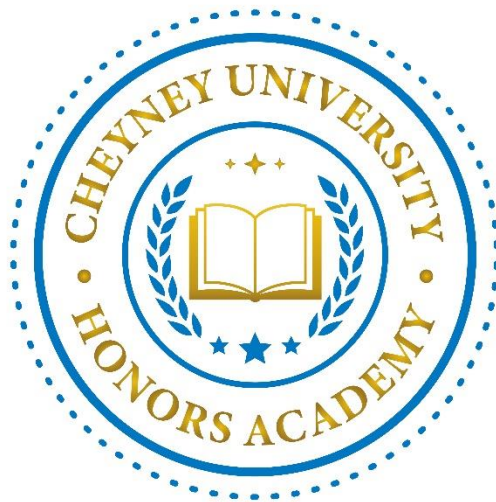


Cheyney University Honors Academy

Handbook

2022-2023

This handbook sets forth the requirements and protocols for membership in the Cheyney University Honors Academy. This handbook will remain available to all students on the University's website.



Dr. Eric Schumacher
Professor of Philosophy
Director, Cheyney University Honors Academy

Mr. Curtis Word
Associate Director, Cheyney University Honors Academy

Table of Content

I.	About the Cheyney University Honors Program.....	3
II.	Activities of the CU Honors Academy.....	3
III.	CU Honors Academy Standards and Pledge.....	4
	a. CU Honors Code and Pledge.....	4
	b. Code of Honorable conduct.....	4
IV.	CU Honors Academy Academic Obligations.....	6
V.	CU Honors Academy Curriculum.....	6
	a. Honors Academy Curriculum Configuration.....	6
	b. Explanation of Term.....	7
	c. Required Honors Courses.....	8
VI.	CU Honors Academy Volunteerism framework.....	8
VII.	CU Honors Academy Student Committees.....	9
	a. Individual Committees.....	9
VIII.	Conditions for Dismissal from the CU Honors Academy.....	12

I. About the Cheyney University Honors Academy

The Cheyney University Honors Academy is the catalyst for university wide activity committed to an enhanced scholarly environment that stimulates and enriches the lives of the entire Cheyney campus community. The program is an accessible, far reaching hub for intellectual discourse and vibrant scholarship. Through extensive course and programmatic offerings, the CU Honors Academy is a source of aspiration for all Cheyney students to discover new intellectual interests and to foster life-long learning. The Academy takes a holistic approach to student development and seeks to graduate students who are academically accomplished, visionary leaders, and responsible citizens.

Through an exciting arrangement of smaller classes taught by experienced professors and interactions with other curious, high-achieving students, the CU Honors Academy provides a home for inquisitive, open-minded, and energetic students. Students who enjoy dialogue and a diversity of ideas, curiosity about the world and other people, the willingness to engage unfamiliar concepts, respect for history and an optimism about the future will thrive in the CU Honors Academy.

The Cheyney University Honors Academy offers special challenges and opportunities to a select number of academically talented undergraduate students. The Academy is for students who take academic achievement seriously and understand that individual successes emerge from interactions with others. As such, character development and attention to the qualities of leadership are important pillars of the Honors Academy. The Academy fosters collaborative relationships between students and distinguished faculty through smaller class sizes and a wide array of multi-disciplinary learning activities.

Students who graduate from Cheyney University with high academic performance may qualify for the prestigious Bond-Hill Scholarship. The Bond-Hill Scholarship provides financial support to qualified students to attend approved graduate programs at each of the other PASSHE Universities, Temple University, Penn State University, the University of Pittsburgh, and Lincoln University.

II. Activities of the CU Honors Academy

The Honors Academy at Cheyney University holds numerous events each year where keynote speakers are invited. Speakers are invited from various academic fields and intellectual interests. Speakers of particular interest address the students interested in Pre-Med and Pre-Law, introduce graduate programs in fields such as Education and Business, and some speakers are alumni of the CU Honors Academy who are able to discuss the long-term benefits of completing the Honors Academy. In addition to hosting speakers, the Honors Academy will visit graduate schools and hold discussions about graduate school preparation. CU Honors Academy scholars attend conferences in their major and the Honors Academy itself hosts a conference near the end of the academic year. At the Honors Conference, graduating scholars will present their capstone projects to a public audience. Applying for internships in an emphasis of the Honors Academy. There may be study abroad opportunities, leadership and professional development programs as well as required community service and volunteerism. Honors Academy members do not reside all in one dormitory; however, a living-learning community is still created by promoting an environment of applied learning experiences in the residence halls and across campus.

III. CU Honors Academy Standards and Pledge

The CU Honors Academy, like the University as a whole, takes a comprehensive approach to student development and aims to graduate students with the intellectual habits and character to be visionary leaders and responsible citizens of the globalized 21st century. The Honors Academy is designed to meet the needs of talented students. Every aspect of the honors experience will support the learning, growth and development of the honors student in a comprehensive way. The honors experience will encourage student success academically and in qualities of character; it will prepare students for advanced graduate study and for professional placement. Every member of the CU Honors Academy must abide by these expectations and standards, must uphold all policies of the University and Honors Academy, and live by the CU Honors Code.

a. CU Honors Code and Pledge

The Honors Code serves as a guide for what is considered proper behavior for an Honors Academy member. Each member of the CU Honors Academy will pledge to uphold the Honors Code and comport themselves appropriately at all times and in all situations. The pledge is as follows:

“I acknowledge that I am recognized by the University for my academic talent and leadership potential. I accept the responsibility to uphold the highest standards of academic, personal, and professional integrity. I will be accountable to all students on campus through my commitment to community service and acts of leadership. I will – at all times – comport myself as a representative of Cheyney University. I vow to be worthy of all the rights, privileges, and responsibilities associated with the Cheyney University Honors Academy.”

b. Code of Honorable Conduct

Members of the CU Honors Academy are required to uphold the Student Code of Conduct and represent themselves in a manner consistent with the Honors Code. Students who are found guilty of violating the Honors Code may be dismissed from the Academy. Students are always expected to:

- Maintain honorable membership
- Serve as ambassadors and role models
- Use the Code of Conduct as a measure of appropriate behavior
- Avoid situations which may result in disciplinary or judicial action
- Provide the CU Honors Academy with updates about progress, awards, internships, placement information and any other enhancements to their portfolio
- Check their Cheyney email daily and remain in continuous communication with the honors office
- Satisfy all financial obligations (including deadlines for certain forms like the Fafsa)
- Perform these duties each and every day

CU Honors Academy scholars are expected to demonstrate model classroom behavior. Some of these qualities include:

- ***Always attending class!!***
- Always being respectful to professors
- Always arriving to class early and with appropriate material
- Always being ready to start class before the professor starts teaching
- Never using inappropriate language
- Always exhibiting professionalism
- Always exhibiting integrity
- Always exhibiting accountability

CU Honors Academy members are expected to display these qualities of appropriate behavior at events as well.

- Always exercise respect when attending events.
- Always practice etiquette / proper manners
- Always have phones on SILENT and not just vibrate
- Always arrive to events early
- Always leave events when they conclude, not before
- Attendance is expected at all events
- Always demonstrate the willingness and interest in events that are designed for your enrichment
- Always dress appropriately
 - Business attire unless otherwise noted
 - Professional footwear – no athletic shoes

IV. CU Honors Academy Academic Obligations

All students must maintain a minimum grade point average (GPA) to maintain membership in the Cheyney University Honors Academy.

- Freshmen (0-29 completed credits toward graduation):
 - Minimum overall cumulative GPA requirement of 3.0 with no fall/spring semester (of the Freshman year) below 2.5 and completing (passing) at least 12 credits each semester
- Sophomores (30-59 completed credits toward graduation):
 - Minimum overall cumulative GPA requirement of 3.0 with no fall/spring semester (of the Sophomore year) below 2.75 and completing at least 12 credits each semester
- Juniors and Seniors (60+ credits toward graduation):
 - Minimum overall cumulative GPA of 3.25 with no Fall/Spring semester (of the Junior and Senior year) below 3.0 – while completing at least 12 credits.
- All students must enroll in at least 12 credit hours each semester (at least 24 credit hours for the academic year).
- All students must complete the CU Honors Academy curriculum of identifies honors courses.

V. CU Honors Academy Curriculum

In keeping with the goal of the Cheyney University Honors Academy to provide an enriching academic environment, the honors curriculum is formed by 7 specific learning outcomes:

1. Students will demonstrate interdisciplinary skill to analyze and solve complex questions.
2. Students will demonstrate an elevated sense of awareness of racial diversity and social justice.
3. Students will develop the abilities needed to do independent research or creative projects and present their findings to a public audience including faculty, administrators, and peers.
4. Students will display an appreciation for civility and respect and understand the moral obligation of being an educated citizen in a diverse and global community.
5. Students will exhibit leadership and social responsibility through academic, cultural, and social activities throughout campus.
6. Students will enhance classroom learning with related co-curricular experiences to best serve the local (campus) and global communities.
7. Students will demonstrate active engagement in the promotion of the mission, core values, and learning experiences of Cheyney University

a. Honors Academy Curriculum Configuration

The honors curriculum at CU follows a hybrid model, comprised of a core of required honors designated courses, a distribution of courses from multiple disciplines that span across the entire University curriculum, addenda courses that allow students to take courses without an “honors” designation

(student, professor, and honors Director will sign the contract approving that honors student learning outcomes will be met), a capstone project and co-curricular community service requirements. Students must maintain a minimum GPA each semester and overall (see specific GPA requirements above). A minimum of 27 credit hours in honors courses in addition to the completion of an honors capstone project are required for receipt of honors designation on the diploma. Students transferring into Cheyney who desire entry into the Honors Academy may be evaluated to determine if previous coursework satisfies Cheyney honors curriculum requirements.

b. Explanation of Terms

Honors General Education Core: Five of Cheyney University's General Education "core" courses have the *honors* designation. These five honors core General Education courses are required for all Honors Academy members. These five courses are Honors English I, Honors English II, Honors Speech, Honors Critical Thinking, and Honors African American Experience in a Global Context.

Honors Distribution Courses: In addition to the five General Education core courses mentioned above, each CU Honors Academy student is required to take at least one *honors* course in each of the four academic areas (Humanities; Natural and Applied Sciences; Social and Behavioral Sciences; and finally, Business, Education, and Professional Studies). These four courses can contribute to the satisfaction of the student's General Education requirements, be a course in the student's major program or be a free-elective course.

Addenda or Course by Contract: By means of an Honors Contract with the professor, an honors student will be permitted to undertake supplemental assignments beyond those ordinarily required in the course in order to receive "honors" credit for that particular course. The Honors Contract must be approved by the professor teaching the course and by the Director of the Honors Academy before the end of the second week of the course.

Honors Addendum Contract: An agreement established between the faculty and the honors student which outlines the components of the course that are specific to the honors program and which will satisfy a significant percentage of the student learning outcomes of the honors program. Guidelines for the Contract and an Honors Rubric will help provide uniformity in the quality of instruction in honors courses. Honors Addenda Contracts are signed by the student and professor of that course and approved by the Director of the Honors Academy.

Capstone Project: A distinctive feature of the Honors program is the capstone project which is the culminating accomplishment of each student in the program. Each academic major at the University has a capstone course/experience that may serve as the vehicle for a focused capstone project. The topic and scope of the project will be determined by the student in consultation with the supervising professor, the student's academic advisor, and the Honors Academy Director. Each capstone project will be formally presented at the end-of-year honors conference.

Honors Faculty: Honors faculty are members of the faculty who have distinguished themselves through research, service, teaching, and/or provide coursework appropriate for an honors version of an existing course.

Capstone Proposal: The Capstone Proposal is to be submitted to the Honors Academy Director by the end of the second week of the spring semester (of the student’s graduating year). Although the capstone presentation will usually deliver material from their major program’s capstone experience, this does not need to be the case. The capstone project is meant to serve as the culminating experience of both the student’s major program and their Honors Academy membership. As such, students may present material that centers on an internship or other co-curricular experience. Since this proposal is due the second week of classes in the spring semester of the student’s graduating year, the material from which the presentation draws must be complete before the start of that semester.

c. Required Honors Courses

There are nearly 30 credits of honors designated coursework required to complete the Honors Curriculum. These credits are from courses that have been approved as *honors* courses. Although these *honors* courses are open to students who are not members of the CU Honors Academy, these courses will be mainly populated by students in the Academy.

There are 15 credits of General Education Core courses that each Honors Academy member is required to take. In addition to these 15 Gen Ed Core credits, Honors scholars are required to take at least one class in each of the four main academic categories on campus (Humanities, Natural and Applied Sciences, Social and Behavioral Sciences, and Business, Education and Professional Studies). One course from each area results in 12 credits in addition to the 15 Gen Ed Core credits – 27 total credits. Finally, each CU Honors Academy member is required to present their capstone project at the Honors Conference to be held near the end of every academic year. This project may or may not come from a capstone course.

Here is a list of required honors courses:

- HEN 112 Honors English I (3 credit hours)
- HEN 113 Honors English II (3 credit hours)
- HEN 114 Honors Speech (3 credit hours)
- HPH 110 Honors Critical Thinking (3 credit hours)
- AAS 210 Honors African American Experience in a Global Context (3 credit hours)
- In addition to these 15 credit hours, each CU Honors Academy member is required to take 3 credit hours from each of the four academic areas on campus (for a total of 12 credit hours).
- Presentation of Capstone Project

VI. CU Honors Academy Volunteerism framework

The CU Honors Academy believes that exploring the world around you is an essential part of your undergraduate education, which entails activities both inside and outside the classroom. Community service and volunteerism provides a means to expand your intellectual development and diversify your personal experiences. Volunteering can also help you define your interests and strengths and supplement your in-class learning. It can open pathways into new careers and help you build an impressive resume. Volunteering also provides an opportunity to meet new people with similar interests and values and affords you the chance to make a difference in your community.

For some students, required community service and volunteer hours will be satisfied by serving on CU Honors Academy student committees. The honors student committees are formed with students in the CU Honors Academy but the committees themselves service the University campus as a whole – and some may service communities off-campus. The Academic Literacy Committees, for example, will have only a few older and more experienced student members whose charge will be to help other, younger students across campus familiarize themselves with D2L and Power Campus, how to read curriculum worksheets and course descriptions in the University Catalog. The Social Media Committee will be charged with keeping the CU Honors Academy present and positive on social media. In total, there are nearly xxx student committees formed by the CU Honors Academy members. Those students who volunteer for and actively serve on one of the student committees will have met their community service / volunteerism requirement. Those students who do not volunteer and actively serve on one of the student committees will need to satisfy this requirement independently.

Every CU Honors scholar must complete a minimum of ten community service hours each year. Especially for those students not participating on a student committee, documentation of community service must be filed with the Director or Associate Director of the Honors Academy. Acceptable documentation of community service could be a supervisor’s signed endorsement on a company or institution’s letterhead.

All students will receive community service guidelines and requirements at the beginning of each academic year. If a scholar does not satisfy this requirement (either independently or by serving on a student committee), they may be suspended from the Honors Academy. Suspension from the CU Honors Academy includes loss of the scholarship. Specific information regarding community service and volunteerism is shared on an annual basis.

VII. CU Honors Academy Student Committees

Purpose: The purpose of the CU Honors Academy Student Committees is to establish a framework for promoting and executing a) volunteerism, b) leadership and character activities, c) an inclusivity of student engagement between honors and non-honors students across the entire CU campus.

Description: *Activities of volunteerism are required for all Honors Academy members.*

Each Honors Academy Student Committee will be comprised of members of the Honors Academy. Members will volunteer for whichever committee they desire. Each year, Honors Academy students will volunteer for committee membership. Students are encouraged to volunteer for different committees each year to expand the service-learning dynamics that each committee provides. Students will be allowed to serve on multiple committees only if there is space available on the committee once every member has had the opportunity to volunteer. Some students may opt to fulfill their community service / volunteerism requirement independently.

a. Individual Committees

Honors Council: serves as the “committee of committees” and will be responsible for advising all other committees and help in facilitating the activities of the other committees.

Academic Literacy Committee for Humanities: serves to assist students, especially younger students, on:

1. How to read curriculum worksheets
2. How to read course descriptions in Power Campus and the catalog
3. How to navigate Power Campus for the purpose of mechanically registering and finding needed information
4. How do use D2L
5. How to maximize use of the Student Success Center

This committee will not advise students on what courses to take; instead, they help assist students (not just Honors students) in all other areas of registering. This includes the mechanics of picking a semester schedule as well as the importance of registering on-time. This committee will often work closely with the Chairperson of the Humanities Department for guidance.

Academic Literacy Committee for Natural and Applied Sciences: serves to assist students, especially younger students, on:

1. How to read curriculum worksheets
2. How to read course descriptions in Power Campus and the catalog
3. How to navigate Power Campus for the purpose of mechanically registering and finding needed information
4. How do use D2L
5. How to maximize use of the Student Success Center

This committee will not advise students on what courses to take; instead, they help assist students (not just Honors students) in all other areas of registering. This includes the mechanics of picking a semester schedule as well as the importance of registering on-time. This committee will often work closely with the Chairperson of the Natural and Applied Sciences Department for guidance.

Academic Literacy Committee for Social and Behavioral Sciences: serves to assist students, especially younger students, on:

1. How to read curriculum worksheets
2. How to read course descriptions in Power Campus and the catalog
3. How to navigate Power Campus for the purpose of mechanically registering and finding needed information
4. How do use D2L
5. How to maximize use of the Student Success Center

This committee will not advise students on what courses to take; instead, they help assist students (not just Honors students) in all other areas of registering. This includes the mechanics of picking a semester

schedule as well as the importance of registering on-time. This committee will often work closely with the Chairperson of the Social and Behavioral Department for guidance.

Academic Literacy Committee for Business, Education, and Professional Studies: serves to assist students, especially younger students, on:

1. How to read curriculum worksheets
2. How to read course descriptions in Power Campus and the catalog
3. How to navigate Power Campus for the purpose of mechanically registering and finding needed information
4. How do use D2L
5. How to maximize use of the Student Success Center

This committee will not advise students on what courses to take; instead, they help assist students (not just Honors students) in all other areas of registering. This includes the mechanics of picking a semester schedule as well as the importance of registering on-time. This committee will often work closely with the Chairperson of the Business, Education, and Professional Studies Department for guidance.

Social Media Committee: while always being thoughtful about the impact of social media, this committee will serve to keep CU Honors active and positive in the world of social media. As such, this committee will work closely with all other committees often.

Event Committee: serves to organize student involvement of events and activities - such as plan, set-up and organize volunteers. The primary purpose of this committee is to build a strong sense of community across campus. *All activities must be based on Honors Academy program outcomes.* At any point, could work closely with any of the other committees.

Financial Literacy Committee: serves to educate and inform students, both inside and outside of the Honors Academy, on the basics of financial language and economic movements. This committee will discuss the importance of investing and talk about other topics with regards to personal finance. This committee may work closely with other committees such as the Alumni Relations, Social Media, Grant Writing Committees.

Beautification Committee: serves to gather artistic ideas to create pieces for the Cheyney community to aesthetically enhance our campus. Activities may include photography, painting, drawing, pottery, printmaking, computer art, and other art techniques. This committee may work closely with other committees such as the Social Media, Alumni Relations, and Archive committees.

Health and Wellness Committee: serves to educate and prepare Cheyney University students on staying active in ways to keep their bodies healthy. Partnerships with the Success Coaches, Student Activities, and Resident's Life will help spread awareness throughout the campus and promote a healthy lifestyle. Activities include social distancing workouts, diets, and mindfulness exercises. This committee may work closely with such groups as the Event, Social Media, and Leadership committees.

Archive Committee: serves to learn, understand and *proliferate* Cheyney history. This committee should work closely with the Social Media, Grant Writing and, at some point, each of the other student committees. This may include learning how to give campus tours.

VIII. Conditions for Dismissal from the CU Honors Academy

Members of the Cheyney University Honors Academy are required to uphold the Cheyney University Student Code of Conduct and represent themselves in a manner consistent with the Honors Academy's Code of Honorable Conduct (outlined above). *The Honors Academy has no separate disciplinary panel or judiciary committee. The disciplinary decisions made by the University's judiciary process will be respected by the CU Honors Academy.*

There are six conditions that may cause a Cheyney University Honors Scholar to be dismissed from the Academy and subject to losing their scholarship. These conditions are:

1. An Honors Academy member's grade point average drops below the required GPA (see GPA requirements above on page 6).
2. An Honors Academy member fails to complete the Honors Curriculum (including the presentation at the Honors Conference).
3. An Honors Academy member fails to schedule and attend "academic check-in" meetings with the Director each semester to discuss their Academy progress.
4. An Honors Academy member fails to satisfy the required ten hours of community service / volunteerism.
5. An Honors Academy member fails to satisfy all requirements, including attendance at mandatory meetings and events.
6. An Honors Academy member fails to live up to the expectations Cheyney University holds for all Honors Academy members (independent and in the absence of any formal Judiciary Committee decision).

Failure to comply with any of these conditions may result in forfeiture of membership in the Cheyney University Honors Academy and any/all Honors Scholarships. The Director of the Honors Academy will complete an academic performance evaluation for students too close to the minimum required GPA at the end of every semester. This evaluation will determine the students' status for the subsequent semester. Students who do not meet the above conditions will be notified with a letter outlining their status or suspension from the Academy. The terms of *Good Standing* in the CU Honors Academy are set by the Director, in consultation with certain members of the Administration. Such terms may require additional community service, reduction of scholarships, or increased engagement with the program. Students identified as not in *Good Standing* may be suspended from the program. Extenuating circumstances and special cases may be considered by the Director and certain members of the University's Administration.