exceptional scholars and citizens in the context of the complex issues and challenges involved in applying knowledge and learning to personal and public lives. This broad context includes the meaning of life and personal identity, the place of sports in developing countries, the role of technology and its effect on communication, education systems of various cultures, ways of knowing and belief systems, politics in a

global society, ways we relate to each other and the world, and the place of the arts in society. Within this context students explore how knowledge is generated, criticized and verified in the various academic discipline and paradigms; how knowledge derived from one discipline and paradigm compares and contrasts with knowledge derived from other disciplines and paradigms; how to be critical consumers of research and knowledge. Required of participants in the UVI Honors Program, this course is also open to other students on a space available and instructor approved basis. 3 credits.

PREREQUISITES: Acceptance into the Honors Program.

COURSE SESSIONS: 150 minutes of classroom sessions per week.

COURSE OVERVIEW

The purpose of the seminar is to expose students to a variety of complex issues and challenges that confront people. In doing so, this seminar will provide an intellectually stimulating learning environment wherein students will consider, explore, debate and dialogue over issues such as:

- the role of the arts, science and sport as cultural/societal identifiers;
- the effect of agricultural/industrial development on societies;
- the role of technology and its effect on communication and human relationships;
- the educational systems of various cultures;
- different ways of knowing and belief systems;
- political systems within an increasing global environment;
- ways persons relate and connect with each other throughout the world;
- the construction of a personal identity and the meaning of life.

Over several decades and centuries, various religions, scientific communities, social movements, ethnic and racial groups, etc., have promoted various viewpoints about how the world works. A mental model widely shared by a group of people to help them make sense of reality is called a 'paradigm'.

This seminar will introduce students to basic theory and method considerations while taking an interdisciplinary approach towards addressing issues so that students to discover:

- how knowledge is generated, criticized and verified differently, depending upon the academic discipline and paradigm;
- how knowledge derived from one discipline and paradigm compares and contrasts with knowledge derived from other disciplines and paradigms;
- how to be critical consumers of research and knowledge.

The primary learning mechanism will consist of directed readings followed by vigorous and critical group discussions facilitated by students themselves.

COURSE OBJECTIVES

Upon successfully completing this seminar, students will be able to:

- articulate their appreciation of the relevance and interrelatedness of multiple disciplines in the arts, sciences, humanities and social sciences;
- continue discovery and assimilation of new knowledge, insight and understanding on (of) a variety of complex issues and challenges that confront people;
- relate the approaches and methodologies among the various academic disciplines and paradigms pertaining to the generation of new knowledge, evaluation and criticism of knowledge.
- compare and contrast knowledge derived from one discipline and paradigm with knowledge derived from other disciplines and paradigms;
- demonstrate a consciousness of, and sensitivity to, the inseparable relationship between knowledge and the knower.
- reflect upon, critique, apply and integrate previously learned knowledge to their learning experience in this seminar.
- Demonstrate improved skills in: critical thinking, critiquing, question formulation, listening, argumentation, dialogue, oral communication, written communication, interpersonal communication, multicultural literacy, reframing, and multivariate thinking.

CONTENT (TOPIC) OUTLINE:

- the different sources of knowledge beyond the traditional scientific method (e.g., artistic, experiential, intuitive, etc.);
- the educational and socialization systems of various cultures;
- 'the meaning of life' as represented by different cultures, philosophies, cosmologies and belief systems;
- sports and drama as metaphors of life;
- the impact of various emerging technologies (e.g., information technology, cognitive sciences, biotechnology, nanotechnology, robotics/artificial intelligence, etc.); on human interaction, communication and quality of life;
- the relevance and importance of possessing emotional intelligence in addition to mental intelligence to success in college, career and life;
- understanding the place of art in society from creative, interpretive, historical and contextual perspectives (e.g., art as a critique of social and political life);
- ways we relate to each other; culturally, psychologically, culturally;
- the political, social, cultural, ethical and economical implication of globalization

STUDENT RESPONSIBILITIES:

Due to the nature of the Seminar and the importance of classroom participation, students will be required to attend on a regular basis. Students may create and develop topical links within the required position and research papers.

TEACHING/LEARNING METHODS:

Students will be given reading assignments to complete in preparation for classes. Occasionally, audio and video material will be presented in class or made available for independent review outside of class. A variety of active learning methods will be embedded as part of the in-class learning experience such as role-plays, debates, problem-solving and brainstorming break-away groups. Active in-class discussions will be an essential and required activity that will cultivate articulation, critical reasoning, argumentation and interactive skills and encourage dispassionate interchanges about various provocative issues. Some case studies will be used to expose students to complexities inherent in the issues which they will face as professionals and members of society. Stimulating materials taken from current events literature will be given to the student to form the basis of class discussions. Written papers requiring rigorous argument will be used to develop skills necessary to research and present ethical positions.

METHODS OF EVALUATION:

1. Class participation above attendance
2. Position Papers
3. Mid-term Research Paper
4. Final Research Paper

LIBRARY RESOURCES: The Honors Council working with the UVI Library Committee will ensure that access to the needed course materials will be available for this course.

REQUIRED TEXTBOOKS:

Discipline-specific texts and style manual (MLA/APA, etc.) will be added by the course advisor/moderator.

BIBLIOGRAPHY – READING LIST:

- Weston, A. (2000). *A Rulebook for Arguments*, 3rd edition. Indianapolis, IN, Hackett Publishing Company.
- Selections from M. (1994) *Of the Water and the Spirit: Ritual, Magic, and Initiation in the Life of an African Shaman*. New York, Penguin Books USA. (Students will read excerpts)
- Pirsig, R. (1974). *Zen and the Art of Motorcycle Maintenance*. New York, Bantam Books.
- Brookfield, S. D. (1991) *Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting*. San Francisco, Jossey-Bass Publishers, (pp. 3-40).

Articles/Documents:

- Roco, M. C. and Bainbridge, W. S., ed. (2002). *Converging Technologies for Improving Human Performance: Nanotechnology, Biotechnology, Information Technology and Cognitive Science*. Arlington, Virginia, National Science Foundation/Department of Commerce. pp.1-40.
<http://www.wtec.org/ConvergingTechnologies>
- Weiland, P. (2003). "Drucker's Challenge: Communication and the Emotional Glass Ceiling", *Ivy Business Journal*, July/August.
- Brown, P. (2004). "Climate Fear As Carbon Levels Soar", *The Guardian*, October 11, 2004. <http://www.guardian.co.uk/international/story/0,,1324276,00.html>
- The Associated Press (2004). "FDA Approves Computer Chip For Humans Devices Could Help Doctors With Stored Medical Information", *MSNBC*, October 13, 2004. <http://www.msnbc.msn.com/id/6237364/>
- White, M. "Television and the Hive Mind", <http://www.mackwhite.com/tv.html>

Audio/Video Clips:

- Moore, M. The Awful Truth, 1st Season (video segment)
- Chialdani, R. the Power of Persuasion (audio segment)

TITLE OF THE COURSE: HON 2XX, Honors Research Theory and Methods

COURSE DESCRIPTION: This interdisciplinary seminar explores approaches to scholarly investigations. It examines practical methods for finding and using currently available knowledge, and reviews the theoretical basis for research methods that reveal new knowledge. Required of Participants in the UVI Honors Program, this course is also open to other students on a space available and instructor approved basis. 3 credits.

PREREQUISITE: HON 1XX with a grade of B or better.

COURSE SESSIONS: 150 minutes of classroom sessions per week

COURSE OVERVIEW: The rapid 20th century expansion in human knowledge creates both opportunities and challenges. The sheer volume of information necessitates an in-depth understanding of archival systems and methodology in order to conduct a thorough search for results from previous investigations. New knowledge, however, also creates both a basis for original research and opportunities to establish new relationships between branches of merging facts and theories.

This seminar series encourages students to acquire and refine their skills in the exploration of existing knowledge through research in their areas of interest. Systems of citation and acknowledgement of sources, as well as critical evaluation of the validity of sources, play a critical role in student reports and presentations. Presentations will provide opportunities for students to familiarize themselves with a broad range of fields of scholarship and to practice critical evaluation in discussions of their colleagues work.

While development of original contributions to knowledge is not required in this course, the theory of such development will be considered including the scientific method, logical argument and inference, and both quantitative and qualitative methodologies. An understanding of these approaches will be reinforced by critical review of methods reported by researchers and the conclusions drawn from their research.

COURSE OBJECTIVES:

Students will be able to:

- a. demonstrate interdisciplinary awareness in their research assignments
- b. apply appropriate quantitative and non-quantitative methodologies to scholarly inquiry
- c. make effective use of documentation conventions appropriate to their respective disciplines
- d. demonstrate sensitivity to cultural differences in their analysis where appropriate
- e. follow academic conventions in oral and written assignments
- f. utilize effectively all the various sources of data relevant to their assignment

CONTENT (TOPIC) OUTLINE:

The seminar will involve discussion and research on a range of topics selected by students under the supervision of their advisor. Topics may vary depending on the student's major discipline or scholarly interest. Topics range from local to global issues.

Classical traditions of scientific inquiry
Non-western approaches to ways of knowing
The nature and development of theoretical paradigms
Research designs
The use of theory
Writing the abstract
The statement of purpose
Review of the literature
Using various types of archival sources
Research questions and hypotheses
Quantitative methods
Qualitative methods:
Mixed methods/Procedures
Alternative strategies and Visual models
Validity and accuracy of findings
Data analysis and validation procedures
Report presentation formats

TEACHING AND LEARNING METHODS:

Students will critique and evaluate examples of published research, participate in group discussions on the selection of theoretical and methodological approaches to assigned topics, attend lectures that set the context for their research projects, prepare and write papers that relate to their research projects, and write a review of the literature based on guided readings and discussions with their advisor.

STUDENT RESPONSIBILITIES:

Students are responsible for completing a variety of assignments given during class time or to be done outside of class. In addition, students are required to participate in class activities, discussion and group work. Students are required to read assignments in advance of the date when they will be discussed. Students are expected to turn in assignments as scheduled. Students are responsible for all information disseminated in class.

METHODS OF EVALUATION

Students will be evaluated on their performance in oral and written assignments: general participation in class discussion; two oral class presentations on their reading of published research; a typed abstract; a typed review of the literature; a typed 15-20 page research paper. The grade will reflect application of critical thinking, demonstration of competent research skills, and adherence to appropriate academic conventions.

LIBRARY RESOURCES: The Honors Council working with the UVI Library Committee will ensure that access to the needed course materials will be available for this course.

REQUIRED TEXTBOOK:

John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Approaches* (2nd ed) 2003

BIBLIOGRAPHY – READING LIST:

Thomas Kuhn, *The Structure of Scientific Revolutions*. 1973

Discipline-specific materials and style manuals (MLA/APA, etc.) will be added by the course advisor/moderator as appropriate for student majors.

OTHER CATALOG CHANGES: none

TITLE OF THE COURSE: HON 3XX, The Development, Analysis and Communication of Ethical Positions

DESCRIPTION: A seminar series which introduces students to frameworks of ethical/moral behavior and judgments, provides practice in applying these frameworks to personal choices/decisions and to issues in society, establishes an awareness of ethical issues and implications in a wide variety of personal, professional and social contexts, develops the ability to analyze, articulate and defend ethical arguments, and encourages students to adopt a personal set of ethical guidelines and standards to guide their actions. Case studies analyzing personal and private choices, decisions and directions from an ethical point of view are emphasized and students are encouraged to examine critically the positions taken by public figures and by their student colleagues. Required of participants in the UVI Honors program, this course is also open to other students on a space available and instructor approved basis. 3 Credits

PRE-REQUISITES: HON 1XX with a grade of B or better.

COURSE SESSIONS: 150 minutes of classroom sessions per week.

COURSE OBJECTIVES:

Upon completion of the course, students will be able to:

- Identify, analyze and articulate alternative frameworks for ethical choices and positions (demonstrated through testing and case study reports).
- Construct, deconstruct and defend ethical and moral arguments used to advance positions or decisions (demonstrated through communication journaling and a formal oral presentation).
- To utilize historical ethical frameworks to address contemporary moral issues (demonstrated through case study discussions and a formal presentation of a cultural interpretation of a major historical ethical event).

To develop, refine and articulate the student's own decision paradigm for ethical reasoning (demonstrated through communication journaling).

CONTENT (TOPIC) OUTLINE:

- Alternative frameworks for ethical thought and judgments:
 - Political Perspectives: Habits of search, justice, public/private motivations and respect for dissent (Wallace). Ground rules for political controversy (Hook) and differing political systems.

- Human Nature Perspectives: The Categorical Imperative (Kant), Epistemology, the Ideal Speech Situation (Habermas), value and humanistic judgments.
 - Dialogical perspectives: Buber and Rogers (I-Thou/Client Centered Approaches), monologues and dialogues and sharing in "the between" (Stewart).
 - Situational approaches: Rogge, Digg, Fletcher and Allinsky on the situation, social protest situations.
 - Religious/Utilitarian/Legalistic Perspectives: Multiple religious approaches to moral thought will be explored as well as Social Utility (Howell, Mill) and Legalistic approaches.
- Context, culture and gender in the expression of ethical positions.
 - Ethical responsibility in human communication and social action. Change in organizations and social movements.
 - Argumentation and persuasion within the communication of ethical positions: Methods, techniques and theory.

TEACHING AND LEARNING METHODS:

Students will be given material to read in preparation for classes. Oral presentations and critique/defense will be used to develop critical thinking and articulation skills. Group discussions will be used to develop interactive skills in the arena of ethical argument and to encourage dispassionate interchanges on ethical issues. A variety of case studies will be used to sensitize students to ethical issues which they will face as professionals and members of society. Stimulus materials taken from current events literature will be given to the student to form the basis of class discussions. Written papers requiring rigorous argument will be used to develop skills necessary to research and present ethical positions. A Communication Journal maintained by each student will be used to relate class activity to current events and everyday life and to encourage thoughtful review of class discussions.

STUDENT RESPONSIBILITIES:

Students must attend and participate in all classes. Readings must be completed before classes and students will be responsible for understanding and articulating the issues and arguments in the materials during class. Written assignments must be completed by the set deadlines and presentations must be prepared and delivered as scheduled. Students must maintain and submit for periodic assessment a weekly Communication Journal in which they make weekly entries of significant moral issues experienced in their everyday life with deconstruction of the moral bases and communicative events in which the positions were shared with others. The Journal will include a log of participation in class interactions and review of class activities.

METHODS OF EVALUATION:

1. Preliminary case study report: Assesses familiarity with case study methodology.
2. Communication Journal: Weekly entries of significant moral issues experienced in everyday life by the participant with deconstruction of the moral bases and communicative events in which the positions were shared with others. Includes participation log and review of class interactions.
3. Context Examinations.
4. Case study discussion assignments: two major sessions led by the student on a provided stimulus event. Students will be expected to argue contrary views in the session and to deconstruct the argumentative structure and techniques used for the class orally and in writing.
5. Formal Presentation of a Cultural Interpretation of a Major Ethical Stance in terms of the issues, the arguments, the communicative methods used and the counter arguments inherent and used by an opposing group within or outside of the culture. The students will select an issue confronting a defined group for this project and will present their interpretations identifying where personal stances come to bear in the communication of the issue at hand: Presentation and outline.

LIBRARY RESOURCES: The Honors Council working with the UVI Library Committee will ensure that access to the needed course materials will be available for this course.

BIBLIOGRAPHY - READING LIST

Beabout, G.R. & Wennemann, D.J. (1996), *Applied professional ethics: A developmental approach for use with case studies*: Lanham, MD: University Press of America

Johannesen, R.L. (2002), *Ethics in Human Communication* (5th ed.): Prospect Heights, IL: Waveland Press

"Plato: *The Republic*", Selected Excerpts on the question: "would we care about ethics if we thought we would get away with what we do?"

Gilligan, C. (1993), *In a Different Voice*: Cambridge, MA: Harvard University Press.

Hopkins: W (1997), *Ethical Dimensions of Diversity*: Thousand Oaks, CA: Sage.

Selected case studies, current articles, website references and other media will be provided as stimulus objects for class discussion.

OTHER CATALOG CHANGES: none

TITLE OF THE COURSES: HON 4X1, HON 4X2 Honors Thesis/Project

COURSE DESCRIPTION:

The Honors Thesis/Project is the capstone experience for all Honors Program Students. The student is expected to investigate a significant issue, organization, movement, event, or art form and to formally report in written (or via other appropriate modalities) and oral forms on their discoveries/creations. The student will be expected to ground their investigation theoretically and to justify selected methodologies used during their discovery process. The Thesis/Project will be approved in advance by the Honors Council and will be undertaken under the direction of a UVI faculty member. The student will be expected to display mastery of the content and delivery of the material in an oral defense of the Thesis/Project in front of the Honors Council and other students in the Honors Program. Required of participants in the UVI Honors Program. 3 Credits for HON 4X1 and 3 Credits for Hon 4X2 which are typically taken in two consecutive semesters for a total of six credits. (These courses may be accepted as fulfilling degree requirements for individual majors upon the approval of the divisional and program faculty).

PREREQUISITES: Completion of HON 1XX, HON 2XX and HON 3XX with a grade of B or better.

COURSE SESSIONS: One 50 minute session per week with other honors thesis/project participants and one 50 minute session per week with the thesis/project director are required in addition to the required independent research on the thesis/project.

COURSE OVERVIEW:

The Honors Thesis/Project is the capstone experience for all Honors Program Students. The student is expected to investigate a significant issue, organization, movement, event, or art form and to formally report in written (or via other appropriate modalities) and oral forms on their discoveries/creations. Unlike traditional class approaches, this structured independent study will combine individual instruction from, and interactions with a faculty member, collaborative (peer) learning and self learning during the process of completion of a thesis/project. The intent of the course is to arouse personally generated inquiry/creativity in the subject matter of choice. The roll of the instructor is to assist students in self-directing their personal learning journeys. Student will be expected to ground their investigations theoretically and to justify selected methodologies used during their discovery process. The Thesis/Project topic and plan will be approved in advance by the Honors Council and will be undertaken under the direction of a UVI faculty member. The student will be expected to display mastery of the content and delivery of the material in an oral defense of the Thesis/Project in front of the Honors Council and other students in the Honors Program.

COURSE OBJECTIVES:

Upon completion of the course, the student will be able to:

Demonstrate a grasp of theoretical and methodological approaches during a thesis/project (demonstrated through written, oral and/or other modalities of communication.

Defend the chosen approach in written and oral forms and/or other modalities as appropriate.

Apply documentation methods and formats used within a selected discipline in the thesis/project report (i.e. MLA/APA/Manual of Style).

Defend their work and its expression during academic review.

CONTENT (TOPIC) OUTLINE: This course provides support in individualized academic activity and therefore topics of discussion with the instructor and among peers will not be fixed but variable in response to the needs of the students.

TEACHING AND LEARNING METHODS:

Learning will come from one-on-one sessions with the thesis/project advisor and collaborative sessions with other thesis participants. In the collaborative sessions, facilitated as necessary by advisors, participants will "brainstorm" and critique the work in progress. The collaborative sessions will assist in the formulation of the research thesis/project, theoretical framework, selection of methodology and format.

STUDENT RESPONSIBILITIES:

Students must complete the thesis/project in a maximum of two semesters. They must, as well, share their experiences as they occur with other students in the program through the collaborative sessions. Students must defend their work in review by the Honors Council, respond as appropriate to any suggestions for refinement, and obtain approval from the Council for their final work.

METHODS OF EVALUATION:

The evaluation will occur in two stages. Stage one is the completion of the thesis/project as determined by the thesis/project director. Stage two is the successful oral defense of the thesis/project in front of the Honors Council and other students in the Honors Program and appropriate response to any issues arising during that defense. Students will receive a satisfactory/unsatisfactory grade for HON 4X1 and HON 4X2.

LIBRARY RESOURCES: Resources will be determined for each individual thesis/project.

REQUIRED TEXTBOOKS: Discipline specific style guide will be required.

BIBLIOGRAPHY - READING LIST: Will be determined in consultation with the thesis/project advisor.

OTHER CATALOG CHANGES: None



University of the Virgin Islands

Historically American. Uniquely Caribbean. Globally Interactive.

Office of the Chancellor

MEMORANDUM

TO: Cabinet

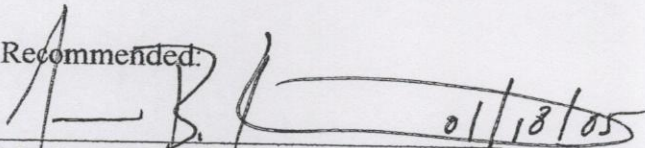
FROM: John Leipzig, Chancellor, St. Thomas Campus
 Jennifer Jackson, Chancellor, St. Croix Campus

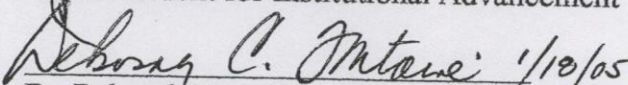
DATE: 12-14-04

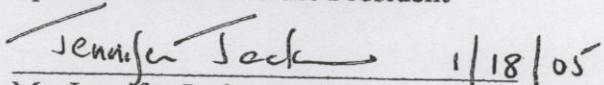
SUBJECT: Approval of the UVI Honors Program

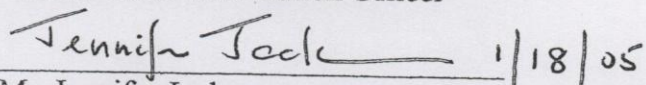
The President's Cabinet endorses the philosophy, the structure, and the implementation plans for the UVI Honors Program as endorsed and approved by the Interim Honors Council, the UVI Curriculum Committee and the Full Faculty Body, as noted in the attached documents. The Cabinet recommends that the Board of Trustees approve the courses and degree program which define the UVI Honors Program.

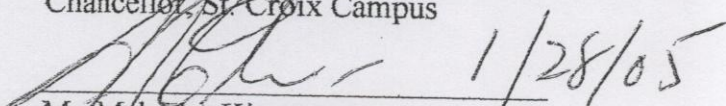
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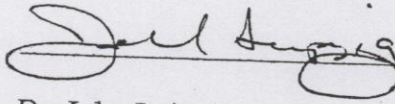
 01/18/05
 Mr. Joseph Boschulte
 Vice President for Institutional Advancement

 1/10/05
 Dr. Deborah Fontaine
 Special Assistant to the President

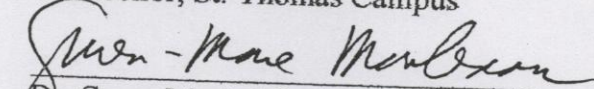
 1/18/05
 Ms. Jennifer Jackson
 Interim Chief Information Officer

 1/18/05
 Ms. Jennifer Jackson
 Chancellor, St. Croix Campus

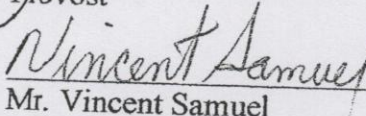
 1/28/05
 Mr. Malcolm Kirwan
 Interim Executive Director, Research and Technology Park

 1/18/05

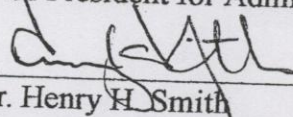
Dr. John Leipzig
Chancellor, St. Thomas Campus



Dr. Gwen-Marie Moolenaar
Provost

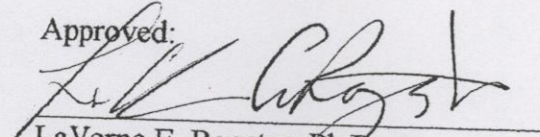
 1/18/05

Mr. Vincent Samuel
Vice President for Administration and Finance

 18/jan 05

Dr. Henry H. Smith
Vice Provost for Research and Public Service

Approved:



LaVerne E. Ragster, Ph.D.
President

Attachment