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Sharon Carrish

*Mansfield University of Pennsylvania*, [scarrish@mansfield.edu](mailto:scarrish@mansfield.edu)

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SHARON CARRISH

# Reviving an Honors Program with Specialized Sequence Tracks

SHARON CARRISH

MANSFIELD UNIVERSITY OF PENNSYLVANIA

When I assumed the position of Honors Program Director along with my other responsibilities, I was handed the *Honors Program Review* from the previous five years. Nestled among the goals and objectives—alongside of recruiting, marketing and identifying faculty to teach honors courses—was the most pressing problem: serious declining enrollment. Students were being recruited for the honors program by the department of admissions, but only a very small number were continuing into their junior and senior years. With this problem of disappearing numbers came the possibility of a disappearing honors program. Apparently most of these students were dropping out of the honors program during either the second semester of their freshman year or the first semester of their sophomore year. Once they achieved junior status, the attrition rate dropped and the prospect of completing the program became slightly more promising. Still, only a handful of students were leaving the university with “Honors Program Completed” prominently displayed on their transcripts.

The crux of my problem became evident: if I hoped to retain the position of Honors Program Director, the administration “*strongly advised*” that I find a way to improve the completion rate of students in the program. The methodology was left up to me. I needed to discover more effective strategies to recruit students and keep them motivated enough to *remain* in the program, but in doing so I was not to cripple the *integrity* of the program. As Yul Brynner would say, “Ah...a puzzlement!” An honors program must serve the needs of existing students as well as those it attempts to recruit. An effective program must carefully examine such issues as student ability, availability of honors courses, availability of qualified and motivated faculty who are willing to teach honors courses, always-present budget concerns, and, lastly, data on those students who complete the program. The last criterion, the completion rate, is the primary concern here.

As universities go, we are a small institution composed of approximately 3400 undergraduate students. Our honors program, like many programs across the country, suffers from some of the same afflictions that plague similar institutions. Highly regarded by both our university president and provost and acknowledged in the university mission statement’s charge to “...emphasize the

## REVIVING AN HONORS PROGRAM WITH SPECIALIZED SEQUENCE TRACKS

importance of the honors program to advance the academic quality of the university and give increased attention to the promotion of this program,” we still lack the stability of permanent faculty assigned to teach honors courses each year. Hence, our program must cross its academic fingers each semester that it will be able to provide sufficient faculty support to cover the courses listed in our program. Faculty *on load* cannot often be compensated to teach an honors course on *overload*. In addition, some majors—often in the most challenging academic programs that would make them ideal as honors program students—were finding it difficult if not impossible to complete *both* their major and the requirements in the honors program successfully within four years due to either certification or professional stipulations within those majors. The obvious choice for these students was to forego enrollment in the honors program and finish their major *regardless of how attractive enrolling in the honors program might have been to them*.

An honors program cannot be analogous to an assembly line. The requirements to complete an honors program should not be so restrictive as to allow only an elitist few to finish or so generalized that any student can enroll simply by asking to join. A program director who does not consider the impact of the number of students who actually finish the program is not being realistic when administrative decisions are made about which programs will or will not be budgeted for the following year on the basis of enrollment. At the same time, intellectual and curricular concerns of honors students are paramount in an honors program. Indeed, honors programs that stand the test of time must be academically demanding and creatively challenging while also flexible enough to allow for institutional changes and program growth.

Our honors program survives on our campus like any other program. There are both idealistic and practical concerns, one of which is how many students enter the honors program and how many of those same names appear in the graduation program. University presidents and provosts, regardless of their individual involvement or interest, monitor student retention. Programs that do not result in sufficient numbers, no matter how lofty their academic ideals, do not survive, especially during tough economic times. Administrators are not blind to rising attrition rates; they will question the value (and values) of an ailing program that is not retaining its students.

What follows is a list of steps that I took to lessen the attrition rate in our honors program, increase the number of students recruited by the admissions department, improve both the enrollment and completion rates, keep honors students' morale high, encourage currently enrolled students to work towards the honors capstone course, and lastly, encourage current honors students to recruit other academically motivated students to join our program.

### SEMESTER MEETINGS

One of the first complaints that I heard repeatedly was that students did not feel “connected” to other honors students or to the honors program itself. Many

students shared with me that they “did not know many other honors students outside their major” and did not communicate with those they did know except during class, the primary time they came into contact with other students in the program. Since I had assumed the duties of director in June, I sent out a letter during the latter half of the summer informing all honors students that there would be two *required* honors meetings. Those meetings would be held on the first Thursday of both fall and spring semesters. Justifiable reasons for missing either of these meetings would be limited to a serious illness or a university-excused absence. Other reasons would require a call to me. I specifically chose Thursday evenings during the dinner hour when few students elect to have class.

Even though I have a limited honors budget, I was able to provide pizzas from the university dining facilities, punch, and a few other inexpensive student favorites. The combination of the cuisine, the chance to connect with other honors students, and the requirement worked. Including the seven members of Honors Council, the room was packed with close to 100 individuals. Note: The following year, after viewing our initial success, the university president reinstated the “University President’s Private Reception for Honors Students.” This reception, held in his home, had not taken place on our campus in many years.

At the first fall meeting each student was given his or her own honors folder containing all of the newly designed forms they would need in order to complete the entire program plus several informational sheets. The sheets included the following: How to Schedule Honors Courses, How to Work with an Honors Advisor, Most Asked Questions About the Honors Program, Honors Program Policies, Applications for New Honors Scholarships, Information about the Summer Honors Program, forms for the Senior Research Project Presentation, and, finally, a copy of the Honors Progress Report used to track a student’s courses, grades, and accomplishments in the program. The occasion was the first time to my knowledge they had received something like our new packet of information. They now had a hard-copy agenda for success. At the meeting the students were connecting, networking, and quickly forming conversational groups while they munched on pizza and listened to the items I shared with them. We were off and running.

## THE HONORS PROGRAM SURVEY

My next objective was to discover what was currently successful about the honors program, what kept students on task, and what drawbacks were either discouraging students from continuing in the program or outright encouraging students to drop out. I could not contact students who had previously left the program as those records were scarce. I chose instead to survey current students who had completed at least one semester of honors courses. There were many questions on the survey to which they were asked to respond. Sample questions included student perceptions about the major strengths and weaknesses of the program as well as attitudes about the caliber and availability of both honors

## REVIVING AN HONORS PROGRAM WITH SPECIALIZED SEQUENCE TRACKS

courses and honors instructors. There were also specific questions for both transfer and non-traditional students whose special concerns were different from those of the typical first semester freshmen.

The results of the survey quickly made it clear that—although students were generally pleased with the expertise of their instruction, were enjoying the honors courses they were taking, and liked many other aspects of the honors program—the biggest problem was the difficulty of completing the honors program while also completing the requirements of certain majors. Even priority scheduling, enrolling on the first day of semester registration, was not helping with the issue. Many students commented about either their own difficulties in attempting to meet requirements or those of friends who had already left the honors program. Furthermore, the difficulties appeared to stem from either certification requirements, professional requirements, or the number of major courses required, making it almost impossible to complete both the major and the honors program. Attempting to do both was requiring a student to remain for at least one or two additional semesters, a commitment that caused students to opt out of the honors program. The three majors that appeared to cause the greatest difficulties for students on our campus were nursing, education, and music. Note: Although these majors were identified as specific concerns to our institution, honors programs at other institutions may be concerned with different majors such as science or math. I have found that surveys, focus groups, and other information-gathering devices effectively identify the concerns a program may face and suggest procedures for addressing them. The reader can easily adapt these procedures to the needs of their home institutions.

### MEETINGS WITH DEPARTMENT CHAIRS

Next, I arranged meetings with the three department chairs in nursing, education, and music. Each of these majors had a large number of students. Here was a virtually untapped market for the honors program composed of students with strong GPAs and a strong academic motivation to succeed. Students with whom I had already spoken expressed a strong desire to be honors students but either chose not to join or withdrew soon after enrollment when they realized that finishing both their major and the honors program would pose a dilemma: they could not accomplish both goals without at least one or two extra semesters. Foregoing enrollment in our program was easier.

During my meetings with the department chairs, I carefully outlined each of the required courses in the honors program. Our discussions centered first on the honors program curriculum, including course description, course content, objectives, and student need. In turn, each department chair detailed his or her departmental major for me including required courses, course objectives, which faculty taught which courses, and how often these courses were offered. I learned several things: (1) a student could pursue five *different* programs as a music major, all with different requirements; (2) an education major could follow three *different* programs, each with different certification and/or professional requirements,

and, (3) nursing students are *on campus* for two years, after which they take two more years of courses *off site* at a teaching hospital. The last revelation about the nursing major made it very evident why nursing students rarely, if ever, seriously considered enrolling in the honors program.

I was given the opportunity to meet with many of the faculty in these departments, discuss the content of their courses, and answer some of the questions they had about the honors program. The final result of all our conversations was to make significant improvements to the honors program and would result in specialized sequence tracks for specified majors. In addition, the changes would lower the attrition rate and significantly increase student interest in the honors program not only in the aforementioned majors but in other majors as well.

## THE INTRODUCTION OF SPECIALIZED SEQUENCE TRACKS

By the close of my conversations with the chairs and other faculty members, I became increasingly aware that some of their goals and objectives, criteria, and to some degree even course content were being duplicated in the honors program. The duplication did not seem to be a significant factor in other majors so I concentrated on the three aforementioned majors. For example, many of the goals and objectives of the honors science course were already being met by the large number of science courses that student nurses were required to take, so the honors science course became redundant for them. The overall objectives and goals of the honors field study course were already being met in large measure by the series of practicums that student teachers were required to complete. I discovered similar duplications in some of the music programs.

Our examination of course content and objectives did not imply that the requirements of either an honors course or a departmental course were not stringent in their own right. Instead, our discovery suggested that the amount of redundancy was not serving the student. Students were taking two courses when many of the same goals and objectives could be met by taking a single course. The duplication was discouraging the students from enrolling in the honors program to take "an additional course which they did not have room for in their program anyway" according to several of the students who were contemplating leaving the program.

I arranged a second meeting with each of the department chairs. At this meeting we painstakingly examined each course in their respective majors. We placed a list of their major courses and a list of the honors program required courses side by side. Could a modification such as a *specialized sequence track* in the honors program for these specific majors make it possible for students to complete the honors program in addition to completing their major? If so, would the honors program be more attractive to students? I was not willing to sacrifice the integrity of the honors program just to secure better numbers, but

## REVIVING AN HONORS PROGRAM WITH SPECIALIZED SEQUENCE TRACKS

perhaps a compromise that would serve both programs was both possible and beneficial.

During the discussion I had with each department chair, we analyzed any overlaps that were occurring. Once overlapping courses and objectives were identified, we put together a *specialized sequence track* for each specific program in their majors. Students would have a choice: they could continue following the *standard honors track* as other majors did or they could elect to follow the specialized honors sequence track designed specifically for that department. Just by making adjustments to a few courses, we gave the student a better chance to finish both the major and the honors program. The change made the honors program more attractive to students who were considering enrollment but had not yet made a commitment.

Once approved by both the chair and the faculty of each of the departments, the chairs introduced the new specialized sequence tracks to both their faculty members and their honors students. Even the honors students who were not in the specific majors met the innovation with great enthusiasm as did the majors in music, education, and nursing. Since all honors courses are linked to fulfilling the requirements of the general education program, students not in those majors could continue with the standard track and, hence, were not directly affected by the changes.

### AND INTO THE FUTURE

In addition to the aforementioned changes, I have developed tracking sheets for each incoming freshman honors class where I record enrollment and drop-out rates by class and by major in order to document changes within the honors program. I note any specific reason a student lists for choosing to leave the program. No student who has dropped out since the inception of the specialized sequence tracks has listed, "I couldn't finish both the honors program and my major within four years and I had to make a choice."

As our program grew, I was able to secure some additional funding for the program from the administration. The additional funds have resulted in honors *incentive* awards. Students now receive an honors sweater for the completion of their fourth honors class, an honors pin for the completion of their sixth honors class, and an engraved medallion to wear over their graduation robe upon completion of their honors capstone research project presentation. Honors sweaters and pins are presented at the fall and spring meetings and the medallions are presented at the University Honors Banquet where all departments, including the honors program, recognize special academic achievements of their students with certificates and plaques.

Due to the increased enthusiasm about the honors program among not only the students but also the administration, the number of university faculty who desire to teach a cross-listed departmental course for the honors program has increased as have the total number of honors students and the demand for honors electives. In addition, the department of admissions has incorporated

## SHARON CARRISH

the changes in their recruitment strategies to lure potential incoming freshmen. The Director of Admissions has assured me that our innovations have been instrumental in attracting more academically motivated students to our campus. Everyone loves a winner. The result? The number of students in the honors program continuing into their junior and senior years has nearly doubled as has the number of honors electives offered. Even the president's private reception has outgrown his home and had to be relocated to one of the campus dining halls. This is now a required dress-up event for all honors students and is held during spring semester. Most of the honors elective course submissions still come from the departments of philosophy, English, sociology, communication, psychology, and history. However, many more departments that had not done so in the past have begun to inquire about offering cross-listed honors electives.

The changes made thus far have been met with great enthusiasm by the honors council, the university president, the provost, departmental faculty, and, most importantly, the honors students currently enrolled in the program or contemplating enrolling. Minimum grade point requirements remain at 3.00 in both honors courses and overall GPA. The total number of credits required to complete the honors program has not changed. The specialized sequence tracks are advertised and promoted during freshmen orientation, by the admissions department, and in the newly designed honors brochure. However, our best advertising comes from word of mouth among students: "I know someone in the honors program and I am thinking about applying" is fast becoming a repeated comment around campus.

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The author may be contacted at  
scarrish@mansfield.edu

## APPENDICES

### HONORS PROGRAM SURVEY

Directions: In order to improve the quality of the Honors Program, please answer all questions below. Paper is provided for your answers. Make them as detailed as you wish. All surveys are anonymous.

\_\_\_ Male

\_\_\_ Class status (F/S/Jr./Sr)

\_\_\_ Female

\_\_\_ Number of courses completed

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1. What do you believe are the strongest advantages of being in the program?
2. What do you believe are the biggest disadvantages of being in the program?
3. Please describe your feelings about current honors courses that are offered.
4. Which departments do you believe should be encouraged to offer more honors courses?
5. How satisfied are you with your relationship with the Honors Program Secretary? After making your choice, please describe your reason.  
(a) very satisfied (b) somewhat satisfied (c) neutral (d) somewhat dissatisfied (e) very dissatisfied (f) have never met
6. Please list any honors courses you have found especially helpful.
7. Please list any honors instructors you have found especially helpful.
8. Please list any honors courses you have found not very helpful.
9. Please list any honors instructors you have found not very helpful.
10. What are your overall feelings about working with past Honors Program Directors? After making your choice, please describe your reason.  
(a) very satisfied (b) somewhat satisfied (c) neutral (d) somewhat dissatisfied (e) very dissatisfied
11. Please list any suggestions you have in reference to the Student Honors Association and its activities.
12. Please list any suggestions for better attendance at Student Honors Association events.
13. Beginning with the new Honors Program academic year, do you feel the information explained to you in the Letter of Welcome to the Honors Program was helpful in making your decision to remain in the Program?  
\_\_\_ yes \_\_\_ no

SHARON CARRISH

14. The expectation of the Honors Program is that all courses are included in the General Education requirements and that you do not have to take any extra courses. Do you believe that you be able to complete your individual program without taking any additional courses? \_\_\_ yes \_\_\_no
  15. Thus far in your program, have available Honors courses been offered at convenient times? \_\_\_ yes \_\_\_no
  16. Thus far in your program, have available Honors courses been offered on convenient days? \_\_\_ yes \_\_\_no
  17. Is the current Honors Lounge sufficient for your use? \_\_\_ yes \_\_\_no
  18. Please list any suggestions for improvements to help strengthen the Honors Program.
  19. Please describe any other information or questions you have about the Honors Program that will assist in improving it for your needs.
- 

FOR FIRST SEMESTER HONORS PROGRAM STUDENTS ONLY:

- \* Would you like to be matched to an upper-level Honors student (Big Brother/Big Sister)? \_\_\_ yes \_\_\_no
- 

FOR RETURNING HONORS PROGRAM STUDENTS ONLY:

- \* Would you be willing to work with a new Honors Program student as a Big Brother/Big Sister? \_\_\_ yes \_\_\_no
- 

TRANSFER STUDENTS AND NON-TRADITIONAL STUDENTS ONLY:

- \* Do you feel it will be possible for you to complete the Honors Program requirements within the expected time period of your graduation? \_\_\_ yes \_\_\_no
  - \* What special situations or problems do you see impacting your role as an Honors student?
-

## FACULTY HONORS ELECTIVE COURSE INFORMATION SHEET

Your Name \_\_\_\_\_

Campus Address \_\_\_\_\_ Campus Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Department \_\_\_\_\_ SIGNATURE of Dept. Chair \_\_\_\_\_

COURSE TITLE \_\_\_\_\_

Course Prefix and Number \_\_\_\_\_ Number of Sections? \_\_\_\_\_

Does this course have any of the following *already* approved?  W  G  I

Semester you would like to offer an honors course Fall Spring Both Sum

Credit Hours\_\_ Do you wish to limit Honors seats?  Yes  No How many\_\_

Is this a new course?  yes  no

Please check Methods of Evaluation used:

Tests  Quizzes  Midterm Exam  Final Exam

Written  Oral presentations  Research Projects

Other (please describe) \_\_\_\_\_

Please check Methods of Instruction used:

Discussion  Lecture  Independent research

Collaborative Research

Alternative learning experiences such as conferences, field work, etc.

Other (please describe) \_\_\_\_\_

\* **ATTACH a CURRENT course SYLLABUS when you return this form**  
or a DETAILED Course Description if NEW course

## HONORS PROGRAM—STANDARD SEQUENCE TRACK (EIGHT 3-CREDIT COURSES)

### **HON 1111**

An introduction to the Humanities by means of an interdisciplinary content drawn from such disciplines as literature, philosophy, theater, music, art and history.

### **HON 1112**

A continuation of interdisciplinary concepts as stated above. Honors students beginning their Program in the spring semester may take HON 1112 (in spring) followed by HON 1111 the following fall. This does not cause a problem in the student's program.

### **HON 1107: Macro Physical Science**

An introduction to motion and energy, astronomy, thermodynamics and sound. Students will construct laboratory apparatus to make measurements.

### **HON 1108: MicroPhysical Science**

An introduction to the atom, chemistry, electricity, magnetism and light. Students will construct laboratory apparatus to make physical measurements. Students only need to take ONE lab-based science course: HON 1107—or—HON 1108. Science majors are exempt from Honors Science.

### **HON 2200: Researching Contemporary Issues**

Course focuses on a series of case studies and class examples drawn from events of local, national and international importance with an emphasis on interdisciplinary research methods.

### **HON 3301: Field Work in the Natural and Social Sciences**

Students work individually and collaboratively on field-based research projects in the natural and/or social sciences. The prerequisites are HON 1111 and HON 1112 or permission of the instructor.

### **HON 2255 and/or HON 4455: Honors Electives (6 credits)**

Special courses drawn from across the curriculum designed as Honors Electives for that semester. These courses are cross-listed with departmental courses. Courses change every semester. A student may elect (2) HON 4455, (2) HON 2255 or one of each.

### **HON 4497: Independent Study—Senior Research Project Presentation**

A research project related to the student's major that involves the perspective of at least one additional academic discipline. The project must first be approved by the Honors Program Director; it is then supervised by a Faculty Mentor. A formal presentation is scheduled before the campus community at the end of the semester. Honors students must complete observations of two Honors student's presentations at least one semester prior to completing their own.

## NURSING TRACK SEQUENCE

STANDARD HONORS TRACK	NURSING TRACK
<b>HON 1111</b> <b>Humanities Honors I</b> <b>(3 credits)</b>	HON 1111 Humanities Honors I <b>(3 credits)</b>
<b>HON 1112</b> <b>Humanities II</b> <b>(3 credits)</b>	HON 1112 Humanities II <b>(3 credits)</b>  Note: Nursing students entering Honors Program late may elect PHL 3380 (in place of HON 1111 or HON 1112)
<b>HON 1107 (Macro Physical                      Science) or</b> <b>HON 1108 (Micro Physical                      Science)</b> <b>(3 credits)</b>	HON 1107 or HON 1108 ( <b>3 cred-                      its</b> ) —OR— BSC 1121, BSC 1122, BSC 3271 CHM 1110 ( <b>4 credits</b> )
<b>HON 2200</b> <b>Researching Contemporary Issues</b> <b>(3 credits)</b>	HON 2200 ( <b>3 credits</b> ) —OR— NUR 3361 Nursing Research <b>(2 credits)</b>
<b>HON 3301</b> <b>Field Work in the Natural and                      Social Sciences</b> <b>(3 credits)</b>	HON 3301 —OR— NUR 4471 Community Health <b>(6 credits)</b>
<b>HON 2255 and/or HON 4455</b> <b>Honors Electives</b> <b>(6 credits)</b>	HON 2255 and/or HON 4455 Honors Electives <b>(6 credits)</b>  Nursing students may also select NUR 4402, NUR 4454 or NUR 4433
<b>HON 4497 Senior Research Project</b> <b>(3 credits)</b>	HON 4497 Senior Research Project <b>(3 credits)</b> —OR— NUR 4497

**HONORS TRACKS FOR EDUCATION MAJORS  
BY SEQUENCE  
(ELEMENTARY EDUCATION AND SPECIAL EDUCATION)**

Name of Honors Program Course	Elementary Education	Special Education	Secondary Education Programs (future sequence)
<b>HON 1111 Humanities I (3 credits)</b>	HON 1111 Humanities I	HON 1111 Humanities I	
<b>HON 1112 Humanities II (3 credits)</b>	HON 1112 Humanities II —or— History course recommended if HON 1111 was primarily Philosophy	HON 1112 Humanities II —or— History course recommended if HON 1111 was primarily Philosophy	
<p>NOTE: Students may take either HON 1111 or HON 1112 as the “first” Humanities Course and then take either HON 1112 or a History course (recommended by their dept. advisor) for the “second” Humanities course. Education faculty members recommend that Elementary and Special Education majors consider taking at least one History course to support later teaching.</p>			
<b>HON 1107 or 1108 Science Requirement (3 credits)</b>	HON 1107 or 1108 Science Requirement (3 credits)	HON 1107 or 1108 Science Requirement (3 credits)	
<b>HON 2200 Research Course (3 credits)</b>	HON 2200 Research Course (3 credits)	HON 2200 Research Course (3 credits)	
<b>HON 3301 Field Study (3 credits)</b>	HON 3301 —or— ELE 3301	HON 3301 —or— SPE 4420	HON 3301 —or— SEC 3320
<b>HON 2255/4455 Honors Electives (6 credits)</b>	Any Honors Elective 1. Used as Gen. Ed. Elective 2. Used as Free Elective	Any Honors Elective 1. Used as Gen. Ed. Elective 2. Used as Free Elective	
<b>HON 4497 Senior Research Project (3 credits)</b>	HON 4497 Area of research in conjunction with Student Teaching	HON 4497 Area of research in conjunction with Student Teaching	

## HONOR TRACKS FOR MUSIC MAJORS BY SEQUENCE

Name of Honors Program Course	Music Therapy	Music Education	Music Performance
<b>HON 1111 Humanities I (3 credits)</b>	HON 1111—FALL (or HON 1112 in the Spring)	HON 1111—FALL (or HON 1112 in the Spring)	HON 1111—FALL (or HON 1112 in the Spring)
<b>HON 1112 Humanities II (3 credits)</b>	HON 1112— SPRING (or MU 2220) (must take <i>one</i> HON)	HON 1112— SPRING (or MU 2220) (must take <i>one</i> HON)	HON 1112— SPRING (or MU 2220) (must take <i>one</i> HON)
<b>HON 1107 or 1108 Science Requirement (3 credits)</b>	BSC 1121 or BSC 1122	HON 1107 or HON 1108	HON 1107 or HON 1108
<b>HON 2200 Research Course (3 credits)</b>	HON 2200 or MU 4427	HON 2200 or MU 4427	HON 2200 or MU 4427
<b>HON 3301 Field Study (3 credits)</b>	HON 3301 or MTH 4475	HON 3301 or MU 4400	HON 3301 MU 4479
<b>HON 2255/4455 Honors Elective (3 credits)</b>	Any Honors elec- tive denoted by Music Chair avail- able to all Honors Students	Any Honors elec- tive denoted by Music Chair avail- able to all Honors Students	Any Honors elec- tive denoted by Music Chair avail- able to all Honors Students
<b>HON 2255/4455 Honors Elective (3 credits)</b>	Same as above	Same as above	Same as above
<b>HON 4497 Senior Research Project (3 credits)</b>	HON 4497 or MU 4497 or MAP 4470 (Recital)	HON 4497 or MU 4497 or MAP 4470 (Recital)	HON 4497 or MU 4497 or MAP 4470 (Recital)

**HONOR TRACKS FOR MUSIC MAJORS  
BY SEQUENCE**

Name of Honors Program Course	Music Business	B.A. Music
<b>HON 1111 Humanities I (3 credits)</b>	HON 1111—FALL (or HON 1112 in the Spring)	HON 1111—FALL (or HON 1112 in the Spring)
<b>HON 1112 Humanities II (3 credits)</b>	HON 1112—SPRING (or MU 2220) (must take <i>one</i> HON)	HON 1112—SPRING (or MU 2220) (must take <i>one</i> HON)
<b>HON 1107 or 1108 Science Requirement (3 credits)</b>	HON 1107 <b>or</b> HON 1108	HON 1107 or HON 1108
<b>HON 2200 Research Course (3 credits)</b>	HON 2200 or MU 4427	HON 2200 or MU 4427
<b>HON 3301 Field Study (3 credits)</b>	HON 3301 or MU 4497	HON 3301 or MU 4497
<b>HON 2255/4455 Honors Elective (3 credits)</b>	Any Honors elective denoted by Music Chair available to all Honors Students	Any Honors elective denoted by Music Chair available to all Honors Students
<b>HON 2255/4455 Honors Elective (3 credits)</b>	Same as above	Same as above
<b>HON 4497 Senior Research Project (3 credits)</b>	HON 4497 or MU 4497 or MAP 4470 (Recital)	HON 4497 or MU 4497 or MAP 4470 (Recital)

