

GLENDATHAM & ROBERT G.  
CLARKE HONORS COLLEGE

# Student Handbook



# TOC

**2**

**PREFACE**

**2**

**MISSION STATEMENT  
AND OBJECTIVES**

**3**

**ADMISSION TO  
THE CHC**

**4**

**CHC ACADEMIC  
PROGRAMS  
(TRACKS)**

**5**

**EXPECTATIONS  
OF HONORS  
STUDENTS**

**7**

**HONORS COURSES  
VS.  
HONORS EXPERIENCES**

**10**

**CHC STUDENT  
ORGANIZATIONS  
BENEFITS FOR CHC  
STUDENTS**

**11**

**CHC ORGANIZATIONAL  
STRUCTURE**

## PREFACE

The purpose of this handbook is to provide Clarke Honors College (CHC) students with detailed information about curriculum, civic engagement, research, and policies and procedures tied to the requirements of the CHC. Students are encouraged to utilize this handbook as a guide for honors requirements for the duration of their academic career in the CHC.

Ultimately, it is your responsibility to understand the information contained in this handbook as well as your specific honors program requirements. Honors track-specific questions can be directed to the appropriate CHC Program Director. The Clarke Honors College is not responsible for information disseminated outside of Salisbury University and the CHC specifically.

## MISSION STATEMENT AND OBJECTIVES

The Glenda Chatham and Robert G. Clarke Honors College is a community for students who love to explore big ideas, ask questions, and connect with others who share their curiosity. Here, you will find small classes, engaging discussions, a community focus, and faculty who are excited to help you explore new ideas.

Honors courses and experiences are designed to spark creativity, deepen understanding, and complement any major at SU. Whether you are looking to expand your horizons, collaborate across disciplines, or be part of a supportive and inclusive academic community, honors offers space to discover what inspires you.

The CHC has identified three core pillars for honors education at SU:

- **Enhanced Critical Thinking and Breadth of Inquiry:** Classes and assignments present students with alternative, conflicting, and/or multiple modes of inquiry that produce enduring questions. Coursework often includes integrative, interdisciplinary practices.
- **Undergraduate Research:** Research can be highly focused and often discipline-oriented, including an emphasis on research writing in the humanities and social sciences, data analysis in the social sciences and STEM disciplines, and experimentation and data collection in the natural sciences and/or STEM disciplines.
- **Community Engagement:** Experiences that meet this area might include off campus community-oriented projects and/or voluntary or philanthropic leadership experiences that engage a wider public body.

The CHC strives to align with the National Collegiate Honors Council (NCHC).

*"Honors education is characterized by in-class and extracurricular activities that are measurably broader, deeper, or more complex than comparable learning experiences typically found at institutions of higher education. Honors experiences include a distinctive learner-directed environment and philosophy, provide opportunities that are appropriately tailored to fit the institution's culture and mission, and frequently occur within a close community of students and faculty."*<sup>1</sup>

Courses in the CHC follow, where possible, the learning objectives defined by NCHC as fundamental to honors courses. Students will:

- develop effective written communication skills (including the ability to make effective use of the information and ideas they learn);
- develop effective oral communication skills (while recognizing that not all students are comfortable talking frequently in class);
- develop the ability to analyze and synthesize a broad range of material;
- understand how scholars think about problems, formulate hypotheses, research those problems, and draw conclusions about them; and to help students understand how creative artists approach the creative process and produce an original work; and
- become more independent critical thinkers, demonstrating the ability to use knowledge and logic when discussing issues and/or ideas, while considering the consequences of those issues and ideas, for themselves, for others, and for society.

---

<sup>1</sup> National Collegiate Honors Council. 2019. Definition of Honors Education. <https://www.nchchonors.org/page/honors-advocacy-toolkit>

# ADMISSION TO THE CHC

Students may apply to the CHC once they have been admitted to Salisbury University. The application process varies depending on whether students are applying as incoming SU students or as transfer students (already taking courses at SU or from another institution) who have completed less than 30% of their undergraduate education (less than 36 college credits, not counting dual enrollment credits).

## Incoming First-Time Students

The CHC seeks applications from high school students with strong grades (a minimum GPA of 3.5 on a 4.0 scale), and love of learning and exploration with an interest in small, discussion-based classes. Strong academic performance, leadership, and extracurricular interests including community engagement are all considered in honors admission. To apply to the CHC, students must submit an application via the honors website, which includes a recommendation from a high school teacher.

## Transfer and Current SU Students

Transfer students coming to SU and current SU students with a minimum GPA of 3.5 may apply for admission to the CHC by providing a written letter of recommendation from one faculty member familiar with the academic work of the student. Alternatively, SU students who meet the minimum GPA for admission may enroll in one honors course and, with success, gain admission to the CHC. Non-CHC students interested in enrolling in an honors course should email [clarkehonorscollege@salisbury.edu](mailto:clarkehonorscollege@salisbury.edu) for more information.

# CHC ACADEMIC PROGRAMS (TRACKS)

The CHC currently houses four academic program tracks. Students are typically placed in one of these tracks based on their major; however, movement between tracks is possible at the student's discretion. For more details on the specific requirements of each track, please refer to the current online University Academic Catalog ([catalog.salisbury.edu](http://catalog.salisbury.edu)). Students are recommended to communicate with their CHC program director prior to changing their honors academic track.

All CHC academic tracks allow students to count study abroad experiences or internship opportunities toward the program requirements. Honors credits may also be earned for completing nationally competitive fellowship applications.

## Bellavance

The Thomas E. Bellavance Honors Program was designed in 1980 to bring together high-achieving students and dedicated faculty in a small university environment. It offers motivated students of any major a variety of special enhanced classes. Today the Bellavance Program also welcomes transfer students who wish to engage in honors coursework at Salisbury University. The program encourages students to take courses across their areas of interest and encourages student-driven education by offering the choice of either a creative project or honors thesis Capstone project option.

## **Business**

The Business Honors Program was established in 2018 to provide an honors experience for honors students who are majoring in accounting, business management, business economics, economics, finance, information systems, international business, and/or marketing within the Perdue School of Business. The Business Honors Program provides students the opportunity to fulfill many of their CHC requirements with honors sections of courses that also fulfill their major requirements. These courses are found in the pre-professional core (200 level) and professional core (300 or 400 level) of the Perdue School curriculum. Students in this program may complete their Capstone project requirement by completing either a creative project or honors thesis.

## **Henson**

The Henson Honors Program in Science and Mathematics was established in 2020 to provide students with enriched math and science courses with emphasis on critical thinking, enhanced undergraduate research experiences, and unique opportunities to engage in career-advancing activities, while providing them with the flexibility to complete their major's program requirements in a timely manner. Students are encouraged to increase both the depth of their major's courses with honors-enhanced sections/experiences as well as to broaden their experiences to include non-major's honors courses with honors electives. As with all the honors programs, courses fulfilled for this program may be used to complete requirements in the other programs should the student wish to switch programs prior to graduation. The Henson Honors Program is unique among the CHC programs in that it requires completion of an honors thesis in an approved STEM department as the Capstone project.

## **CHHS**

The College of Health and Human Services (CHHS) Honors Program was established in 2023 to offer a variety of enhanced courses to satisfy the interests of honors students in the areas of health and human services professions, including majors in the School of Health Sciences (exercise science, health science, medical laboratory science, public health, respiratory therapy), School of Nursing, and School of Social Work. Students enrolled in the CHHS Honors Program have the flexibility to complete their honors and major's program requirements simultaneously while also engaging in interdisciplinary coursework. Students in this program may complete their Capstone project requirement by completing either a CHHS-specific creative project or honors thesis.

# **EXPECTATIONS OF HONORS STUDENTS**

## **Minimum GPA Requirements**

Once admitted to the CHC, students are expected to maintain a cumulative GPA of 3.3 (note: 3.250-3.299 round to 3.3). Students who fall below this cumulative GPA will be placed on academic support. Students on academic support are required to meet with their CHC program director to discuss strategies to improve their academic performance and develop a plan for academic success. Students on academic support for two consecutive semesters are dismissed from the CHC; however, these students may request readmission to the CHC when their cumulative GPA rises to at least 3.3.

## Academic Conduct

Any student found to have committed academic misconduct at Salisbury University (as determined by the processes determined and governed by the Academic Policy Committee) is automatically dismissed from the CHC. Students have the right to one appeal of the dismissal decision. Appeals are handled by the dean in collaboration with the CHC program directors.

## Honors Course Load

Students are very strongly encouraged to take at least one honors course every semester for their first three semesters. First-year students are expected to complete HONR 111 for their General Education Communicating through Writing (CTW) requirement (rather than ENGL 103). If an incoming student has completed the CTW requirement, they will be placed in a 200-level HONR elective course as an alternative.

After the first three semesters, honors students may “sit out” from taking honors classes. Students are expected to take at least one honors course per academic year until they have completed the minimum number of honors credits to complete their CHC academic track. Students who plan to “sit out” must indicate that they plan to do so using the appropriate assignment in the CHC MyClasses during course selection and program planning in the semester before they plan to “sit out.”

## Graduation Requirements

To graduate with University Honors, students must complete all credit-hour requirements in their Honors academic track and have at least a 3.250 cumulative GPA by the student's final semester. All students must complete a Capstone project requirement as part of their Honors academic track.

### *Honors Capstone project options*

The **Honors Capstone** provides an opportunity to self-direct a project and work closely with a faculty mentor. The CHC offers multiple options for Capstone projects depending on the Honors academic track and student's interests and goals.

**Honors Research/Creative Project** is a one-credit hour independent study for students to work with a faculty mentor on a project of their own design. The HONR 312 project should add an academic dimension by introducing new material or by allowing the student to go into greater depth than normally required in a course. HONR 312 is repeatable up to three times, so long as the project differs across semesters. More details on the Honors Research/Creative Project requirements can be found in the CHC MyClasses assignment and HONR 312 contract form.

**Honors Thesis** is a three or four-credit-hour, focused, in-depth project usually in student's major field. What distinguishes an Honors Thesis from a research paper in a regular classroom is the willingness of the student to go beyond the classroom and assume the responsibilities associated with commitment to scholarship. The Honors Thesis requires a minimum of two semesters starting with Thesis Preparation (HONR 490) and ending with the paired Honors Thesis (HONR 495) and the corequisite 0-credit hour Thesis Completion (HONR 496) courses. Students must receive a final grade of at least a B in HONR 495 to fulfill the Capstone project requirement. More details about the Honors Thesis requirements can be found in the CHC Thesis Handbook in the CHC MyClasses.

## Service and Community Engagement

Students are expected to participate in at least one CHC-sponsored service event each semester including during a "sit-out" semester. These events can be found on the CHC calendar and are frequently organized by the Honors Student Association. Since community engagement is one of the core pillars of honors education at SU, CHC students are encouraged to engage beyond the minimum participation level. To earn "credit" for participating in a service or community engagement event, students must check-in for the event at the CHC Navigate kiosk by either entering their SU ID number or swiping their GullCard. CHC-sponsored service events will be visible to students in Navigate and students may request to have additional events added to this list. For example, if a student designs a service event as part of their HONR 312 project, they may ask to have it added so that participating students can earn their participation "credit."

## HONORS COURSES VS. HONORS EXPERIENCES

CHC students are offered various opportunities for honors course work. Many of the honors courses offered by the CHC meet General Education curriculum requirements. For example, HONR 111 fulfills Communicating through Writing (CTW), HONR 211 fulfills Humanity in Context (HIC), and HONR 212 fulfills Solutions Through Science (STS). The CHC also partners with numerous departments across campus to offer honors sections of their courses. For example, MATH 155-001H is an honors section of MATH 155 that is only available for CHC students. This section has a maximum of 18 students and is taught with a focus on the pillars of honors education at SU. Whether the course is offered by the CHC (HONR courses) or other departments, it has been vetted by the CHC Curriculum Committee to meet the expectations of honors education. The CHC strives to provide General Education and major/minor courses that also fulfill honors academic track requirements, thus allowing CHC students to fulfill multiple requirements with a single course.

In addition to traditional classroom courses, CHC students may also earn honors credit for honors experiences. These experiences may be for SU credit, but they do not have to be. Some examples of honors experiences are detailed in the following sections.

### Internship For Honors Credit (Whether SU Credit-Bearing Or Not)

Students are eligible to complete **one** internship for CHC credit at any point in their college career. A student must be at least 18 years old and in good standing with the CHC. Note that for many majors at SU, internship experiences fulfill the General Education Experiential Learning (EL) category criteria in addition to major requirements.

To count the internship for honors elective credit, students must complete the required paperwork and assignments detailed below. All paperwork must be approved by the student's CHC program director before the internship begins and submitted to the appropriate assignment on the CHC MyClasses page (note that this application includes a letter from the internship supervisor confirming internship placement). Failure to submit the paperwork and assignments by their outlined due dates may invalidate the request for honors elective credit.

While the CHC understands that experiential learning and specifically internships are valuable experiences, some types of internship experiences are insufficient to fulfill honors elective credits. Some examples of internships that will not fulfill honors elective credits:

- interning with or for family,
- online/remote/work in a private residence,
- primarily clerical positions,
- positions that involve routine or repetitive administrative tasks for more than 40% of the position,
- positions that consist of door-to-door selling or cold calling exclusively, and
- positions at medical marijuana and CBD oil facilities.

### *Internship experience options*

Students can use an internship experience towards the completion of **one of their honors requirements** in two ways: as an honors enhancement of an SU internship-for-credit course or as an honors experience substitution for an honors elective course.

Students who enroll in an internship-for-credit course option through a SU department may use that course as a substitute for a required honors course. For example: instead of taking HONR 212, a student can substitute their internship experience (ex: IDIS 490). Students will earn SU credit through their internship course and use that credit towards the total required hours within the CHC upon completion of the honors internship requirements.

Students who do not enroll in an internship-for-credit course option through a SU department may receive an honors course waiver for completing an internship experience of **at least 160 hours**. For example: a student can have three or four hours of their total honors credit hours waived; no actual credit will appear on the transcript.

### *Required assignments to complete honors internship*

To receive credit for their internship (either as a course substitution or a course waiver), students must write a reflection paper within one semester of completing the internship. Details of the reflection paper requirements can be found on the Internship Assignment in the CHC MyClasses. Students must post the paper to the Internship Assignment on MyClasses.

## **Study Abroad/Away For Honors Credit**

Students are eligible to study abroad/away for the CHC at any point in their college career. A student must be in good standing with the CHC.

To count the study abroad/away experience for honors elective credit, students must complete the required paperwork and assignments detailed below. All paperwork must be approved by the student's program director before the study abroad/away experience begins and submitted to the appropriate assignment on the CHC MyClasses page. Failure to submit the paperwork and assignments by their outlined due dates may invalidate the request for honors elective credit.

### *Study abroad/away experience options*

Students can use a study abroad/away experience towards the completion of their honors requirements in two ways: as an honors enhancement of an SU study abroad course or program of study or as an honors-specific study abroad course.

### *Required assignments to complete honors enhancement to study abroad/away experience*

To receive honors credit for their study abroad/away experience, students must write a reflection paper within one semester of completing the experience. Details of the reflection paper requirements can be found on the Study Abroad Assignment in the CHC MyClasses. Students must post the paper to the Study Abroad Assignment on MyClasses.

## **Honors-Contracted Courses**

Students are eligible to enhance a traditional, non-honors course to meet honors academic track requirements. This option is typically reserved for juniors and seniors. In honors-contracted courses, students will work with their instructor to develop assignment(s) that meet at least two of the three pillars of honors education at SU. These honors-enhanced assignments should not amount to significantly more work compared to the non-honors assignments as the student will not earn additional course credit for the enhancement. Rather, the student and instructor should work together to explore a topic from within the course material at more depth than the non-honors students.

### *Requirements of honors-contracted courses*

Students must complete the H-contract application, including the CHC program director's approval signature by the end of the semester prior to taking the course. This extended time provides the student and faculty to create the contract and obtain CHC approval. It also allows sufficient time for the administrative work to create the honors section so that the course will show on the student's transcript as completed with honors. Students must post the completed H-contract to the CHC MyClasses assignment.

An honors section (with "H" in the section number and the topic listed as "honors") of the course will be created and the department offering the course will move the honors students into this combined section. For example, PSYC 425-002H combined with PSYC 425-001. (Note that a combined section simply means that both sections can occupy the same classroom space and time slot.) Importantly, the classroom experience should not be significantly different for students enrolled in these two sections. That is, honors students should not be "called out" in class or expected to complete different activities unless that is part of the approved honors contract.

## **CHC STUDENT ORGANIZATIONS**

As the CHC tagline states, honors at SU is the place where community meets curiosity. While there are no specific student requirements for engaging with the CHC community, the hope is that honors students will find value in the many opportunities the CHC provides to connect with others. Active participation in CHC student organizations and their activities fulfills CHC expectations of community service for the semester the student attends these activities and meetings.

## CHC Ambassadors Program

The CHC Ambassadors Program is a student-run initiative dedicated to providing support and growth opportunities to CHC students across all majors and honors academic tracks. They are the recruitment and retention arm of the CHC student organization structure. CHC ambassadors represent the CHC at various recruitment events such as Open Houses and Admitted Students Day. They also support retention of current CHC students by providing mentorship and helping to develop and offer career-readiness opportunities.

## Honors Student Association

The Honors Student Association (HSA) is a community service organization that allows students to take a break from the stress of college life and give back to the community. HSA's goal is to create an environment to foster social and intellectual interaction among students, striving to build a strong bond with the surrounding city of Salisbury through community service, outreach events, and honors student presence at social activities. More information can be found on their [Involved@SU](#) page.

## The Saunterer

*The Saunterer* is the CHC bi-annual student-run newsletter. CHC students serve as the editor-in-chief (a paid student-worker position) and writing staff. Other CHC students support the publication by writing articles and submitting photography and other creative works. *The Saunterer* is produced each semester with professional mentoring from the SU Creative Services and Brand Strategy Office.

# BENEFITS FOR CHC STUDENTS

Many benefits of the CHC are intangible. The CHC offers students an opportunity to connect with similarly curious individuals in a welcoming and supportive environment. Students are afforded the chance to grow and develop as students and leaders on campus and beyond.

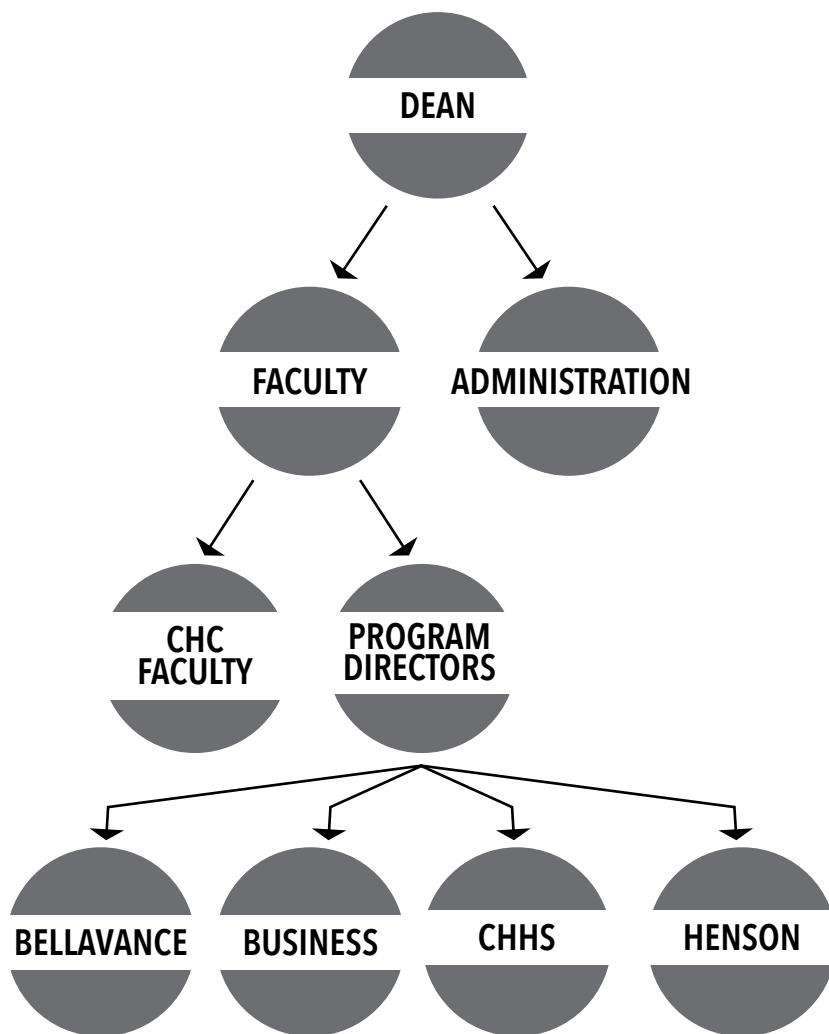
Some specific benefits for CHC students include:

- priority registration,
- honors housing in Manokin Hall through the Honors Freshman Living Learning Community (LLC) and in Sea Gull Square through the Honors Sophomore LLC,
- research funding and conference presentation support,
- smaller course sections (typically 18 students per honors course section),
- professional development opportunities, and
- unique activities.

If any CHC student does not find the support they need, all they have to do is advocate for it. The CHC faculty and staff are available to support the CHC community and provide a welcoming environment for all our curious and creative individuals.

# CHC ORGANIZATIONAL STRUCTURE

---



## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

[illegible]

[illegible]



SU is an Equal Opportunity/AA/Title IX university and provides reasonable accommodation given sufficient notice to the University office or staff sponsoring the event or program. For more information regarding SU's policies and procedures, please visit [salisbury.edu/equity](http://salisbury.edu/equity).