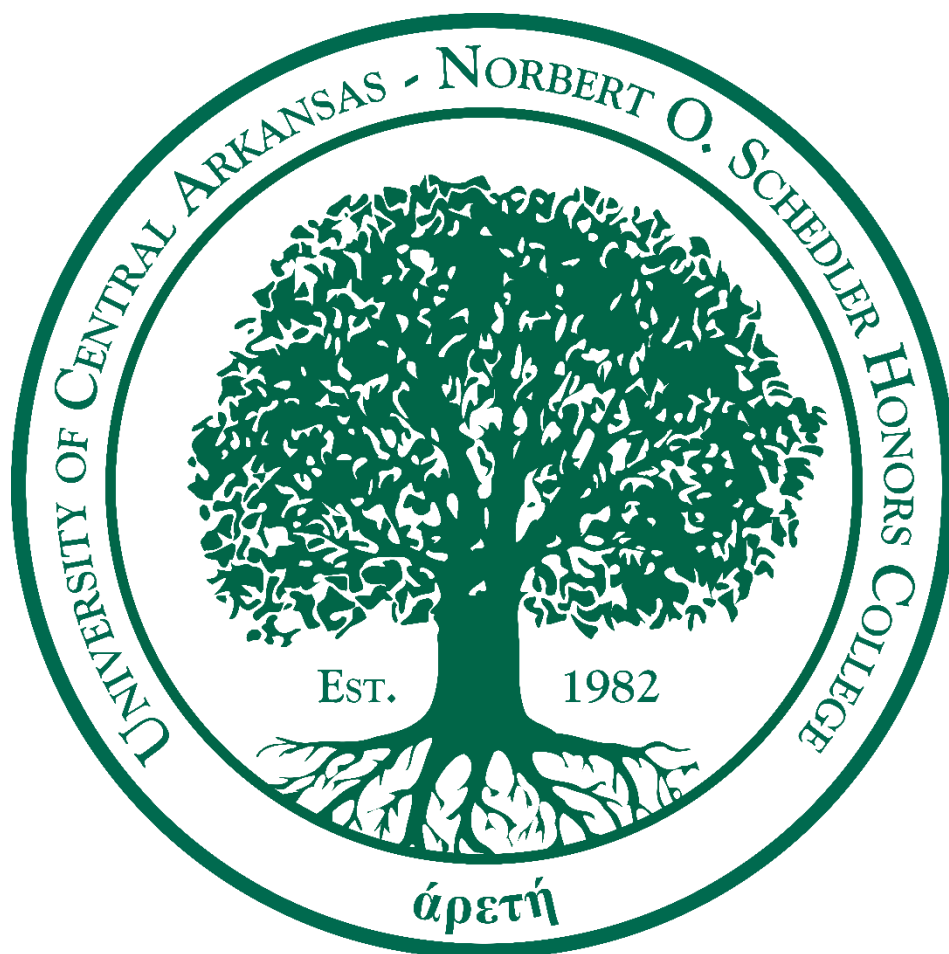




Schedler Honors College Student Handbook

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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 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.

Vision

The Norbert O. Schedler Honors College strives to prepare students to serve as global leaders ready to confront the complex challenges of our modern world. We aim to do this by building a community in which every person is valued, included in the conversation, and prepared for discussions of the salient problems of our time. We aspire to be known both locally and nationally for innovation and excellence in higher education.

Values

We live in a world where the nature of the problems we face requires a variety of skills, approaches, experiences, and perspectives. To this end, the Honors College values INTERDISCIPLINARITY: the integration of knowledge that allows us to recognize bias, transcend disciplinary borders, and construct meaningful context. In order to promote HUMAN FLOURISHING for all, we seek to create an environment in which we respect the similarities and differences in our community. We value CURIOSITY, through which we come alive to ourselves and what is around us; we take up the questions that are in the never-ending CONVERSATION among people past, present, and future, and shape them carefully so they point to routes of INQUIRY. This process demands of us persistence and COURAGE to take intellectual risks, to explore our discomfort, and to stay in the conversation. We value EXCELLENCE, striving to be our best selves, individually and collectively. These values nurture a community that encourages informed and responsible action.

Mission

The Norbert O. Schedler Honors College identifies highly motivated students, immerses them in a learning community where they can examine who they are and practice who they want to become, and challenges them with opportunities for growth. The Honors College equips students from across disciplines with the tools and skills to lead flourishing lives and develops them as conscientious citizen-scholars prepared to make a difference.

Guiding Principles

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 for Student Development

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.

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; and
- Citizenship—addressing real-world problems and finding ethical solutions, a process that culminates in reflective civic action.

Learning Objectives

The Norbert O. Schedler Honors College is a learning laboratory, furthering our institutional mission by developing talented students with developmental yet challenging

instructional techniques. 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

- Global Learning: The development of a self-aware personal identity that recognizes global interconnections, enabling learners to evaluate various viewpoints and apply their knowledge to craft sophisticated responses to complex real-world issues.
- Self-Authorship: The ability to combine one's identity, relationships, beliefs, and values into a set of internal commitments upon which to act.

Scholarship Objectives

- 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.
- Integrative Scholarship: The ability to integrate knowledge to express insight and originality through disciplinary or multidisciplinary methodologies.
- Interdisciplinary Learning: The ability to see an issue from an array of perspectives and recognize how alternative approaches influence one another.

Citizenship Objectives

- Collaboration: The ability to develop and present ideas logically and effectively in order to enhance collaboration with diverse individuals and groups.
- Ethical Decision-Making: The ability to address real-world problems and find ethical solutions for individuals and society.

Schedler Honors College Course Descriptions

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, theories, 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 Schedler 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 Schedler Honors College, what is unique is having interdisciplinarity central to the mission of the freshman and sophomore curricula.

Honors College Core

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 Schedler 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) and beyond. 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 Associate 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, while building on previously introduced skills.

Honors Core II can either satisfy 3 hours of Academic Writing and Research (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 with the 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 a variety of social structures and systems including religion, race, gender, social class, culture, legal studies, healthcare, or ecosystems, etc. This course will introduce students to the skills

of analyzing familiar cultural assumptions and will continue to practice previously introduced skills. By consent only. [Honors Core III fulfills UCA LD Core requirements as a Global Learning (G) or Responsible Living (R) Humanities elective.]

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 section of their choosing. Having small classes all semester, contrasted with the sometimes large and sometimes small group classes in Core I and Core II, puts students in a position to more fully develop their oral communication skills and increases the student’s responsibility for what transpires in the classroom.

Honors Core III, a Humanities course, can either satisfy 3 hours of Responsible Living or 3 hours of Global Learning credit.

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

Taken in the spring of the sophomore year, Honors Core IV is an interdisciplinary study of creative expression, such as fine arts, literature, music, theater, media, film, etc. In this course, students will continue to build on previously introduced skills and learn to analyze the major ideas, techniques, and processes that inform creative works within different cultural and historical contexts. Emphasis on seminar skills. 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 is a Fine Arts course and satisfies 3 hours of Global Learning core credit.

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 an Honors Capstone, during which a student completes a year-long, disciplinary or 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 offer an in-depth, interdisciplinary study of a 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 a multidisciplinary research class taken in the fall of the junior year. Students will gain exposure to qualitative, quantitative, and mixed methods research approaches, look critically at evidence, examine research ethics, develop research questions, and try out arguments. These activities culminate with the completion and oral presentation of the student's Honors Capstone Project Proposal, intended to guide the student as they work on their capstone project prior to taking Honors Capstone, HONC 4320.

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 Global Learning (G) and Responsible Living (R) requirements for the UD Core.

Tracks through the Schedler Honors College

Traditional Track

The Traditional Track is defined as students who enter the SHC as first year students, take each Honors Core course in sequence, complete Sophomore Matriculation, enter the Honors Interdisciplinary Studies minor in the junior year, and graduate in four years.

All Traditional Track students are required to complete all five courses in the Honors Interdisciplinary Studies minor, which will likely require taking two honors courses one semester or receiving a junior seminar credit through summer school, study abroad, or experiential learning.

Track II

Track II comprises students who join the SHC in their sophomore year, having applied as first year students. Track II students take Core I and Core II their first two semesters in honors and complete Sophomore Matriculation. Then, they begin the Honors Interdisciplinary Studies minor in their third semester. Track II students who already have both diversity requirements from the UCA Lower Division Core may skip Core III and Core IV. If one or both of those credits are still needed, they may take Core III or Core IV while also taking another honors course.

All Track II students are required to complete all five courses in the Honors Interdisciplinary Studies minor, which will likely require taking two honors courses one semester or receiving a junior seminar credit through summer school, study abroad, or experiential learning.

Fast Track

The SHC Fast Track is for students in three situations: all nursing majors, all education majors, and students planning to graduate a full year or more early. All Fast Track students take Core I and Core II in their first year, complete Sophomore Matriculation, and enter the Honors Interdisciplinary Studies minor in their second year. Fast Track students have the option of taking Oxford Tutorial (HONC 3320) in the fall of their second year or taking Research Methods (HONP 3320) in the spring of their second year. If taking Research Methods, one or more honors seminars would be taken in the fall semester of the second year. If Fast Track students have both diversity requirements from the UCA Lower Division Core, they may skip Core III and Core IV. If one or both of those credits are still needed, they may take Core III or Core IV while also taking another honors course.

Students graduating early will proceed through the minor, completing all requirements to graduate according to their desired timeline.

Nursing majors will not take honors courses during their junior year, due to the high number of hours required by the nursing curriculum, but will be enrolled in HONC 3015 – a 0-credit hour course allowing us to more easily track all honors students and simplify the scholarship criterion of being enrolled in an honors course each semester. Following the junior year, nursing students return in the senior year to complete Honors Capstone (typically fall) and Senior Seminar (typically spring).

Education majors will typically not take honors courses in two semesters, but those semesters vary according to the major (e.g. ELSE, Music Education, Secondary Education, etc); in the semesters not enrolled in a traditional honors course, education majors will be enrolled in HONC 3015 – a 0-credit hour course allowing us to more easily track all honors students and simplify the scholarship criterion of being enrolled in

an honors course each semester. We recommend education majors work closely with their Academic Advisors and the Honors College Associate Dean to map their honors curriculum to determine the best option for completing the Honors Interdisciplinary Studies Minor.

All Fast Track students are required to complete all five courses in the Honors Interdisciplinary Studies minor, which will likely require taking two honors courses one semester or receiving a junior seminar credit through summer school, study abroad, or experiential learning.

Transfer to the Schedler Honors Program

Should a student decide they do not want to complete the Honors Interdisciplinary Studies minor, they may transfer to the Schedler Honors Program. The transfer typically occurs at the conclusion of the sophomore year, with the student having completed the Schedler Honors College Core, leaving only the honors capstone to complete through Research Methods (HONP 3320) and Honors Capstone (HONP 4320). With permission from the Associate Dean, students may transfer to the SHP at the conclusion of Core II.

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 these differences 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 respond to.

Co-Curricular Programming

First Year Student Reading Program

The Allison Wallace Honors Summer Reader

The purpose of the summer reader is to create a common intellectual experience for incoming honors students and introduce them to the academic values, expectations, and learning outcomes of the Schedler Honors College. The summer reader introduces the students to a piece of literature that they might not have encountered otherwise, encourages students to hear different perspectives on a work and to refine their own understanding of it, inspires students to consider all the various dimensions and implications of that subject, and engages students through activities that are designed to make the book meaningful for each reader.

The summer reader is typically, though not always, a piece of literary fiction. We traditionally choose a coming-of-age story, because this type of work is rich with multiple layers of meaning, can be mined for discussions, and typically emphasizes the psychological and moral growth of the protagonist. Through examining the values reflected in the actions of characters in these types of literary texts, we encourage our students to develop an attitude towards them which is an introductory skill in the development of self-authorship. Ultimately, the goal of the summer reader is to inspire students to take what they have learned from the reading and accompanying experiences and reflect on their sense of self and the development of their own identity. The summer reader program is named for Dr. Allison Wallace, a retired member who brought literature into the lives of countless honors students during her 22 years of service, and who crafted the current tradition of the summer reader.

The goals of the summer reader are:

- to provide a shared intellectual experience that will contribute to a sense of community by increasing student-to-student and student-to-instructor interactions;
- to introduce diverse literary works and develop in students an appreciation of their aesthetic qualities and insights into the human experience;

- to develop an environment of intellectual engagement, both inside and outside the traditional classroom;
- to create a foundation for students to explore their beliefs, values, and ethics,
- to analyze familiar cultural assumptions in the context of the world's diverse values, traditions, and belief systems; and
- to promote academic discourse, critical inquiry, and interdisciplinary understanding.

Winter Reader

The purpose of the Winter Reader is to assist students in the transition from the inward focus of *The Search for Self* in Honors Core I to the more outward focus of *The Search for Community* in Honors Core II. The Winter Reader may be fiction or nonfiction that explores one or more of the following ideas – what it means to be part of a community, how different individuals seek out and form communities, how current social issues and dilemmas differentially affect communities, and/or the public policy impact on various communities.

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.

First year students are required to attend at least two Challenge Week events; after the first year, students are required to attend at least one Challenge Week event.

Fall Retreat

Fall Retreat is an event held for incoming students each year (typically on move-in weekend) where the faculty and student leaders join all incoming students for a retreat dedicated to team building and academic preparation for the upcoming semester.

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.

Founders Day

Founders Day takes place in the Spring semester, typically during an X-period in March. This event is a time to remember the roots of the Norbert O. Schedler Honors College and features an alumni speaker. We also utilize Founders Day to recognize students who are actively participating in our community – student leadership groups, service project participation, and attending honors events. Seniors who have served the NOS as honors mentors, peer coaches, ambassadors, council members, student workers, and pedagogical associates receive a silver and green service cord honoring their service to the honors community.

Experiential Learning

The express purpose of our experiential learning programs is to enlarge the scope of the undergraduate experience, to better prepare Norbert O. Schedler Honors College students 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 Norbert O. Schedler 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 a Norbert O. Schedler (NOS) Honors College student in good standing at the Sophomore level or higher, having completed a minimum of at least one course prior to being awarded
- have a cumulative UCA grade point average of 3.500 or higher
- 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, a budget, an itinerary or study plans, and whether course credit is sought. Winter and Spring proposals must be submitted by October 15th, and Summer proposals by November 15th. Fall proposals are available as needed. Funding is capped at \$6000/student over their career in honors.

Travel Abroad Grants (TAG)

The NOS Honors College supports students who seek to study abroad. Scholarships are awarded under the auspices of the Travel Abroad Grant Program (TAG). Through TAG, the NOS 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 NOS Honors College has Undergraduate Research Grants for Education (URGE) funds available to support students who wish to pursue undergraduate research through

a research assistantship or independent research. URGE funds may also be used as funding support for research 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 NOS 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 understanding 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.

Online Community Guidelines

The Norbert O. Schedler Honors College has multiple group chats, currently housed on the GroupMe app. All students are added to at least two honors group chats when they accept their offer to join honors: the cohort chat for their cohort and the Honors Announcements chat. Students are expected to abide by the following Online Community Guidelines when posting and interacting in honors online spaces.

1. Remember the human: There is a human being with feelings and intentions behind everything that happens online.
2. Adhere to the same standards of behavior online that you follow in real life: If you wouldn't say it in your Honors classroom, don't say it here. (refer to page 14)
3. Help keep flame wars under control: Don't perpetuate hostility. Be a peacemaker or, if necessary, a discussion-ender.
4. Respect other people's privacy: Don't post gossip or betray confidences.
5. Be forgiving of other people's mistakes: We are all newbies once. If someone makes an error in fact, judgment, or netiquette, send them a private message with a gentle correction. Assume the best intent, not the worst.

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 students with an affirming and welcoming environment through which they can receive information and skills related to holistic wellness. 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 Office of Student Success. The process of being selected to serve as a Peer Coach requires an application, faculty recommendation, and interview. Peer Coaches must attend weekly meetings with Peer Coach faculty advisor, hold weekly office hours, and collaborate with other Peer Coaches on hosting Active Hours for the Honors College community.

Pedagogical Associates

Pedagogical Associates (PA) have been used in Honors Core I and II (first-year seminars) since Fall 2005. The aims of this program are to provide upper-division students with teaching opportunities and mentoring from a faculty member and to 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 papers. 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 an 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 comprised of equal numbers of cohort representatives from both the Schedler Honors College and Schedler Honors Program and serves as the elected officers of the Honors Center Society, a Recognized Student Organization (RSO) on the UCA campus. The council is co-chaired by an upperclassman representative from each honors curricular pathway. The purposes and objectives of the Honors Council are:

- organizing and promoting curricular and co-curricular activities among members,
- working with the Honors College faculty and staff in the organization and implementation of honors events,
- coordinating with faculty and staff in the development and the enforcement of policies regarding the use of the Schichtl Honors Center and other Honors community facilities,
- and working with the Honors College administration, faculty and staff in advising curricular development and the borrowing of exceptional faculty from other departments.

Honors Ambassador Program

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

The program consists of members from the Schedler Honors College and Schedler Honors Program who complete the Honors Ambassador application and are selected by the Honors Administration Team.

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.
- Attend College Fairs hosted around the state.

- Attend Distinguished Scholars Day and Bear Facts days.
- Assist on I-Squared Days when applicants are on campus.
- Send postcards to students who have started applications encouraging them to complete their applications by the application deadline.
- Meet with prospective students visiting campus.

Ambassadors are encouraged to dedicate at least ten (10) hours per semester to the above activities and receive Ambassador-specific honors apparel and a service cord to wear at graduation.

Retention Requirements

Annual Renewal Requirements

Each academic year, students must achieve a cumulative grade point average of 3.250 or better to remain in good standing and to have their scholarship renewed for the following year. Students are required to enroll in 15 hours each semester, including the fall and spring of the freshman year, but the scholarship will be renewed if students complete at least 27 credit hours in the freshman year and 30 credit hours each subsequent academic year (Fall semester through Summer I). May intersession, 8-week Summer Session, and Summer I classes can be used to raise the annual GPA or total hours to this minimum. Scholarship renewal requirements are based on UCA credit hours. In order to have the scholarship continued from the first fall semester to the following spring semester, a student must earn 11 credit hours or above with a 2.50 cumulative GPA. For any following semester, a student must earn a 3.25 cumulative GPA and be in good academic standing.

Matriculation Eligibility

During the second semester of the sophomore year, students wishing to continue to the Schedler 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 Schedler Honors College 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 continue 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, which includes reading and being prepared to respond to the Schedler Honors College founding documents, *The Challenge* and *The Lively Experiment*, in a small group discussion with Honors faculty. Students are also told what will be expected of them at the time they deliver their sophomore lecture.

Sophomore Lecture

Sophomore lectures are usually delivered on a Saturday in the Spring semester at the annual Issues in the Public Square (IPS) symposium. Sophomore lectures are typically no more than 10 minutes long, and are attended by the other students assigned to that moderator, and other IPS attendees. Students will be provided with a rubric prior to the lecture and will receive a pass/fail ranking. Students who fail will be given an opportunity to re-present their lecture.

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 Honors 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. The graduation checklist is provided on the Registrar's Office webpage. Graduation applications may be submitted once a student has completed 90 hours and students will receive email updates on their graduation status from the Registrar's Office.

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 prior to the senior banquet. A high-resolution copy of the class photo is emailed to all members of the graduating class.

Senior Banquet

The final event is the Senior Banquet. 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 their University commencement. Seniors selected by the faculty give student addresses and serve as masters of ceremony.