



NORBERT O. SCHEDLER  
HONORS COLLEGE

UNIVERSITY OF CENTRAL ARKANSAS

## Honors Student Handbook

## Table of Contents

About the Schedler Honors College .....	2
Mission .....	2
Vision .....	2
Values.....	2
Guiding Principles .....	3
Goals of Honors Education .....	3
Learning Objectives .....	4
Honors Course Descriptions and Objectives .....	5
Honors Core Program .....	5
Honors Interdisciplinary Studies Minor .....	8
Learning Environment .....	10
Student Commitments .....	10
Guidelines for Class Discussions .....	10
Co-Curricular Programming.....	11
Challenge Week .....	11
Issues in the Public Square.....	12
Schedler Scholars in Residence.....	12
Soapboxes .....	12
Experiential Learning .....	12
Eligibility to Apply for Funding.....	13
Application .....	13
Travel Abroad Grants (TAG).....	13
Undergraduate Research Grants for Education (URGE) .....	13
Experiential Learning Funds (ELF) .....	14
Living and Learning Community .....	14
Jefferson D. Farris, Jr. Honors Hall.....	14
Citizenship Contract .....	14
Student Leadership Programs.....	15
Freshman Mentor Program.....	15
Peer Coaches .....	15
Pedagogical Associates .....	15
Honors Council .....	16
Ambassador Program.....	16
Sophomore Matriculation Requirements and Traditions.....	17
Graduation Requirements and Traditions .....	18

## About the Schedler Honors College

Established in 1982, the Norbert O. Schedler Honors College at UCA has become one of the most full-featured in the nation and is a leader in providing enhanced educational opportunities in a living/learning environment designed to develop citizen-scholars. Admitted through a highly competitive application process, Schedler Honors Scholars benefit from an interdisciplinary studies curriculum that emphasizes scholarship, leadership, and citizenship, preparing them for active involvement in civic life that draws upon research skills acquired at UCA.

### Mission

The Norbert O. Schedler Honors College identifies exceptional students, immerses them in a learning community where they can examine who they are and practice who they want to become, provides them with opportunities for growth and transformation, and develops them as citizen-scholars ready to guide socially responsible change.

### Vision

The Norbert O. Schedler Honors College seeks to develop public scholars whose values are shaped by inquiry and exploration; whose deliberate actions are grounded in interdisciplinary understanding; and whose skills as leaders empower them to fulfill their potential to guide change within the university, the community, the state, the nation, and the world.

### Values

The key values of the Schedler Honors College, underlying everything we do, include:

- Academic and Personal Excellence
- Inquiry and Exploration
- Integrity and Social Responsibility
- Diversity and Inclusion
- Interdisciplinary Understanding

## Guiding Principles

Diversity Statement: The Norbert O. Schedler Honors College upholds that diversity fuels the scholarly advancement of knowledge. In order to foster excellence and prepare culturally competent leaders, we seek to create an environment of inclusiveness and respect for the similarities and differences in our community.

Through thoughtful conversation about ethnicity, race, socio-economic class, gender, religion, sexual orientation, national origin, age, and ability, we expand our minds and move beyond raising awareness toward creating sustainable social change.

Interdisciplinarity Statement: The Norbert O. Schedler Honors College provides an interdisciplinary forum through which the integration of knowledge allows one to recognize bias, transcend disciplinary borders, and construct meaningful context. Interdisciplinary understanding entails seeing an issue from an array of perspectives and recognizing how alternative approaches influence one another, which leads to a holistic understanding of complex issues.

## Goals of Honors Education

The goal of the Norbert O. Schedler Honors College is to develop citizen-scholars, capable of carrying out research, collaborating with others, leading when necessary, and embracing the public square as a locus of action equally important to them as are their professional and personal lives.

The following goals for student development guide this process:

- Self-authorship--**examining and constructing one's own beliefs, values, and internal commitments**, a process that culminates in achieving personal authority;
- Scholarship--practicing conversation and interdisciplinary inquiry, a process that culminates in academic research, writing, and oral presentation;
- Citizenship--addressing real-world problems and finding ethical solutions, a process that culminates in reflective civic action; and
- Leadership--engaging as citizen-scholars exercising informed judgment and an ability to collaborate, a process that culminates in the capacity to guide social change for the common good.

## Learning Objectives

The Norbert O. Schedler Honors College is a learning laboratory, furthering our institutional mission by developing talented students with challenging new course ideas, teaching methods, and delivery mechanisms. Student success in contemplating interdisciplinary questions and in acquiring the fundamental skills of working with and generating knowledge requires innovative, skill-driven pedagogies. As such, the Norbert O. Schedler Honors College has these Learning Objectives for its curriculum:

### Self-Authorship Objectives

- **Self-Authorship: The ability to combine one's identity, relationships, beliefs, and values into a set of internal commitments upon which to act.**
- **Diversity: The ability to analyze familiar cultural assumptions in the context of the world's diverse values, traditions, and belief systems as well as to analyze the major ideas, techniques, and processes that inform creative works within different cultural and historical contexts.**

### Scholarship Objectives

- **Written and Oral Communication: The ability to develop and present ideas logically and effectively in order to enhance communication with diverse individuals and groups.**
- **Critical Inquiry: The ability to analyze new problems and situations to formulate informed opinions and conclusions.**
- **Interdisciplinary Learning: The ability to see an issue from an array of perspectives and recognize how alternative approaches influence one another.**
- **Integrative Scholarship: The ability to integrate knowledge to express insight and originality through disciplinary or multidisciplinary methodologies.**

### Citizenship Objectives

- **Ethics: The ability to address real-world problems and find ethical solutions for individuals and society.**

### Leadership Objectives

- **Collaboration: The ability to develop and present ideas logically and effectively in order to enhance collaboration with diverse individuals and groups.**

## Honors Course Descriptions and Objectives

Interdisciplinary Studies are a response to increasing specialization and fragmentation of knowledge on university campuses. With disciplines and majors come paradigms of scholarship – rule-bound investigative methods and theories and assumptions and ways of presenting evidence and arguments that separate one discipline from the next, and one sub-discipline from the others, producing ever more specialized knowledge over time. The benefits of specialization are many, leading to profound investigations of particular problems. But there is also value in understanding the interconnections of fields of knowledge, especially when we wish to apply scholarly methods to larger goals of engagement with the wider community as citizens.

Interdisciplinary approaches allow for meta-cognitive reflection by students and faculty members on the sense-making protocols intellectuals use in framing, investigating, and writing conclusively and persuasively about complex problems. These approaches also enable courses to be centered on topics not easily contained within a discipline, and facilitate collaborative pedagogies, often using project-based courses and service learning.

The Honors College embraces both interdisciplinary and multidisciplinary approaches to delivery of its curriculum. The latter presents experts from different disciplines to address diverse aspects of a complex problem (e.g., the search for self), with each expert invoking the issue from the perspective of a specific discipline, while the former requires presenters to meld two or more disciplines to create a new (interdisciplinary) approach (e.g., environmental literature, religious studies, Asian studies, linguistic philosophy, social psychology, etc.). Although interdisciplinary courses or portions of courses are not exclusive to the Honors College, what is unique is having interdisciplinarity be central to the mission of the freshman and sophomore curricula.

### Honors Core Program

Courses in the Honors Core offer students credits that satisfy university Core requirements. The Core courses serve as the introductory courses for all of the Honors College learning objectives. All students, whether they enter as incoming freshmen or as Track II students, are required to enroll in HONC 1310 and 1320.

## Honors Core I: The Search for Self (HONC 1310)

Taken in the fall semester of the freshman year, the content of Honors Core I is centered on great books of the Western canon (history of ideas about self or human nature). Residing at a level beyond the content is a way of teaching what Peter Elbow has titled “the believing game,” presenting each great thinker’s idea as a live option, making a case for its inherent truth, and connecting it with a student’s lived experience.

A dilemma is created on this second level as each course proceeds, because the ideas covered do not accord with one another, nor do they flow in a logical or chronological sequence one from the next. Consequently, even though each student receives a plausible case that Thinker Number One is correct and that Thinker Number Two is correct, Thinkers One and Two do not agree; thus a student must reflect to find a way to confront and perhaps resolve the discrepancy. Understanding the disciplinary context in which each thinker operates helps students appreciate nuance in ideational differences.

**With each new “thinker”** introduced, the reflective method becomes ever more sorely tested as the discrepancies and disciplinary assumptions multiply. Thus, the course begins to operate on a level beyond either of the other two, one that existentially engages students in a process of cognitive and moral challenge. Assumptions are questioned and worldviews examined, while faculty members guide students in discovering and honing methods of analysis.

Honors Core I is team taught, allowing for a multidisciplinary approach. Students meet bi-weekly in a small group discussion setting, and once weekly for a large group lecture. This course will introduce students to the skills of self-authorship, interdisciplinary learning, written communication, and critical inquiry and analysis.

Honors Core I is set up to satisfy the university Core requirement of Critical Inquiry in the Humanities/Fine Arts as well as the Freshman Year Seminar (FYS) credit. Core I can satisfy 3 hours of Communication/Writing Foundation (WRTG 1310) credit with permission from the Assistant Dean.

## Honors Core II: The Search for Community (HONC 1320)

Taken in the spring semester of the freshman year, the content of Honors Core II centers on a history of ideas about human society, the conflict over disparate social and cultural arrangements and public policy pronouncements becomes more specific. The course either examines differing societal formulations or it surveys some "hot button" social problems along with their attendant policy implications. In each case, students have to choose from multiple possibilities, all the while keeping in mind how a choice in one area calls out for consistency with choices in other areas. What is taking place for students can be nothing short of "building the big picture" with respect to society and public policy. The developmental component pushes students toward and through what William Perry terms "multiplicity" and into "contextual pluralism," and what Mary Field Belenky and her colleagues call "constructed reality."

Honors Core II is also team taught, allowing for a multidisciplinary approach. Class meetings alternate between large and small group meetings, with large group taking place no more than once weekly and continually less frequently as the semester progresses. Students enrolled in Honors Core II will complete a service learning project as part of the requirements for this course. This course will introduce students to the skills of integrative scholarship and ethical decision making as well as continue to practice previously introduced skills.

Honors Core II can either satisfy 3 hours of Communication/Research and Writing (WRTG 1320) or 3 hours of Responsible Living credit. When taken as Responsible Living credit, Core II fulfills the need of the second Social Science course.

## Honors Core III: The Search for Other (HONC 2310)

Offered in the fall semester of the sophomore year, Honors Core III presents ideas that directly engage notions of pluralism, expressly examining diversity in a variety of arenas – religion, race, gender, social class, culture, legal systems, medical systems, ecosystems, etc. By this point in the curriculum, content is pushing beyond that of the Great Books canon and into newer texts – feminist, post-colonial, post-structural, post-modernist.

Encountering this content brings with it an inherent challenge, requiring nearly every participant to question assumptions and taken-for-granted, received "wisdoms" acquired in one's youth. Honors Core III is not (usually) team-taught, with students enrolling in one of five or six different offerings, in courses with student-teacher ratios of no more than fifteen to one. Having small classes all semester (contrasted with the Freshman Seminars' sometimes large, sometimes small groups) puts students in a position to make more frequent oral presentations. By taking increasing responsibility for what transpires in the classroom, a student has a greater number of opportunities to make "commitments in the face of contextual pluralism" (William Perry). This course will introduce students to the skills of analyzing familiar cultural assumptions and will continue to practice previously introduced skills.

Honors Core III can either satisfy 3 hours of Responsible Living or 3 hours of Diversity in World Cultures credit. Core III is a Humanities courses.

### Honors Core IV: The Art of the Search (HONC 2320)

Taken in the spring of the sophomore year, Honors Core IV explores fundamental questions of aesthetics, beauty, the craft of human creative practices, and how the fine arts impact and enrich our lives. With small enrollments of no more than 15 students per faculty member, class participants can take charge of portions of the course to create and present examples of the content under study (painting, sculpture, music, film, theater, dance, and so on). In addition to practicing previously introduced skills, this course introduces students to skills that will allow them to analyze ideas, techniques, and processes that inform creative works within different cultural and historical contexts.

Honors Core IV satisfied 3 hours of Diversity in Creative Works and is a Fine Arts course.

### Honors Interdisciplinary Studies Minor

The requirement of interdisciplinarity remains critical to the mission of the junior and senior curricula, through which students are able to earn a minor in interdisciplinary studies. They are required to complete two junior-level seminars, courses delimited not by a discipline but by topic; a senior seminar that investigates global issues in an

interdisciplinary manner; and an Oxford Tutorial followed by a Senior Capstone, during which a student completes a year-long, interdisciplinary project of undergraduate scholarship. Students completing the Honors minor will satisfy all requirements of UCA's Upper-division (UD) Core.

### Honors Seminars

For the completion of the Honors minor, students must complete two Honors Seminars. These seminars are offered every semester and are offer an in-depth, interdisciplinary study of variety of topics. These courses allow students opportunities to practice the skills that are introduced throughout the Honors Core Program and move them toward proficiency of these skills.

### Oxford Tutorial

Oxford Tutorial (HONC 3320) fulfills the first of two required courses for completion of the Honors Capstone Project. It is designed to help students look critically at evidence, understand research ethics, develop research questions, try out arguments, and learn processes of scholarly inquiry. Tutorial should help students to not only synthesize information and respond critically to their sources, but also to master the facts and evidence upon which their responses are based. The course goal is for each student to develop a proposal and plan for her Capstone Project and to complete a substantial portion of the research and/or organization of the project before the end of the term. **By the course's conclusion students will also have identified and contracted with a capstone mentor with whom the student will meet weekly until the project is completed.**

Oxford Tutorial satisfies both the Communication (C) and Critical Inquiry (I) requirements for the UD Core.

### Capstone

Honors Capstone is designed to support students as they develop, write, and present the Honors Capstone Project. Its most important function is to ensure that each student contributes new knowledge through completion of the project. The heart of the course will be the workshop, which will consist of writing, sharing, reading, and commenting on one another's work. By the conclusion of this course, students should

demonstrate proficiency in integrative scholarship, written and oral communication, and critical inquiry and analysis.

Capstone satisfies the UD Core Capstone (Z) requirement.

### Senior Seminar

Senior Seminar is the capstone course for the Interdisciplinary skills acquired in the Honors minor. This course offers an in-depth study of a selected topic with a global studies emphasis. One option for senior seminar credit is to serve as a Pedagogical Assistant in Honors Core I or II. By the conclusion of this course, students should demonstrate proficiency in interdisciplinary learning, self-authorship, analyzing familiar cultural assumptions, and ethical decision making.

Senior Seminar satisfies both the Diversity (D) and Responsible Living (R) requirements for the UD Core.

## Learning Environment

### Student Commitments

As a participant in the Schedler Honors College, you are asked to commit to:

- Co-creating a learning community that supports its members in their growth and action;
- Openly examining values, beliefs, and assumptions you hold about yourself and others;
- Engaging as a scholar, expanding your imagination by conversing with others and integrating diverse knowledge, perspectives, and skills;
- Participating in reflective civic action, gaining skills to solve real-world problems; and
- Growing as a responsible leader, working with others for the common good.

### Guidelines for Class Discussions

Our primary commitment is to learn from each other. We acknowledge differences amongst us in backgrounds, skills, interests, and values; but realize that it is these differences that will increase our awareness and understanding. To facilitate discussion in the small group setting, we observe the following guidelines:

1. **Be courteous. Don't interrupt or engage in private conversations while others are speaking.** Keep confidential any personal information that comes up in class. Be aware of the fact that tone of voice and body language are powerful communicators. While some postures or facial expressions (e.g., crossed arms, eye rolls, loud sighs) can silence, provoke, or intimidate; others (e.g., facing and looking at the speaker, staying quiet, nodding) can show you are listening respectfully.
2. Listen. Pay careful attention to what others are saying even when you disagree with what is being said. Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker.
3. **Challenge the idea and not the person. Respect others' rights to hold opinions and beliefs that differ from your own.** If you wish to challenge something that has been said, challenge the idea or the practice referred to, not the individual sharing it.
4. Support your statements. Use evidence and provide a rationale for your points. Share briefly from your own experiences when appropriate, rather than simply your positions.
5. Step Up, Step Back. Allow everyone the chance to talk. If you have much to say, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion and empower yourself to speak up.
6. Speak your discomfort. If you are offended by something or think someone else might be, speak up and don't leave it for someone else to have to respond to it.

## Co-Curricular Programming

### Challenge Week

Challenge Week is a weeklong event each Fall that brings to campus nationally known thinkers to engage the community in a reflective interchange of ideas. Speakers present compelling arguments to UCA students, faculty and staff, and to the broader community, in an effort to inform, educate, and thoughtfully address contemporary problems and concerns. All events take place on the UCA campus and are free and open to the public. Challenge Week serves as an opportunity for the Honors College to engage the larger community in issues that impact our society.

## Issues in the Public Square

Issues in the Public Square is a symposium-style event held each Spring to provide an opportunity for students, faculty and staff, and the broader community to share research that impacts our society. As scholars, students in the Honors College are encouraged to submit proposals to share their research in order to begin a meaningful dialogue and to help advance our understanding of issues of public concern. Each year a theme and keynote speaker is selected to represent a critical issue being faced at present within our society.

## Schedler Scholars in Residence

The Norbert and Carol Schedler Scholars in Residence program supports bringing noted scholars to the UCA campus to provide a public lecture and spend time with students in formal and informal settings. This program is co-hosted by the Schedler Honors College and the Department of Philosophy and Religion.

## Soapboxes

Soapbox is an informal Honors student, faculty, and alumni forum for the dissemination and exchange of ideas on a wide variety of topics. Most soapboxes take place on Friday afternoons at 3 PM in the Presentation Room of Farris Hall. Digital projectors are provided to those who want to utilize visual aids. And of course there are snacks -- lots and lots of snacks. UCA students, faculty, and the public are welcome to join us at Soapbox.

## Experiential Learning

The express purpose of our experiential learning programs is to enlarge the scope of the undergraduate experience, to better prepare Honors Scholars for post-baccalaureate training, and to make tangible international contact that has begun to characterize the globalization of intellectual labor. These programs have a corollary benefit in that they enable many Honors College students to participate in programs, internships, and research projects across the campus, thereby benefiting faculty and programs in other UCA colleges and disciplines.

## Eligibility to Apply for Funding

To be eligible to apply for funding, students must meet the following criteria:

- be an Honors student in good standing at the Sophomore level or higher, having completed a minimum of at least one course prior to applying
- have a cumulative UCA grade point average of 3.500 or higher
- plan to complete the Honors Interdisciplinary Studies minor
- have at least one semester of university and Honors coursework remaining upon the completion of the proposed experience.

## Application

In order to apply for funding, students complete an application that is available within the Honors student portal at <http://honors.uca.edu/student>. The application requires the student to write a proposal that includes a rationale stating the educational benefits, budget, itinerary or study plans, and course credit sought. Winter and Spring proposals must be submitted by October 15th, and Summer proposals by November 15th.

## Travel Abroad Grants (TAG)

The Schedler Honors College supports Honors Scholars who seek to study abroad. Scholarships are awarded under the auspices of the Travel Abroad Grant Program (TAG). Through TAG, the Schedler Honors College supports students interested in **participating in trips organized by UCA's study abroad office, spending a semester abroad at one of UCA's many partner schools, or designing their own unique** adventure. Awards are competitive; TAG Applications are reviewed by the Honors College administration and funds are granted based on the quality of the proposal.

## Undergraduate Research Grants for Education (URGE)

The Schedler Honors College offers Undergraduate Research Grants for Education (URGE) funds available to support Honors Scholars who wish to pursue undergraduate research, either through a research assistantship or through independent research; as well as funding support for conference participation. Awards are competitive; the Honors College administration reviews proposals and awards grants based on the quality of the proposal.

## Experiential Learning Funds (ELF)

The Schedler Honors College offers Experiential Learning Funds to support opportunities to participate in internships, creative endeavors, or service projects. These experiences allow students to gain practical experiences in order to prepare them to engage in real-world issues. Awards are competitive; the Honors College administration reviews proposals and awards grants based on the quality of the proposal.

## Living and Learning Community

### Jefferson D. Farris, Jr. Honors Hall

Since 1993 the Honors College has maintained residential space, and today it is located in Jefferson D. Farris Jr. Honors Hall. Students there form a unique living-and-learning community, housed in private rooms arranged in two-, three-, or four-bedroom suites. Suite-style living features private rooms, a shared bathroom, access to a community kitchen and a community area on the first floor for student activities. The Honors College awards a scholarship to pay for the additional cost of single rooms for its eligible students residing in Farris Honors Hall. Additional private bedroom honors housing options are available to upper-class honors students.

Honors students are required to live in Farris Honors Hall during their freshman year, and residing in one place makes possible significant first-year enrichment programs. These programs include Freshman Mentors, Peer Coaches, and Pedagogical Assistants.

### Citizenship Contract

Members of the Schedler Honors College must agree to make positive academic, social, and civic contributions that reflect their commitment to intellectual and educational inquiry, their willingness to foster a living/learning environment of inclusiveness, and **their pledge to respect others' ideas and lives.** As such, the Schedler Honors College requires all students to sign a citizenship contract upholding these values and agree that the Schedler Honors College and the Department of Housing and Residence Life hold the right to remove the student from the Honors Living/Learning environment if it is deemed that their presence causes a disruption to that learning environment.

## Student Leadership Programs

### Freshman Mentor Program

Honors Mentors live with the freshmen in Farris Hall. All mentors are carefully selected for their leadership skills and act as academic and civic role models to each incoming class of students. Mentors also work with Resident Assistants to conduct programs designed to build community. Mentors are trained in a variety of areas in order to become familiar with student needs, satisfaction, and retention. They serve as advocates for student issues and foster a spirit of open communication, honesty, trust, and mutual respect among all students.

Each year new mentors are sought to develop and lead community-building events, academic and technical programs, and public scholarship activities. The selection process includes an application, faculty recommendation, group interview, and individual interview. Mentors must attend training and regular coordinated meetings with the faculty supervisors of the program.

### Peer Coaches

Peer Coaches hold regular hours in Farris Hall in order to be available to students who may need to talk about the typical stressors of college life. Their purpose is to provide Honors College students with an affirming and welcoming environment through which they can receive information and skills on handling emotional and social issues. Peer Coaches offer support and guidance in order to help Honors College students adjust to the academic rigors of campus life at UCA. The Peer Coach program is offered in partnership with the UCA Counseling Center, who provides a professional team member to train and mentor the Peer Coaches. The process of being selected to serve as a Peer Coach requires an application, faculty recommendation, and interview. Peer Coaches must attend training and regular debriefing sessions with the appointed Counseling Center representative.

### Pedagogical Associates

Pedagogical Associates (PA) have been used in Honors Core I and II (first-year seminars) since Fall 2005. The aim of this program is to provide upper-division students with teaching opportunities and experience as well as mentoring from a faculty member, and increase the amount of instructional contact for first-year students. The role of a PA might include leading occasional discussions, reading and

responding to daily journals, or providing feedback on paper. Instructors work out the PA's duties in consultation with the particular PA every semester, as part of the mentoring process that seeks to provide the PA with experience that will be valuable to him or her. PAs receive 3-hours of Senior Seminar credit for serving in this role. Students must complete an application with essay in order to be eligible to serve. PAs are selected by the Core I and II faculty each term. PAs will meet as a group with an instructor who will provide them ongoing development, but they must also attend the Core I or II class as well regular meetings with the faculty member to whom they are assigned.

## Honors Council

The Honors Council is the elected student body of the Honors Center Society, a Recognized Student Organization (RSO) on the UCA campus. The purposes and objectives of the Honors Council are:

- to foster an interdisciplinary academic environment for members,
- to enhance the educational experiences of members,
- to encourage a sense of community within the Honors College,
- to recognize and promote scholarly activities among members,
- to work with the Honors College administration, faculty and staff in the organization and implementation of Honors Center Society purposes.

Elected and appointed representatives organize and promote curricular and co-curricular activities among members, work with the Honors College faculty and staff in the organization and implementation of Honors College events, coordinate with the Honors College faculty and staff in the development and the enforcement of policies regarding the use of the McAlister Honors Center and other Honors community facilities.

The Honors Council also supports an Academic Committee specially mandated to assist in future curriculum development and the borrowing of exceptional faculty from other departments.

## Ambassador Program

The Honors College Ambassador Program's goal is to recruit prospective students and assist these students with their interests in the Honors College.

The program consists of members chosen by a committee consisting of the Ambassador Program Chair, the Ambassador Program Advisor, and two Honors College faculty members.

Ambassadors assist with recruiting prospective students through the following ways:

- Send letters and Honors College brochures to the high schools throughout the state, including those from which they graduated.
- Set up and run recruiting visits at various high schools throughout the state, including those from which they graduated.
- Attend BearFacts days.
- Assist on I-Squared Days when applicants are on campus.
- Respond to e-mails from prospective students. Ambassadors will answer questions from the students, set up informational sessions and tours of Honors facilities, etc.

## Sophomore Matriculation Requirements and Traditions

### Matriculation Eligibility

During the second semester of the sophomore year, students wishing to continue to the Honors College must successfully complete a sophomore lecture on a subject of their choosing. The student must have completed 60 hours of course credit and meet a 3.25 overall cumulative GPA requirement as well as a 3.50 GPA in their Honors courses to continue in the Honors College, the second tier of Honors course work. The 15 credits in the second tier of the program satisfy the requirements of the Interdisciplinary Studies Minor. In satisfying the minor requirements, students develop their own curriculum by selecting from a variety of course offerings.

### Sophomore Orientation

In order to be accepted into the Honors Interdisciplinary Studies minor, students must take part in a sophomore matriculation process. At the Sophomore Orientation Session, students are given a detailed description of this process. They are told what will be expected of them at the time they deliver their sophomore lectures as well as informed that they will need to read *The Challenge* and *The Lively Experiment*, founding documents of the Honors College, and be prepared to respond to these documents.

## Sophomore Lecture

Sophomore lectures are usually delivered on a Saturday in the Spring semester. The day begins with small groups of sophomores engaging with an alumni moderator in a discussion about Honors education centered on *The Challenge* and *The Lively Experiment* readings. Sophomore lectures follow and are typically no more than 10 minutes long and are attended only by the other students assigned to that moderator.

## Graduation Requirements and Traditions

### Honors Minor Requirements

To complete the Minor in Honors Interdisciplinary Studies, students must take 15 hours of 3000-level and 4000-level courses in the Honors College. Two Junior Seminars (HONC 3310), Senior Seminar (HONC 4310), Oxford Tutorial (HONC 3320) and Capstone (HONC 4320) comprise the 15 hours.

### Applying for Graduation

Prospective graduates must meet the university deadlines to apply for graduation. Graduation applications are signed by major and minor departments. If the student has more than one major or minor, all department advisers must sign the graduation application. Occasionally, Honors Core courses are not listed correctly on the lower division core requirements section of your transcript. The Honors adviser will make any corrections needed to the placement of those courses when you bring your application to be signed.

### Capstone Presentations

Capstone students will be assigned a time for their presentation on Capstone Presentation Day, which takes place on Study Day, the Friday of the week before final exams, during the semester they are enrolled in Capstone. See the Capstone Handbook for additional information.

### Class Photo

The graduating class gathers with faculty and staff for an official class photo on the last day of the Spring semester. 8x10 copies of the photo, suitable for framing, are mailed to all members of the graduating class.

### Senior Banquet

The final event is the Senior Banquet also held on the last day of the Spring semester. Graduating seniors, their families and guests, and Honors College faculty and staff come together for this celebration of the graduates' years in Honors. Graduates are awarded their official certificates and given a medallion to wear at the University commencement ceremony the following day. Seniors selected by the faculty give student addresses and serve as masters of ceremony.