Building on Excellence, the San Diego State University strategic plan completed almost a year ago identified student success as a key priority. The plan outlined critical steps in this area including greater engagement in research and scholarship, improved four-year graduation rates, a continued focus on diversity, and the development of a University Honors College.

The University Honors College outlined in this proposal builds on the excellence we have achieved through our honors program over the last decade, and creates a structure that will enable more students to benefit from interdisciplinary classes, community engagement and service, leadership, undergraduate research, study abroad, and creative and performance activity. A University Honors College at San Diego State will be a major step forward, and will contribute to extending our culture of excellence and achievement to students in all fields and disciplines.

The University Honors College at San Diego State University will serve 1200 students, more than double the number of students currently enrolled in the Honors Program, and highlight the importance SDSU places on honors-sponsored opportunities for prospective students, thereby facilitating the recruitment of high achieving students. Finally, a University Honors College will improve the visibility and recognition of academic excellence necessary to increase financial support from corporate and private donors.

Our goal is to enhance the educational experience of honors students and to use the University Honors College as a catalyst to expand a culture of excellence and engagement across campus. Given the growth and development of the University Honors Program during the past decade, we now have a solid foundation to transition to a University Honors College. The creation of this University Honors College will be a clear signal that SDSU is deeply committed to quality education and diversity of talent.

The University Honors College will reflect our commitment to leadership, engagement, service, international perspectives, and academic excellence. Students graduating from the University Honors College will be well equipped to excel and lead in their careers, in their communities, and throughout their lives.
Background

For centuries, highly motivated students at leading universities in Europe (e.g., Cambridge and Oxford) and the United States (e.g., Princeton, Harvard, Yale, and Rice) have belonged to unique honors communities. Thanks to the establishment of Honors Colleges, such communities are no longer exclusive to the Ivy League. According to a national survey of honors colleges conducted by the National Collegiate Honors Council, the recognized leader in undergraduate honors education, the rationale for a transition from University Honors Program to College is three-fold: 1) to recruit academically stronger students to the university; 2) to improve the quality of honors educational experiences, and 3) to raise the profile of undergraduate honors education.¹

Given these obvious benefits, for the past several years, the University Honors Program has been engaged in plans for building a nationally prominent University Honors College, one that will help attract and retain the most highly qualified students; further the development of students, faculty and staff from across the campus; and provide a tangible embodiment of SDSU’s mission. A clear set of priorities were embedded in these plans, including: program visibility, student recruiting, study abroad requirement, scholarship fundraising, curriculum development, and a residential college.

Significant programmatic growth within the University Honors Program has occurred during the development of these plans: Over recent years, annual enrollment increased by over 100% from 250 to 600+, annual applications increased from 249 to 1,580, and annual scholarship funding to honors students increased from $24,000 to $85,000. Three additional critical milestones achieved during the last four years include establishment of a distinctive interdisciplinary curriculum (i.e., Honors Minor in Interdisciplinary Studies), incorporation of a study abroad requirement, and the development of an Honors Residential College in Maya Hall. Thus, the University Honors Program is well-positioned to support a formal transition to a University Honors College.

Of particular note is that the transition to an Honors College contributes in a deliberate way to the university’s strategic mission of “Building on Excellence.” The learning opportunities afforded by the proposed University Honors College are key examples of SDSU’s commitment to focus on student success by emphasizing high-impact practices that produce transformational educational experiences and by fostering an institutional culture that recognizes and rewards student achievement. A change from University Honors Program to University Honors College will enhance the academic reputation of SDSU and will demonstrate that SDSU has made a substantial commitment to academic excellence, thereby attracting new external

¹ 2013, National Collegiate Honors Council Newsletter Special Edition, Rick Scott
giving for the entire institution, not only the University Honors College. Moreover, the University Honors College will attract a greater number of talented students and its creativity and innovative curriculum will appeal to SDSU’s astute and diverse students who are already engaged in in leadership, service, and research activities.

This proposal to form an Honors College is also consistent with a national trend: The 2013 National Collegiate Honors Council member survey revealed that 60 percent of honors colleges had been established since 1994 and that 80 percent of these grew out of a pre-existing honors program. In the process of organizing the model and structure for the proposed University Honors College, a number of Honors Colleges at comprehensive public universities were reviewed, with reference to enrollment, curriculum, access to high-impact practices, and finally overall excellence and “honors factors.” The primary honors college examined as potential models were Arizona State University, University of South Carolina, Penn State, and Michigan State University. Notably, these honors colleges were all recognized as being in the Top Ten Honors Programs and Colleges in a recent publication.2

**Benefits**

Results of a recent survey, initiated by the National Collegiate Honors Council, outlined some key benefits of an Honors College.3 When respondents were asked to articulate the major consequences of becoming an honors college, the leading responses were:

- 86%: Enhanced stature among the faculty
- 83%: Enhanced organizational position in the university
- 77%: Enhanced recruitment
- 77%: Improved facilities
- 74%: Enhanced academic programs and opportunities
- 60%: Enhanced standards of admission and retention
- 57%: Increased size of student body
- 46%: Enhanced scholarship opportunities

At SDSU specifically, the University Honors College (UHC) will better serve students and faculty in several ways:

- **Improve the academic climate** – Nationwide, honors colleges serve as a clear signal of an institution’s ability and commitment to address to the needs and desires of academically ambitious students.4 The creation of the UHC will provide SDSU with a competitive advantage in recruiting high-achieving students, and these students

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2 2012, A Review of Fifty Public University Honors Programs, Public University Honors, John Willingham
3 2013, National Collegiate Honors Council Newsletter Special Edition, Rick Scott
will help raise achievement and standards across the broader institution.

For example, critical to recruiting academically motivated and engaged students is an innovative curriculum and extraordinary co-curricular opportunities, and the proposed UHC, with its emphasis on interdisciplinary and high impact practices, establishes additional gravitas towards achieving this goal. Through expanded interaction, communication, and collaboration with existing recruitment efforts on campus, we will actively recruit students from all groups of the regional and national population who have notable academic potential as reflected in high standardized test scores and high school GPA. Merit based scholarships coordinated with financial aid awards have already begun to encourage motivated and accomplished students to attend SDSU, and the UHC will facilitate efforts to raise additional scholarship funds, for example through collaboration with the Presidential Scholars Program and EOP, so more diverse high achieving students can be recruited.

In addition to improving recruitment of diverse high achieving students into the university, the UHC will improve the retention of these students as well. Student retention is frequently linked to issues of identity and community, and to students’ perceptions of belonging to groups associated with the larger institution. Collaboration with staff within Student Life and Leadership, Academic Engagement Programs, and Career Services will enable the UHC to offer many opportunities for students to form and join groups on campus and to establish connections with organizations and institutions in the local area. Finally, another example of how UHC students would be an integral part of the campus community and help improve the academic climate would be by having them serve as a community of peer mentors for other on-going university-wide efforts to improve and enhance student success. The UHC will undoubtedly heighten the profile of undergraduate student achievement, research, leadership, and service at SDSU.

- Improve the cultural climate – The premise of honors is excellence, but the essential role of an honors college is not simply to offer opportunities for excellence to honors students. At a large, diverse institution like SDSU, Honors education should be a university-wide activity that reaches across departments, programs, and colleges to engage students from varying backgrounds and achievement levels. The proposed UHC represents such a model; it will actively recruit creative and highly motivated students already at SDSU (freshmen and sophomores) whose records show the desire and commitment to make the most of their university experience. Taking advantage of the diverse pool of academically engaged students already at the university is a critical step in ameliorating the common problem of disproportionate numbers of underrepresented students participating in Honors experiences. It is well understood that students learn from one another and are highly influenced by their peers’ engagement; the opportunities provided by the UHC will serve as an aspirational goal for all students. The flexibility and creativity afforded by the curriculum, coupled with the multiple entry points for participation, will support a diversity of talent.
Going forward, the UHC will be ambitious in educating underrepresented students about its many opportunities. Through education and encouragement, the college can identify qualified diverse applicants and get them involved. For example, the UHC staff will collaborate with staff in EOP, and invite student leaders from various cultural-based student organizations at SDSU, such as the Association of Chicana Activists, Asian Student Pacific Alliance, EOP Student Advisory Board, Native American Student Alliance, Safe Zones, and the Student African American Brotherhood, to informational sessions and discussions regarding the benefits of being in the UHC. In addition, we will identify underrepresented students within the UHC who can be Ambassadors to assist in recruiting both first-time freshman and continuing and transfer students into the College. Finally, we envision initiating recruitment of underrepresented faculty to teach in the UHC. Underrepresented students might become interested, and currently enrolled underrepresented students in the UHC might become more engaged, if there are more diverse faculty involved in the college.

- **Enhance innovative pedagogy** – The UHC will cultivate local and global leaders through an interdisciplinary and integrated high-impact curriculum that develops bold and innovative thinking. The Honors Program has already made significant gains in this area through the Honors Minor in Interdisciplinary Studies and the Henry L. Janssen Faculty Fellows Fund, which supports the development of innovative interdisciplinary seminars by the university’s top faculty. Committed to small class size and a high level of student-faculty interaction, these seminars have been, and will continue to promote self-evaluation and intellectual growth among both students and faculty. Honors coursework presently requires and encourages a high level of faculty-student interaction, meaningful exchange among motivated students and integrative thinking across diverse disciplines. The core aspects of this curricular component are largely retained with the proposed UHC, with minor modifications to promote the university’s strategic goal of focusing on student success and emphasizing high impact practices in service to transformational educational experiences.

Combined together, the aforementioned efforts ensure that the UHC will support a higher number of students to reach the highest levels of academic achievement and personal development as undergraduates. Through interdisciplinary classes taught by our best faculty, students will engage challenging ideas, work side-by-side with research professors and apply their knowledge to real world problems. The UHC will offer increased opportunities and will support more students to attend graduate programs at Harvard and MIT; to serve as interns in the White House; to receive Fulbright awards; and to win the prestigious national accolades such as the Udall Scholarship for commitment to the environment. The UHC will create a community of undergraduates that will become global citizens, capable of the highest levels of critical thought, skilled in analysis and expression, and capable of negotiating difference—ethnic, cultural, sexual or otherwise. These students will have a strong foundation and commitment to be engaged, dynamic, citizens with the
calling and responsibility to build a better, stronger society. Moreover, the UHC will address an important dilemma confronting higher education today: the disconnect between diversity and educational excellence. As the AAC&U has observed, there is still a long way to go in creating a comprehensive framework for inclusive excellence that incorporates diversity at its core, citing, “Our efforts must become multilayered processes to achieve excellence in learning, research, teaching, student development, local and global community engagement, workforce development, and more.”

Ultimately, by drawing on the contributions of our diverse faculty, staff, and student body in a coordinated way, the UHC will help students achieve excellence in their personal and professional lives.

### Structural and Programmatic Areas

The transformation of the University Honors Program into the University Honors College (UHC) will involve the following structural and programmatic changes:

- **Staffing and Space (office and residence hall)** – The University Honors Program’s current Director will become the Director of the proposed UHC, and a search is underway for a full-time Associate Director to meet the needs of increasing enrollment, high-impact practice programming, and curriculum growth. Selected faculty members from different departments will continue to design and teach the Honors curriculum. The current full-time administrative support coordinator and the half-time academic advisor from the Honors Program will carry over to support the UHC. To meet the needs of increasing enrollment and curriculum growth, additional funds should be allocated for advising support, including increasing the current advising position from half-time to full-time at a minimum. The UHC will utilize office space currently used by the Honors Program. Based on projected enrollment increases, we anticipate expanding the Honors residential space in Maya Hall to include Olmeca Hall as well. Only first-time freshmen entering the UHC will be required to live in Maya or Olmeca Hall.

- **Pathways for Engagement and Entrance/Graduation Requirements** – Students are currently admitted to the existing UHP through three pathways (i.e., high school applicant, freshman applicant, transfer applicant) and all three pathways allow the program to be completed in three or four years. In order to increase the number of students engaged in the proposed UHC, we will add a fourth pathway to accommodate SDSU sophomores applicants and have modified the UHC program to allow its completion in two, three, or four years. The current Honors Program requires a cumulative 3.5 GPA in order to graduate from the program. The proposed UHC will have entrance and graduation requirements for the University Honors College as follows:

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5 2009, AAC&U Diversity and Democracy, Alma Clayton-Pedersen
**Entrance Requirements:** For entering first-year students, eligibility for acceptance into the University Honors College will be determined by several factors, including SAT score (i.e., combined score for Verbal and Mathematics of 1200 or above) OR ACT score (i.e., a composite score of 28 or above) OR high school GPA (3.7 or above), and the thoughtful completion of the entry essays. For current SDSU freshmen and sophomores and incoming transfer students, eligibility for acceptance into the UHC will be based on a cumulative collegiate GPA (3.2 or above) and quality of the entry essays.

**Graduation Requirements:** To graduate from the UHC, all students must have earned a minimum cumulative GPA of 3.2 at the time of applying for graduation, completed the 15-unit University Honors College Minor in Interdisciplinary Studies curriculum, and completed an approved study abroad experience.

- **Projected Enrollment** – The current Honors Program has 650 students and plans to admit an additional 215 students in Fall 2014 (i.e., 200 FTF and 15 sophomores and transfers). The graph below indicates the projected enrollment for these Honors Program students based on historical attrition and graduation rates as well as the projected enrollment for the proposed UHC with respect to new FTF, sophomore, and juniors (including transfers).
We project that the proposed UHC can increase its total student enrollment to 1,200 students by academic year 2018-2019 with a ramp-up scenario presented below, which assumes UHC attrition and graduation rates similar to historical Honors Program rates.

Curriculum – The proposed UHC curriculum retains the structural and curricular strengths of the current Honors Program and integrates institutional initiatives aimed at promoting high impact practices (e.g., living-learning communities, undergraduate research, leadership, service, study abroad). While most high-achieving prospective students expect to participate in an honors curriculum, the revised minor structure emphasizes that the honors curriculum is university-wide, involves more faculty in honors, strengthens the development of honors experiences across colleges and majors, and offers concrete ways for honors experiences to enhance students’ degrees. The University Honors College Minor in Interdisciplinary Studies helps students find connections between academic disciplines, between theory and practice, between themselves and others around them, and to effect change in the world through personal achievement and active engagement in society. As the SDSU Task Force committee on General Education has
identified, “Breadth of knowledge and perspective is at the core of what it means to be an educated person and a socially responsible global citizen, both in today’s society and throughout the history of higher education” (GE Task Force document, 2008). The University Honors College Minor in Interdisciplinary Studies builds in a deliberate way on the mission and values of the General Education program, and works together with the student’s major to provide a breadth of knowledge and to prepare students to develop skills in creative and critical thinking, written and oral communication, independent research, and teamwork. Students in the program represent all seven undergraduate colleges and membership is compatible with any of the University’s majors. This proposed UHC curriculum will be implemented through the revised University Honors College Minor in Interdisciplinary Studies pathway outlined below:

**University Honors College Curriculum — 2-4 Year MAP**

**Introductory Component (3):** HONOR 113 Connection and Commitment
*Gateway course for new freshmen, continuing sophomores and juniors, and new transfer students*

**Outcomes:**
- Contextualize issues from multiple academic disciplines
- Apply knowledge of self to map academic goals and pathways
- Demonstrate knowledge of campus resources, organizations, and high impact activities to catalyze goals and facilitate pathways
- Demonstrate understanding of active learning, self-regulation, and metacognition and their value in education

**Honors Seminar (3):**
- HONOR 313 Seminar in Interdisciplinary Studies
*Example past seminars: Volunteerism in the Arts; Italian Migration in Literature; Film, and Population Culture; Devil in America; Humanity’s Journey towards Evil of Hope*

**General Education (3):**
- HONOR 413 Interdisciplinary Perspectives on Social Problems
*Example past seminars: Art and Crime; The Innovation Economy; Natural and Unnatural; History of Point Loma; School Violence and Criminal Minds*

**Disciplinary Project (3):**
- HONOR 490 Connection and Community
*This course represents an opportunity for students to reflect on the high impact experiences they complete in their departments, programs, and communities and to evidence attainment of core competencies*

**International Experience:**
- Credit-bearing adviser-approved Study Abroad

**Integrative Component (3):** HONOR 499 Integrative Capstone
*Capstone course for graduating students*

**Outcomes:**
- Assess trajectory of intellectual and personal growth during the university experience
- Demonstrate capacity for critical thinking and analysis about values, beliefs, behaviors, and positions
- Integrate academic, professional, and community involvement, including major and honors-specific coursework and high impact practices
- Formulate action plan for post-baccalaureate personal and professional aspirations

**Goals for the University Honors College Curriculum**

Within the traditional bounds of college curriculum, knowledge is broken into highly specific fields, disciplines, and departments, creating the false impression that human experience and human problems are neatly compartmentalized and that each discipline is assigned its own subset of these problems and experiences. Honors learning, however, offers the intellectual challenges of interdisciplinary education. To help students understand that knowledge and experience are not so
easily divided, and that many problems benefit from a multitude of perspectives, the University Honors College Minor in Interdisciplinary Studies includes a unique offering of courses and seminars dedicated to interdisciplinary inquiry.

The University Honors College Minor in Interdisciplinary Studies provides the ideal avenue for students to become intellectually well rounded. The integrative nature of the coursework invites students to reach beyond the boundaries of their academic major and join in scholarly conversation with students and faculty from disciplines other than their own. This distinctive process helps students connect specialized knowledge with other disciplines and with real world problems and issues, many of which require integration across multiple domains. By facilitating a more sophisticated exploration of issues in an area by drawing from other relevant bodies of knowledge, the University Honors College Minor in Interdisciplinary Studies broadens and deepens a student’s academic focus, and provides the intellectual tools for success in graduate school, professional work, and the modern workplace.

Ultimately, the University Honors College Minor in Interdisciplinary Studies provides a direct path to intentional enrichment of the undergraduate curriculum. While HONOR 113 and HONOR 499 represent the “bookends”, the interdisciplinary seminars, disciplinary project, and international experience represent the integration of high impact educational practices into the curriculum. The broad goals of the three-unit disciplinary project requirement (e.g., HONOR 490) are to promote the integration of high impact practices across all departments, and to provide students the opportunity to reflect on the application of their honors experience in their majors. This particular component of the UHC curriculum supports collaborative partnerships between nurturing faculty mentors and enterprising students. The UHC will recognize and respect existing efforts to engage students in research, leadership, service, and performance arts. Building on the high impact experiences undertaken in their departments, programs, and beyond, students will reflect on the value of these experiences, developing a record of their progress as undergraduates through which they will earn HONOR 490 credit.

The UHC will make every effort to accommodate all students in meeting the curriculum requirements, including those with disabilities, financial concerns, and family obligations. Students seeking exemption from the international experience requirement would meet with the Honors Academic Advisor to review the requirement guidelines. Students who are approved for a travel exemption would be required to complete coursework in conjunction with a local San Diego community service component – an approach currently and successfully employed by the College of Health and Human Services.
The primary programmatic goals of the University Honors College Minor in Interdisciplinary Studies are to:

1. Engage in interdisciplinary courses, which intentionally draw upon the insights of multiple disciplines that bear on a single problem, or set of interrelated problems or themes in order to internalize an interdisciplinary way of thinking.

2. Participate in common intellectual experiences through one-to-one interactions with professors and peers, carefully designed academic, social, cultural, and service learning activities, and a living learning residential college for first-time freshmen entering the College.

3. Identify a position and articulate the disciplinary, historical, or cultural assumptions underpinning it, and to apply that knowledge creatively to solve problems and arrive at a new level of awareness.

4. Communicate ideas, facts, theories, and arguments effectively, and present these ideas, orally, in writing, and through appropriate technologies to individuals, teams, and large groups.

5. Work in the company of others and analyze, use and critique different points of view, especially those from different backgrounds and life experiences, to explain issues and sharpen one’s own understanding.

6. Demonstrate civic engagement and social innovation and identify as active participants capable of having an impact on social, political, business, and cultural, and educational communities.

7. Demonstrate a global perspective and an understanding of the capacities associated with being responsible, socially conscious citizens of the world.

8. Integrate Honors College experiences with major studies and extracurricular activities, and leverage these experiences into fulfillment of future goals, by completing a culminating integrative capstone experience.

**Student Learning Outcomes for the University Honors College Minor in Interdisciplinary Studies:**

Upon completing the University Honors College Minor in Interdisciplinary Studies, students will be able to:

1. Examine topics and issues from diverse perspectives, and contextualize phenomena within cultural contexts.
2. Identify personal strengths, weaknesses, values, and goals as a means of achieving self-awareness.

3. Analyze phenomena not confined to a single academic discipline, and make coherent connections among disparate disciplines.

4. Express ideas with clarity and purpose, both orally and in writing, and demonstrate these communication abilities in multiple contexts to a variety of audiences.

5. Participate actively and collaboratively with faculty and peers from different fields of specialization in diverse, cross-disciplinary teams to analyze issues.

6. Explore, and if feasible, experiment with possible applications of their learning toward the solution of "real world" issues or problems.

7. Participate in campus and community service as a component of active citizenship, community engagement, and social responsibility.

8. Evaluate issues of global significance from diverse cultural, political, economic, scientific, or technological perspectives and recognize the global context of the knowledge they produce and the decisions they make.


In addition to the University Honors College Minor in Interdisciplinary Studies, the UHC will highlight and promote the Interdisciplinary Studies in Three Departments Major as an additional opportunity offered to students within the College.

- **Curriculum Development** – In order to support the projected enrollments in the proposed UHC, we plan to phase in additional sections of constituent courses within the University Honors College Minor as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Sections in 2015-2016</th>
<th>Sections in 2016-2017</th>
<th>Sections in 2017-2018</th>
<th>Sections in 2018-2019</th>
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</thead>
<tbody>
<tr>
<td>HONOR 113</td>
<td>14</td>
<td>16</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>HONOR 313</td>
<td>5</td>
<td>5</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>HONOR 413 and Honors Sections of selected GE courses</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>HONOR 490</td>
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<td>HONOR 499</td>
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<tr>
<td></td>
<td>36</td>
<td>40</td>
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<td>52</td>
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</table>
Honors Courses Funding - Funding for honors courses has historically been through “All University Assigned Time” (AUAT). Academic affairs has held the FTES funds at the central level and transfers the assigned time funds to the appropriate academic units once the courses for the honors program have been identified and enrollment achieved. This process is very successful and for the implementation phase of the honors college should remain centralized to assure the timely transfer of funds to colleges. The strategic plan has identified additional funding to transition from the honors program to an honors college. There are base funds to be allocated over a two-year period (2014/15 & 2015/16) to support an Associate Director ($94,900 salary and benefits) and to provide for additional course sections ($285,256 salary and benefits). Based on the projected FTES growth and strategic plan allocations the UHC will not need additional resources from Academic Affairs for implementation.

Current Budget Allocation

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<tr>
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<th>2011/12</th>
<th>2012/13</th>
<th>2013/14 [a]</th>
<th>2014/15 [a]</th>
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<tr>
<td>Course Sections (annually)</td>
<td>19</td>
<td>20</td>
<td>26</td>
<td>30</td>
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<tr>
<td>Number of Students</td>
<td>387</td>
<td>375</td>
<td>474</td>
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<tr>
<td>Base Budget</td>
<td>$95,000</td>
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<tr>
<td>FTES</td>
<td>77.4</td>
<td>75</td>
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[a] Anticipated, based on Fall 2013 census information

Growth Pattern Budget

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<tr>
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<th>2015/16</th>
<th>2016/17</th>
<th>2017/18</th>
<th>2018/19</th>
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<tbody>
<tr>
<td>Course Sections (annually)</td>
<td>36</td>
<td>40</td>
<td>50</td>
<td>52</td>
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<tr>
<td>Number of Students</td>
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<tr>
<td>Base Budget</td>
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# Summary of Key Transition Points

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<tr>
<th></th>
<th>University Honors Program</th>
<th>University Honors College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Plan</strong></td>
<td>N/A</td>
<td>“Establish a University Honors College with a goal of 1,200-1,400 students from diverse backgrounds through funding of an Associate Director and additional honors courses.”</td>
</tr>
<tr>
<td><strong>Enrollment</strong></td>
<td>650 students</td>
<td>1,200 students (by 2018)</td>
</tr>
<tr>
<td>Who can participate?</td>
<td>First-time freshmen, continuing SDSU sophomores, transfer students</td>
<td>First-time freshmen, continuing SDSU sophomores and juniors, transfer students</td>
</tr>
<tr>
<td><strong>Residential Space</strong></td>
<td>Maya Hall</td>
<td>Maya and Olmeca Halls</td>
</tr>
<tr>
<td><strong>Curriculum Structure</strong></td>
<td>19 units</td>
<td>15 units</td>
</tr>
<tr>
<td><strong>Curriculum Value</strong></td>
<td>Interdisciplinary focus</td>
<td>Interdisciplinary focus; Intentional enhancement of degree programs; Significant coordination with departments; Integrated application of honors learning in the major; Integration of high impact practices into the curriculum; ^6</td>
</tr>
<tr>
<td>Required GPA to maintain good standing</td>
<td>3.5</td>
<td>3.2</td>
</tr>
</tbody>
</table>

^6 SDSU Strategic Plan, “Goal: San Diego State University will continue to focus on Student Success by emphasizing high-impact practices that produce transformational educational experiences and by fostering an institutional culture that recognizes and rewards student achievement.”
Required time to complete the curriculum  |  3-4 years |  2-4 years

Implementation Timeline for Proposed University Honors College

2013:
07 October: Overview of UHC to Undergraduate Council for discussion and input
08 October: Overview of UHC to DUS Directors for discussion and input
18 October: UHC proposal to DUS Directors
22 October: Endorsement of UHC proposal by DUS Directors
28 October: UHC proposal to Undergraduate Council
04 November: Endorsement of UHC proposal by Undergraduate Council
03 December: UHC proposal to APP and ARP

2014:
13 February: Endorsement of UHC proposal by APP and ARP
18 February: Consideration of UHC proposal by SEC
04 March: Consideration of UHC proposal by University Senate
17 March: Submission of proposed curriculum changes to Curriculum Services

2015:
University Honors College cohort enters