# PLHC Contacts: People, Places, Phone Numbers, E-mails

Unless otherwise indicated, all Honors College rooms, etc., are in Provincial House on South Campus.

<table>
<thead>
<tr>
<th>Person/Office</th>
<th>Room #</th>
<th>Phone # (314)</th>
<th>e-mail</th>
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<tbody>
<tr>
<td><strong>Administration</strong></td>
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<tr>
<td>Daniel Gerth, Interim Dean and Associate Teaching Professor</td>
<td>C111</td>
<td>516-7197</td>
<td><a href="mailto:gerthd@umsl.edu">gerthd@umsl.edu</a></td>
</tr>
<tr>
<td>Nancy Gleason, Associate Dean Emeritus and Teaching Professor Emeritus</td>
<td>C212</td>
<td>516-6629</td>
<td><a href="mailto:nancyleason@umsl.edu">nancyleason@umsl.edu</a></td>
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<tr>
<td><strong>Administrative Staff</strong></td>
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<tr>
<td>College Office/General Phone</td>
<td>C109</td>
<td>516-5243</td>
<td><a href="mailto:umslhonorsc@umsl.edu">umslhonorsc@umsl.edu</a></td>
</tr>
<tr>
<td>Mandy Bibee, Academic Advisor</td>
<td>C202</td>
<td>516-5701</td>
<td><a href="mailto:bibeem@umsl.edu">bibeem@umsl.edu</a></td>
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<tr>
<td>Sherry Gerrein, Administrative Associate</td>
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<td>516-5243</td>
<td><a href="mailto:gerreins@umsl.edu">gerreins@umsl.edu</a></td>
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<tr>
<td>Jennifer Richardson, Admissions Representative</td>
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<td>516-7769</td>
<td><a href="mailto:askjen@umsl.edu">askjen@umsl.edu</a></td>
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<tr>
<td>Pat Sanders, Office Support Staff II</td>
<td>C106</td>
<td>516-4890</td>
<td><a href="mailto:sanderspk@umsl.edu">sanderspk@umsl.edu</a></td>
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<td><strong>Full-Time Faculty</strong></td>
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<tr>
<td>Kim Baldus, Teaching Professor</td>
<td>C201</td>
<td>516-4231</td>
<td><a href="mailto:balduski@umsl.edu">balduski@umsl.edu</a></td>
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<tr>
<td>Gerianne Friedline, Associate Teaching Professor</td>
<td>C204</td>
<td>516-7874</td>
<td><a href="mailto:friedlinge@umsl.edu">friedlinge@umsl.edu</a></td>
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<tr>
<td>Christoph Schiessl, Assistant Teaching Professor</td>
<td>C207</td>
<td>516-6871</td>
<td><a href="mailto:schiesslc@umsl.edu">schiesslc@umsl.edu</a></td>
</tr>
<tr>
<td>Ann Torrusio, Assistant Teaching Professor</td>
<td>C202</td>
<td>516-4230</td>
<td><a href="mailto:torrusioa@umsl.edu">torrusioa@umsl.edu</a></td>
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<tr>
<td><strong>Part-Time Faculty Offices</strong></td>
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<tr>
<td>Kathryn Walterschied, Lecturer, Golden Key Advisor</td>
<td>C303</td>
<td>516-5244</td>
<td><a href="mailto:walterscheidk@msx.umsl.edu">walterscheidk@msx.umsl.edu</a></td>
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<td>Adjunct Office</td>
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<td><strong>Student Organization</strong></td>
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<tr>
<td>Pierre Laclede Honors College Student Association</td>
<td>LeGras 108</td>
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<td><a href="http://www.umsl.edu/divisions/honors/Current%20Students/plhcsa.html">http://www.umsl.edu/divisions/honors/Current%20Students/plhcsa.html</a></td>
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<td><strong>Honors College Study Areas</strong></td>
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<tr>
<td>Common Room</td>
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<td>Large Library</td>
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<tr>
<td>Computer Lab**</td>
<td>C308C</td>
<td>516-3373</td>
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*Part Time Faculty Office assignments are posted throughout the building.

**The Computer Lab is open M-Th during the Fall and Spring Semesters. Hours are posted on the door.
Honors Advising

Some of the advisors listed below are not available for summer advising (May 18 – August 14) or fully during fall, winter, and spring breaks. Please contact Dan Gerth, Nancy Gleason, or Mandy Bibee for advising during that period, even if you are assigned to a different advisor during the academic year. Additionally, Mandy Bibee is available for walk-in advising for all majors when your assigned advisor is unavailable.

KIM BALDUS    balduski@umsl.edu    516-4231    C201
  • Studio Art
  • Art History
  • Theater and Dance

MANDY BIBEE    bibeem@umsl.edu    516-5701    C202
  • Business Administration (including Finance, Management, Marketing, and Logistics & Operation Management)
  • Communications
  • Engineering and pre-engineering
  • Media Studies
  • Political Science

**available for SUMMER advising for all majors**

***available for WALK-IN advising for all majors***

GERI FRIEDLINE    friedlineg@umsl.edu    516-7874    C204
  • Education (all areas except Music Education)
  • Economics
  • International Business
  • Information Systems

**available for SUMMER advising for all majors**

NANCY GLEASON    nancygleason@umsl.edu    516-6629    C212
  • Music
  • Music Education
  • Anthropology
  • Liberal Studies and Interdisciplinary Studies
  • Writing Certificate
  • Undeclared majors

**available for SUMMER advising for all majors**

CHRISTOPH SCHIESSL    schiesslc@umsl.edu    516-6871    C207
  • Biology (non-health sciences)
  • Biochemistry
  • Chemistry
  • Physics
  • Math
  • Computer Science

**available for SUMMER advising for all majors**

ANN TORRUSIO    torrusioa@umsl.edu    516-4230    C203
  • Accounting
  • English
  • Foreign Languages
INTRODUCTION

Welcome to the Pierre Laclede Honors College! This handbook provides you with an overview of the College, our mission, and our certificate program, as well as the information you need to take full advantage of everything that the Honors College has to offer. The goals of our writing program and how to maintain your portfolio, independent study and internship opportunities, and requirements for our four year and two year programs are just a few of the important topics you can read about.

Honors at UMSL began as a program in the College of Arts and Sciences in the late 1970s. In 1989 Honors officially became a college, named after one of the founders of St. Louis. The Pierre Laclede Honors College moved into our current home, Provincial House, in 2001. In 2005 we enrolled just under 450 students, and we anticipate 600 (or more) for the 2015-2016 academic year. Those 600 populate every major on campus, with Business, Biology, Psychology, and English being our most popular fields, which is a testament to the usefulness and attractiveness of an Honors education to all students.

We are unique among Honors Colleges across the nation in that we provide not only interesting and innovative seminar courses but also full service academic advising, a First Year Experience program, a writing program, an internship program, a published book of creative works (Bellerive), an art show (Celebrating the Arts), a full social calendar from the student association (PLHCSA), a satirical newspaper (Brain Stew), living and learning communities for residential students in both Oak Hall (freshmen and sophomores) and Villa North (juniors and seniors), two mentoring programs (SMART and FYE), and a study abroad course during the winter intersession. And that’s only what fits in a short introductory letter!

Please consider reading this handbook to learn more about us. If you have questions that the Handbook does not answer, please do not hesitate to call or email any of the people listed on the contacts page – and that includes me. Also, there may or may not be a message hidden somewhere inside that will allow you to win a $25 bookstore gift card. You will have to read it to find out.

Finally, many thanks to Bob Bliss for eighteen years (1997-2015) of service as our Dean!

Dan Gerth, Interim Dean
August 2015
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MISSION
The primary mission of the Pierre Laclede Honors College is to enrich its students by providing a challenging general education curriculum based on the traditional core disciplines of the university and framed by the General Education policy of the state of Missouri. Basically, the College offers innovative General Education courses and opportunities for unique upper-level classes in various disciplines, international studies, internships and research. The College encourages students to cultivate their intellectual capacities through a seminar-based pedagogy where students examine ideas and texts that enhance all degree paths. The College provides a climate in which democracy, diversity, excellence, and civility are fundamental.

The Honors College also:
--serves the whole University as a laboratory for educational innovation;
--encourages critical thinking in the University about the general education requirement;
--encourages undergraduates to undertake independent study, internships, and supervised research;
--offers the city and region as subjects for study and as sources of cultural and intellectual enrichment;
--embraces the University’s efforts to recruit highly qualified students from all disciplines and majors.

THE HONORS COLLEGE SEMINAR

The College Seminar
The heart and soul of the Honors program at UMSL is the College Seminar. In this exciting seminar environment, students bring their diverse backgrounds, experience and knowledge into the entire learning community. Faculty members guide and instruct their students, so that together, instructors and students enter an educational compact that fosters learning and academic development.

WRITTEN WORK AND THE HONORS COLLEGE WRITING PROGRAM

The Honors College’s chief form of assessment is writing. Various forms of writing are used to advance learning, express ideas and evaluate the students’ understanding of ideas, texts and research. The Honors College Writing Program enables Honors students to make the best of the Honors opportunity through the construction of a portfolio of their own written work (normally but not exclusively done in Honors courses). The Portfolio begins with the two essays submitted for admission into the college, and then students submit one essay each semester. In their senior year, students review their entire portfolio in Honors 4100. The Honors College’s composition courses (Honors 1100, Honors 3100, and Honors 3160) are fully integrated with the Writing Program and fulfill University graduation requirements, and for all students the ‘capstone’ of the program will be Honors 4100, a required independent study undertaken during students’ last undergraduate year, This course may be taken for one or two hours. See Appendix B for more information. The aim of the Honors College Writing Program includes the development of the students’ writing skills and abilities in the hopes of preparing them for graduate study and career opportunities. All classes include writing assignments; however, different seminar courses integrate writing in different ways.

OVERDUE WORK, SEMINAR ATTENDANCE, AND PLAGIARISM
Work submission schedules are set by faculty to insure that all students benefit from their studies and are prepared to master the course (discipline and subject matter) as it progresses. Individual faculty will set their own rules in these matters, and faculty may also impose grade penalties for overdue work and/or absences. Please see individual syllabi for
specific guidelines for various classes regarding attendance, assignment deadlines, participation, and penalties, etc.

**Plagiarism** is a serious offense. Presenting others’ work or ideas as if they were your own is an act of intellectual dishonesty. Failure to document sources is plagiarism. In short, plagiarized work will result in an ‘F’ for the assignment. Also, when a faculty member discovers a plagiarized paper (in part or full text), he or she will report the case to the Interim Dean or Associate Dean Emeritus of the Honors College and to the Office of Academic Affairs.

**Grades and Comments**
Honors College instructors are professionally obligated to evaluate students’ work and return a final grade for each student’s overall performance. When returning work to a student, the instructor should make the grounds for the grade. If any student desires further explanation about a grade, he or she should request an appointment with the instructor for further discussion, etc. Students should remember that your admission to PLHC indicates our belief that you have the ability to perform well academically. It does not confer a right to receive high grades or “all A’s.” Mere discontent is not a cause to ask for further explanation of a grade and/or comments. Before meeting with your teacher, you should review the assignment and the work you did, re-read your paper, and reconsider the teacher’s evaluation. You might then ask for further discussion. After the close of the semester, if you wish to appeal a final grade, please see the Interim Dean or Associate Dean Emeritus, who will explain, in full detail, the formal appeals procedure.

**Honors Education: Curricular Objectives**
This section deals with broad curricular aims. For specific requirements in the Four-Year and Two-Year Honors programs, please see the next section on “General Academic Requirements and Rules”.

**First Year and First Semester, Second Year: Honors 1100-1330:**
Restricted primarily to students admitted as freshmen, Part I functions as a foundation for future studies in and outside the Honors College. Currently, it will include Cultural Traditions I – Honors 1200 or 1202 (fall semester), one associated seminar from an approved list (fall semester), Cultural Traditions II – Honors 1201 or 1203 (spring semester), one associated seminar from an approved list (spring semester) and Freshman Composition – Honors 1100 (taken fall semester, preferably). This is a total of 15 hours. Please note that students do not have to take Freshman Composition if they have earned Advanced Credit, and it is approved as freshman composition by the university.

**Objectives of the 2000-Level ‘Inquiries’ Seminars**
These should be conceived of as ‘tooling up’ seminars, intended primarily for Sophomores and Juniors, with their intellectual focus on the particular contributions a discipline or disciplines can make to relatively broad areas of inquiry. Four-year students are required to take at least two of these courses during their Sophomore year. Two-year program students are required to take at least two of these courses, normally in their first, ‘Junior’ year or 3000-level seminars. Approved Inquiries courses may be used to meet relevant General Education and other departmental and divisional requirements. Please see semester course description packets or your Honors advisor for more information.
OBJECTIVES OF THE 3000-LEVEL SEMINARS
Interdisciplinarity *per se* is not a requirement of 3000-level Honors “advanced seminars,” though it will often be a natural outgrowth of the essential hallmark of all of these courses, which is the in-depth study of well-defined special topics. All advanced Honors seminars will normally be open to all Honors students in good standing in their Junior and Senior years, and many can be taken by Sophomores with consent. Advanced seminars in the 3000 range may not be used to meet appropriate general education requirements; however, they may carry graduation credit in the relevant major department or complement the major field of study by fulfilling a requirement for a minor or certificate. A course which satisfies a major requirement will be specified, in advance, as a “cross-listed” course.

OBJECTIVES OF THE INDEPENDENT STUDY PROGRAM
In order to meet the graduation requirements of the Honors College, all students (whether on the four-year or two-year program) must complete at least six credit hours of Independent Study. Independent Study projects are intended to encourage Honors students to pursue, at an advanced level, their developing intellectual interests and/or career plans and to improve their abilities to conceptualize, organize and evaluate their own work. Independent Study requirements can be met in a variety of ways:

1. by taking a **graduate course** (5000-level) where that is permitted ONLY by the student’s major department;
2. by **on- or off-campus internships** in accordance with Honors College guidelines; written work, as agreed upon with an honors advisor, is required;
3. for **education, nursing, social work, communications, and some other majors**, as part of the **teaching or clinical practicum**;
4. studying **“on exchange.”** Exchange programs include study abroad (through the Center for International Studies) or at another North American university (through the National Student Exchange, administered by the Honors College—please note that written papers are required with this option and you must enroll in Honors 4900);
5. undertaking **undergraduate research**, usually supervised by a UMSL faculty member. Please note that an independent study approved as an undergraduate research project may qualify for additional financial support on a cost-of-research basis. Students must enroll in Honors 4900 (or the independent study course in their major discipline).
6. by **undergraduate teaching** assistantships, tutoring, or teaching in other contexts, supplemental instruction, or in off campus programs; again, you must have this approved in advance and enrollment in Honors 4900 may be required.

Independent Study projects will have a supervisor, normally in the Honors College or from an appropriate main campus department. Honors advisors can discuss department courses that have been approved to satisfy Honors independent study hours. Students normally fulfill their independent studies requirements in their junior and senior years, but other possibilities exist. For further information concerning the ways in which you can fulfill the Independent Study requirement, and relevant application forms, see Appendix D in this *Handbook* and your Honors advisor. The relevant course numbers are either **Honors 4900 or 4910**.
HONORS COURSE REQUIREMENTS: CREDIT HOURS.
Honors course requirements vary according to whether students have been admitted as beginning Freshmen or as transfer students. All entering freshmen are enrolled in the Four-Year Honors program (40 credit hours in Honors). Most transfer students enter at the beginning of their Junior year, and are enrolled in the Two-Year Honors program (22 credit hours in Honors). Honors students in either program may, and many do, take more than the minimum number of credit hours in Honors; the minimum course requirements for both programs are summarized in the ‘Personal Degree Audit Forms’ in the Appendix to this Handbook but given in more detail in this section.

THE FOUR-YEAR HONORS PROGRAM: SCHEDULE OF INSTRUCTION

Fall, first year: Honors 1200 or 1202 (3 credits). Cultural Traditions I
Honors 1xxx (3 credits) One other, associated seminar, from the list of freshman seminar courses. Offerings will vary each semester Honors 1110, 1130, 1230, 1310, 1330.
Honors 1100 (3 credits). Freshman Composition (may be fulfilled by Advanced credit.)

Spring, first year: Honors 1201 or 1203 (3 credits). Cultural Traditions II
Honors 1xxx (3 credits). One other associated seminar, from the list of freshman seminar courses. Offerings will vary each semester, Honors 1110, 1130, 1230, 1310, 1330.

Year 2. During the second (Sophomore) year, students will take two seminars from the 2010-2080 range of ‘Inquiries’ courses. All Inquiries courses are 3 hour credit courses. Some students may seek permission to take a 3000-level class during their sophomore year. The general Inquiries course numbers are:

Honors 2010. Inquiries in the Humanities.
Honors 2030. Inquiries in the Social and Behavioral Sciences.
Honors 2050. Inquiries in the Natural Sciences.
Honors 2060. Inquiries in Business.
Honors 2070. Inquiries in Education.
Honors 2080. Inquiries in Nursing.

Years 3 and 4. During these years, students must take at least one three-credit Honors seminar per semester, or a minimum of four in all (12 credit hours). Normally, all these courses will be chosen from the 3000-range of advanced Honors seminars, though permission may be given to take up to two additional 2010-2080 “Inquiries” courses. As with the Honors 2010-2080 courses, all Honors 3000 level courses are 3 credit hours. Students may take more than four advanced Honors seminars during their Junior and Senior years, but they should insure that the additional Honors seminars do not interfere
with meeting the requirements of their major and minor departments. Ideally, such additional seminars will help to meet students’ major or minor requirements.

**HONORS COLLEGE WRITING PROGRAM**

Honors students on the Four-Year program may *elect* to meet their advanced composition writing requirement (e.g. English 3100) through **Honors 3100**, Writing the City, or **Honors 3160**, Writing in the Sciences, in their Junior year. As it meets a *University* graduation requirement, this course may not be used as a substitute for an Honors seminar requirement for two-year students. In addition, all Honors students are required, in their final (senior) year, to take **Honors 4100**, the one-credit ‘Portfolio’ course in the Writing Program.

**INDEPENDENT STUDY AND/OR UNDERGRADUATE RESEARCH IN HONORS**

In addition, all Honors students must take 6 credit hours of independent work (independent study, internship, or supervised research) during their junior and senior years. For further details on Independent Study programs and options, please read Appendix C of this *Handbook*, which also includes appropriate application forms.

Both Honors Undergraduate Research Projects and Honors Independent Study contract work will normally be undertaken under an appropriate course number in a UMSL department or division, but where it is preferred (or necessary) it will be given an Honors course number, as follows:

- **Honors 4900**: Honors Independent Study
- **Honors 4910**: Honors Internship

With the permission (or at the request) of their major department/division, Honors students may be allowed to take 3 additional hours of Independent Study or Undergraduate Research for Honors credit, for a total of nine credit hours.

**THE TWO-YEAR HONORS PROGRAM**

Most transfer students will enter Pierre Laclede Honors College at the beginning of their Junior year. During the course of the Two-Year program, students must take a minimum of 22 credit hours in Honors, distributed as follows. All transfer students must take **Honors 3100**, Writing the City, or **Honors 3160**, Writing in the Sciences, (normally during their first year), through which they will meet their advanced composition graduation requirement unless their major requires a specific junior-level writing requirement (i.e. English majors must take English 3090 rather than Honors 3100). In addition, transfer students take one Honors seminar *per semester*, four in all, including *at least one* chosen from the 2010-2080 “Inquiries” seminars and *at least one* 3000-level seminar. Transfer students admitted and enrolled after January 1999 must also take the “Portfolio” requirement of the Writing Program, Honors 4100 (one credit hour), normally in their final semester. Finally, Two-Year Honors students must take 6 credit hours of Independent Study and/or Undergraduate Research, as with the Four-Year program (see above).

**OTHER TRANSFER STUDENTS**

Students transferring to Pierre Laclede Honors College during their first two years of college work will be required to follow an appropriate variant of the Four-Year or the Two-Year program, subject to a minimum requirement of taking one Honors seminar per semester, plus Honors 3100 and 4100, plus 6 credit hours of Independent Study. Because of the minimum Two-Year program requirement of 22 semester hours in total, transfer
students are not ordinarily admitted to the Honors College after the first semester of their Junior year.

CREDIT HOURS, GRADE POINT AVERAGE (GPA), SCHOLARSHIPS, AND GRADUATION
Both Two- and Four-Year Honors programs have common requirements in terms of registering for and completing Honors courses and in terms of maintaining a minimum Grade Point Average (GPA) in both Honors College and main campus courses. (3.2 GPA to earn the PLHC Certificate)

REGISTRATION FOR AND COMPLETION OF COURSES AND HONORS SCHOLARSHIPS
Honors College students are expected to maintain full-time status (completing at least 12 credit hours per semester), and PLHC scholarship awards require full-time study. Therefore, registering for and/or completing fewer than 12 credit hours (including at least 3 credit hours in Honors) per semester will lead to a reduction or elimination of scholarship funding. Questions about this requirement should be directed to the Interim Dean or Associate Dean Emeritus. Honors Scholarships require a minimum GPA of 3.2, full-time status, and registration and completion of required honors seminars (see four- and two-year programs).

Honors students have two advisors—their Honors Advisor and an advisor in their major (or college of their major). The Honors advisor assists students with all of their registration for courses (non-honors and honors classes). However, it is VERY important for students to see their advisor in the major department (or college) each semester. Many students see their Honors advisors first, and then meet with their major advisor, but that is up to the individual student. The Honors College also has a pre-registration period, so students may come in prior to their registration date to plan their schedules. It is a very good idea to take advantage of the pre-registration process. Information will be distributed via email regarding pre-registration and advising. It is important to schedule appointments and to come prepared to registration appointments.

Honors advisors are prepared to see students at other times outside of the pre-registration and registration periods. It is important to spend time discussing questions about majors, minors, certificates, etc., and ideally, it is best to talk about long-term planning, etc., prior to pre-registration and registration dates.

PART-TIME STUDENTS
Students explicitly admitted as part-time students may be eligible for appropriate scholarship assistance on a pro-rated basis. Part-time students who subsequently change to a full-time schedule may apply to the Honors College for revised PLHC scholarship awards. Students taking the following hours may qualify for a portion of the scholarship, as listed below:

1-5 hrs = 25%
6-8 hours = 50%
9-11 hours = 75%
**GRADE POINT AVERAGE (GPA) REQUIREMENTS**
Unless otherwise noted, GPA refers to the student’s record in all UMSL courses, both in and outside of the Honors College. Transfer credits outside of the University system will be a separate GPA.

**DEAN’S LIST AND GRADUATION HONORS**
Honors students who, in any academic semester, complete at least twelve credit hours without delayed grades and are following the Honors curriculum and earn a GPA of 3.50 or higher will be placed on the Dean’s List of the Honors College. Students who have completed at least 60 credit hours at UMSL (including any Honors College credit hours), grade point averages at graduation will be accorded ‘Latin Honors’ according to the university’s scale.

Please note that it is not necessary to be a member of the PLHC to graduate with Latin Honors; however, PLHC graduates will be publicly noticed at graduation, wear special cords, and will receive special graduation certificates in recognition of their distinctive status as graduates of the Honors Program. Participation in Honors is also noted on students’ official UMSL transcripts.

**DEGREE COMPLETION, GPA, AND PLHC SCHOLARSHIP AWARDS**
If the above requirements have been met and a minimum overall GPA of 3.20 is maintained, Honors College scholarships will automatically be renewed for the whole period of the Honors program for which students were accepted. Students in good standing may also qualify for extension of Honors College scholarship support for an additional period of one or two semesters (that is, a maximum of five years’ scholarship support for the Four-Year program and additional semester(s) of scholarship support for the Two-Year program and Two-Plus program). Students must request an extension by writing the Associate Dean Emeritus or Interim Dean. An extension will be granted based on available funds and the student’s record. Students below 3.2 and remain on scholarship or a portion of it, may receive the Laclede Scholarship rather than the Pierre Laclede Merit Scholarship. The Laclede Scholarship may be awarded for a very limited amount of time in hopes that the student may exhibit academic improvement. If no improvement is shown over the next semester, the merit scholarship may be discontinued, and the student will receive written notification explaining this action.

**ACADEMIC WARNING**
Honors College students whose cumulative GPA drops to below 3.2 will receive from the College a warning letter informing them that their academic performance is not up to Honors standard and may have fallen below the minimum required by their particular scholarship grant. Students receiving such a warning letter for the first time will retain their Honors College membership, and their Honors College scholarship will be maintained at its current level for at least one further semester. However, students receiving an Academic Warning for two (or more) consecutive semesters may suffer a reduction or removal of Honors College scholarship funding, a change to the Laclede Scholarship or academic probation.

**ACADEMIC PROBATION**
Honors students whose cumulative GPA drops below 3.2 may be placed on academic probation and be required to seek counseling help from the Interim Dean, Associate Dean
Emeritus or other appropriate faculty. While on probation, they may retain their Honors College membership and will be expected to continue to follow the Honors academic program; however, their Honors College scholarship funding may be reduced, changed to the Laclede Scholarship or removed.

**DISMISSAL**
Students whose GPA falls below 2.50 may be immediately dismissed from the Honors College. Students whose cumulative GPA remains below 3.2 (but above 2.50) for two consecutive semesters will be dismissed from the Honors College and lose their Honors College scholarship funding (this includes merit and housing, as well as Honors Named Scholarships). Questions regarding this should be directed to the Interim Dean or Associate Dean Emeritus.

**OTHER SCHOLARSHIPS**
University of Missouri-St. Louis, University of Missouri System, and Missouri state scholarships are not administered by PLHC. Such scholarships may be affected by a student’s GPA. For information on these awards, students are referred to the University’s Office of Student Financial Aid.

**APPEALS**
Students will be notified by email of dismissal from the Honors College. Any such student will be entitled to appeal, and the details of the appropriate appeal procedure will be given in the letter of notification.

**ACADEMIC SUPPORT**
To obtain academic support, you may contact your seminar instructor, Honors Advisor, Associate Dean Emeritus, or Interim Dean for a meeting. Your seminar instructor is your first and best line of academic support. Instructors have office hours set aside for this purpose, and if you have genuine difficulties in meeting your instructor at this time, instructors will make a special appointment for you.

**MID-SEMESTER ASSESSMENT AND ON-GOING PROGRESS REPORTING**
While expecting students to take responsibility for seeking academic support, whether from their seminar instructor or from a member of Honors College administration, the Honors College does operate a blanket ‘early warning system,” consistent with the university’s warning program and in addition to it. Each instructor is asked to identify students who are not making “satisfactory progress.” If your instructor reports that you are not making satisfactory progress, the Interim Dean, Associate Dean Emeritus or your advisor will contact you. The aim of the meeting will be to offer helpful advice. Where appropriate, more specific assistance may also be offered, for instance in assessing and remedying any writing problems you may be having. Through both the campus and honors reporting systems, we are attempting to help you achieve the best possible evaluations of your work. Please do NOT ignore emails from your instructors, deans, etc., regarding your work in your classes; these email communications are intended to assist you with your work.
GRADE GRIEVANCES
Naturally, it is to be hoped that genuine puzzlement or specific disappointment about grades and comments are matters best resolved by private discussion between the student and the instructor concerned. If a student nevertheless wishes to pursue a grievance, please see the Interim Dean or Associate Dean Emeritus. And if you have read this sentence and contacted Interim Dean Gerth before anyone else in the College, please see him immediately to request your $25.00 gift certificate! The Honors “administrative officers” can instruct you on the procedure for the College, as well as the University’s guidelines for appeals. However, remember, it is always best to exhaust all conversations with the instructor of the course first, before contacting one of the administrators.
APPENDIX A1: Pierre Laclede Honors College: Degree Audit Form, Transfer students and the TWO-Year Honors Program
(For transfer students entering the Honors program with 24 or more semester hours of college credit)

Your name and student number _________________________________________________________________________________________________________

Entry semester (e.g. FS2003 for Fall Semester, 2003) ______________________________________________

<table>
<thead>
<tr>
<th>Required Honors Courses</th>
<th>Semester taken</th>
<th>Course number (e.g. Honors 3020)</th>
<th>Section number (e.g. Section 003)</th>
<th>Working title (e.g. &quot;Judicial Policy Making&quot;)</th>
<th>Instructor's name</th>
<th>Grade for course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore years: Transfer students entering as Sophomores will take at least one honors seminar each semester, normally from the 2000-level.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Sophomore 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**JUNIOR YEAR: THREE HONORS SEMINARS INCLUDING HONORS 3100 AND TWO OTHER SEMINARS, INCLUDING ONE OR TWO FROM THE 2010-2080 RANGE**

<table>
<thead>
<tr>
<th>Honors 3100 / 3160</th>
<th>Honors 3100 / 3160</th>
<th>Writing the City / Writing in the Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-level</td>
<td>2000-level</td>
<td></td>
</tr>
<tr>
<td>3000-level</td>
<td>3000-level</td>
<td></td>
</tr>
<tr>
<td>Honors 4100</td>
<td>Senior year</td>
<td>Independent Portfolio Writing (Writing Program Capstone)</td>
</tr>
<tr>
<td>Senior Year: two Honors seminars, normally chosen from the 3010-3080 range, and Honors 4100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Honors Independent Study: six credit hours, normally in the Junior and/or Senior years (see Appendix C for Independent Study options)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Study I</td>
</tr>
<tr>
<td>Independent Study II</td>
</tr>
</tbody>
</table>

Please use the spaces provided overleaf to list any additional or optional Honors courses you have taken, and to explain any exceptions from or substitutions to the Honors program requirements.

Please note that you must normally achieve a grade not lower than C- for each honors course in order for it to receive Honors program credit.

Please note that Honors 3100, “Writing the City”, or Honors 3160, “Writing in the Sciences” is a required element of the Honors program for all transfer students unless a major dictates otherwise (for example, English majors take English 3090 in place of Honors 3100). It is not a requirement of the four-year program. However, Four-year program students are welcome, indeed encouraged to take this course, which meets the University’s graduation requirement for advanced composition for most majors and in most divisions, and for four-year students, Honors 3100 may replace one of the required seminars.
**APPENDIX A2: Pierre Laclede Honors College: Degree Audit Form, FOUR-Year Honors Program**

(For first-time Freshmen and those entering with fewer than 24 semester hours of college credit)

Your name and student number _________________________________________________________________________________________________________

Entry semester (e.g. FS2003 for Fall Semester, 2003) ______________________________________________

### Required Honors Courses

<table>
<thead>
<tr>
<th>Semester taken</th>
<th>Course number (e.g. Honors 3020)</th>
<th>Section number (e.g. Section 003)</th>
<th>Working title (e.g. &quot;Judicial Policy Making&quot;)</th>
<th>Instructor's name</th>
<th>Grade for course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Year: normally five courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors 1100</td>
<td>1 or 2</td>
<td>Honors 1100</td>
<td>Honors Freshman Composition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors 1200 or 1202</td>
<td>1</td>
<td>Honors 1200 or 1202</td>
<td>Cultural Traditions I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors Fresh.Seminar</td>
<td>1</td>
<td>H 1310,1330, H 1110,1130, H 1230</td>
<td>Cultural Traditions II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors 1201 or 1203</td>
<td>2</td>
<td>Honors 1201 or 1203</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors Fresh.Seminar</td>
<td>2</td>
<td>H 1310,1330, H 1110,1130, H 1230</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore Year: two seminars, normally from the 2010-2080 range</td>
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<td></td>
</tr>
<tr>
<td>2000-level</td>
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<tr>
<td>2000-level</td>
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</tr>
<tr>
<td>Junior and Senior Years: four seminars, at least THREE of which normally come from the 3010-3080 range</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2000- or 3000-level</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3000-level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3000-level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3000-level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors 4100</td>
<td>Senior year</td>
<td>Independent Portfolio Writing (Writing Program Capstone)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors Independent Study: six credit hours, normally in the Junior and/or Senior years (see Appendix C for Independent Study options)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Study I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Study II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Please note** that you must normally achieve a grade not lower than C- for each honors course in order for it to receive Honors program credit. Four-Year students may take Honors 3100/3160; it will count as a seminar.
APPENDIX B: THE HONORS COLLEGE WRITING PROGRAM

Authentic review and assessment of students’ writing is central to the purposes of the Honors College, its students, its faculty, and the university. According to recent research in rhetoric and academic discourse, one of the best methods of authentic and meaningful assessment is the construction of a writing portfolio in which students review, with independent guidance and evaluation, their course essays and papers. This process of evaluative review and, where necessary, revision, is the essence of our Writing Program.

Each student will submit to the Associate Dean Emeritus at least two essays per year. Selection criteria will vary from student to student, but it is generally recommended that the student choose essays which he or she regards as important in terms of developing intellectual and/or career interests. The Honors Portfolio will serve many key purposes for PLHC, for faculty, and above all for students.

For Honors College students, the writing portfolio will chart their personal progress as writers and provide a basis for discussion of major techniques of academic discourse and intellectual inquiry. The portfolios in progress should help students take fuller advantage of their undergraduate opportunities; the portfolios completed will aid them in their search for appropriate and rewarding graduate work and/or career opportunities. The Writing Program’s “capstone” is Honors 4100, a one-credit Portfolio completion requirement for the Senior year—this course may be taken for two credit hours. Failure to satisfactorily complete the student’s writing portfolio may affect the grade earned in 4100.

For questions about the Writing Program, please see the Associate Dean Emeritus or your Honors advisor.
APPENDIX B.1: ESSAY EVALUATION RUBRIC FOR HONORS COLLEGE WRITING PROGRAM

Student’s Name: _________________________________________________________

Short title: ______________________________________________________________

(*SCORES ARE 5=Excellent; 4=Above average; 3=Competent; 2=Marginal,1=Remedial)

<table>
<thead>
<tr>
<th>Score*</th>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Essay presents a significant, original and clearly defined thesis/idea/purpose.</td>
</tr>
<tr>
<td></td>
<td>Logic, intellectual inquiry, and critical thinking are evident in the essay.</td>
</tr>
<tr>
<td></td>
<td>Support information is fully developed, substantial, relevant and logical.</td>
</tr>
<tr>
<td>/20</td>
<td>TOTAL OF ABOVE FOR “DEPTH AND BREADTH OF THOUGHT AND INFORMATION”</td>
</tr>
<tr>
<td></td>
<td>Ideas are presented accurately as fact, inference or opinion. Valid, credible and comprehensive research information is presented effectively.</td>
</tr>
<tr>
<td>/10</td>
<td>TOTAL OF ABOVE FOR “STRUCTURE OF ESSAY”</td>
</tr>
<tr>
<td></td>
<td>Essay is organized clearly and effectively. Form of essay is appropriate for subject/purpose.</td>
</tr>
<tr>
<td></td>
<td>Paragraphs are developed and focused with attention to proportion and emphasis; transitions in thought are clear, varied and effective. Hence, a consistent and smooth flow is maintained in the essay.</td>
</tr>
<tr>
<td>/15</td>
<td>TOTAL OF ABOVE FOR “STYLE”</td>
</tr>
<tr>
<td></td>
<td>Sentences are coherent, effectively varied and skillfully constructed.</td>
</tr>
<tr>
<td></td>
<td>Language usage is distinctive, precise, sophisticated and consistently idiomatic.</td>
</tr>
<tr>
<td></td>
<td>Tone, voice and point of view are effective, consistent, sophisticated and appropriate for subject/purpose of essay.</td>
</tr>
<tr>
<td>/5</td>
<td>TOTAL OF ABOVE FOR “MECHANICS”</td>
</tr>
<tr>
<td>/50</td>
<td>TOTAL SCORE FOR ESSAY</td>
</tr>
</tbody>
</table>

EVALUATOR’S COMMENTS:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Evaluator’s name______________________________________________
Evaluator’s signature____________________________________(date)________________
Pierre Laclede Honors College

INDEPENDENT STUDY OPPORTUNITIES*

DIRECTED STUDIES, WRITING AND RESEARCH PROJECTS

- Individual Projects in Major or in Honors
- Senior Thesis (in major)

FIELD EXPERIENCES

- On-Off Campus Internship (in academic interest)
- Clinicals or Student Teaching (as required by major)

COURSEWORK OPTIONS

- Capstone Course (in major area)
- Approved Courses in Honors
- 5000 Level Graduate Course (if permitted in major)

STUDY ABROAD & NATIONAL STUDENT EXCHANGE

(WITH PLHC APPROVAL ON INDIVIDUAL BASIS)

*Enrollment in individual learning opportunities requires the approval of appropriate instructor(s) and advisor(s).

+Six credit hours are required by the Honors Program.

For more information about Independent Study Opportunities contact:
Daniel Gerth or Nancy Gleason
E-Mail: gerthd@umsl.edu or nancygleason@umsl.edu

For detailed information about Internships, contact Geri Friedline:
E-Mail: friedlineg@umsl.edu

On MyGateway, go to Honors Internship and Independent Study Opportunities.

Appendix C.1: Independent Studies Detail by Category

To meet the graduation requirements of the Honors College, each student must fulfill at least six hours of Independent Study. While the chart (previous link) provides a quick overview of options to choose from, this page explains in more detail how each option works.

Directed Studies, Writing and Research Projects

You may undertake an Individual Project in your major, your minor, or in the Honors College. To do so, you must find an UMSL faculty member who is willing to supervise your project. As you approach faculty members, please understand that their time for Independent Study projects is limited in any given semester. Your chances of finding a supervisor increase if he or she knows you and your work from a previous class. Once you have a supervisor, you must jointly define your project. Be sure to consult with your supervisor as you outline the steps you are planning to take, set realistic goals, define objectives, and prepare a syllabus for your Individual Project. Please fill out the appropriate form for Research, included in this appendix. To receive academic credit for your project, you need to register for Honors 4900 (Independent Study in Honors) or for the appropriate course in your supervisor’s department. Most departments include Independent Study courses in their course listings, usually identified as Special/Directed Studies or Undergraduate Research, and these require permission to satisfy the Honors requirement. Please see your honors advisor for details.
Senior Thesis
If your major department offers this option, you will sign up for it and receive supervision through your department. The number of credit hours you receive for your Senior Thesis will also count towards your honors independent study requirement. Please see both your Honors advisor and your major advisor.

Field Experiences

On-Off Campus Internship or Practicum
If the requirements for your major include an internship or practicum, you must check with your department before signing up for an internship. There is usually an internship coordinator who will advise you and help you register for the right course (see Communication, for example). If your department has no such requirement, you may register for Honors 4910, Internship in Honors. Please see Geri Friedline if you need assistance. You may email her at friedlineg@umsl.edu or call her at 516-7874. 

Clinicals or Student Teaching
Both options are administered through your major school or department. Please see your major advisor for details.

Coursework Options

Capstone Course
If your major department offers a Capstone Course or Senior Seminar, then the number of credit hours you receive for this course will also fulfill an equal number of hours for the Honors Independent Study Requirement. If, for example, you are taking Biology 4889, the Senior Seminar required for all Biology majors, then this 2-hour class also fulfills two hours of your Honors IS requirement. Spanish 4399, a 3-hour senior seminar all Spanish majors must take, also fulfills three hours of the Honors IS requirement. Please contact your Honors advisors for any questions.

Approved Course in Honors
The Honors College occasionally offers a course that may be taken as a seminar OR as Independent Study (not both!) Offerings vary from semester to semester. Please check course listings for details or see your Honors advisor.

Graduate Course in Major
If you are preparing to go to graduate school, you might want to ask your advisor in your major department whether this is an option for you. Not all departments permit this. You will need to get special permission from your department and the Honors College to pursue this option.

Studying on Exchange (Study Abroad)
If you plan to use study abroad or study on exchange to fulfill part of your Honors Independent Study Requirement, you must make arrangements to do so before you leave the campus. Normally, you will need to register for Honors 4900 for this requirement. For more information, please begin by chatting with your Honors advisor and the Campus International Study Office.
Appendix C.2 Undergraduate Research
Instructions for Applicants:

*    *    *    *

If you wish to apply for research funding, the procedure is as follows: The application form should be completed carefully. If your application is approved, it will be kept in your personal file as a permanent record of your research project and used as such by the Honors College, for instance to write letters of recommendation for you. In addition, you should submit two longer documents, extensions of sections 6 and 8 on the application form, describing in more detail the proposed research and its likely cost. The description of the research will be used by you and your faculty supervisor to agreed research goals and assessment (grading) criteria. The budget figures will be used in distributing the limited funding for research and will take into consideration:

(a). an upper limit for Honors College funding (normally no more than $300 for non-laboratory research and no more than $600 for laboratory-based research, but please note that additional funding, e.g. for essential travel, can be secured in some circumstances);

(b). the funding should be credited directly to your scholarship account (this will be the normal procedure for non-laboratory research projects). or transferred to an appropriate departmental account (normal procedure for laboratory-based research).

In preparing a detailed description and budget for your research project, you should describe the project in general terms and indicate the nature of the research. Indicate the form your final research report will take (laboratory report, research paper, evaluation of survey questionnaires, etc.), the problem(s) you will address, the resources you aim to use, and what question(s) you seek to answer. Please consult with your faculty advisor on the report. The Honors College Interim Dean, Dan Gerth, or Associate Dean Emeritus, Nancy Gleason, can assist you with any questions you have about the Undergraduate Research Fund Request Form.

If you and/or your Honors advisor have any questions concerning procedure, please contact either Interim Dean, Dan Gerth (x7197), or Associate Dean Emeritus, Nancy Gleason (x6629) in the Honors College.
# UNDERGRADUATE RESEARCH IN THE HONORS COLLEGE

**APPLICATION FORM FOR INDIVIDUAL RESEARCH PROJECTS**

<table>
<thead>
<tr>
<th>1. Name:</th>
<th>2. Student No:</th>
<th>3. Major:</th>
</tr>
</thead>
</table>

4. Course number from appropriate unit:

5. Name and department of faculty supervisor (if known):

6. **Title and brief description of research project:** *(To be filled in by student. A fuller description is also required: see instruction sheet)*

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

7. Faculty supervisor’s signature: I approve the above research project as sufficient to receive _____ hours of credit in (enter course number):________________ (signed)______________________ (date):______________

8. Brief statement as to estimated costs of research and main cost headings: *(To be filled in by student. Please describe main cost headings and give an estimated total. A more detailed budget estimate is also required: see instruction sheet.)*

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

__________ (May attach additional page if needed)

ESTIMATED TOTAL COST ________________

9. Faculty supervisor’s funding recommendation:

☐ I have read and approve the student’s estimation of cost.

(signed)_________________________________________(faculty supervisor)

10. **Student undertaking.** I confirm my acceptance of this research project and of the University of Missouri’s policies on intellectual property and I agree that my research findings and final research project report will be the property of the Board of Curators of the University of Missouri according to the patent/copyright rules of the University (ref: http://www.system.missouri.edu:80/uninfo/rules/content.html/chp100) which are hereby incorporated into this agreement.

(signed)_________________________________________ (date)____________________________

11. **Honors College authorization:** This research project is approved for academic credit and to meet _____ credit hours of the Honors College Independent Study requirement. Funding of _______________ (enter amount) is also approved and will be: ☐ added to the student’s scholarship for _______________ (semester).

(signed)_________________________________________ (date)

Interim Dean Dan Gerth OR Associate Dean Emeritus Nancy Gleason
APPENDIX C.3: INTERNSHIPS FOR INDEPENDENT STUDY

Internship Option
Honors students may choose this option to fulfill 1-6 hours of the Honors Independent Study requirement. They may register for their internship through the Honors College or through their academic department.

To earn academic credit for an internship through Honors, students must register for Honors 4910. They may register for 1 to 6 credit hours after getting approval from the Internship Coordinator or one of the Honors College Advisors.

To earn academic credit for an internship through an academic department, students must register for appropriate course number within the department. They will need to obtain special consent from the department.

Requirements
Students will
- Work approximately 50 hours at the internship site for every academic credit hour
- Maintain a daily/weekly journal recording the internship experience
- Write a detailed internship report that describes and reflects on your experience
- Insure that the site supervisor complete, review with the student, and submit to the Honors College the Intern Performance Evaluation Form.

After student and supervisor have submitted these documents, the Honors Internship Coordinator will review them and assign the appropriate grade.

Internship Report Guidelines
This report should
1. Recreate as fully as possible your internship experience for your reader
2. Reflect critically on the value of this learning experience
   (Length will vary. Aim for a minimum of 8-10 pages for three credit hours)

It should contain information on the following:
- The company or organization you worked for and number of hours
- Your site supervisor (name, title, contact info)
- Your internship duties (daily/weekly in detail), role in your unit, and mentoring you received
- The strengths and weaknesses of your internship experience (be specific!)
- Your reflections on the value of this experience within your program of study. Did you feel well prepared for your internship and the duties you were asked to perform? Did you feel sufficiently challenged? Did you receive appropriate guidance to help you learn and develop?
- Your sense of how this experience will affect your future career choices. Did it reinforce your desire to work in this field? Did it teach you that you must change careers?
- Conclusions, recommendations, suggestions

For more information, please contact Geri Friedline at friedlineg@umsl.edu.
Intern Performance Evaluation

Use this form to evaluate your UMSL internship student according to these guidelines:

1). Please ask a supervisor who has had considerable (preferably day-to-day) contact with the student to complete this evaluation. The more direct the contact, the more valuable the performance evaluation.

2). Please insure that the supervisor completing the form discusses the evaluation with the student. The internship is a learning experience, and the student needs to know his or her strengths and weaknesses as an intern. An accurate evaluation helps the student to grow personally and professionally.

**Student-intern’s name:**

**Company/Organization:**

**Supervisor:**

<table>
<thead>
<tr>
<th>Performance/Evaluation</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance (punctuality)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Productivity (volume of work; promptness)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of work (accuracy, intelligence, neatness)</td>
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<tr>
<td>Initiative (self-starter, resourceful)</td>
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<td></td>
</tr>
<tr>
<td>Dependability (thorough, organized)</td>
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<tr>
<td>Attitude (enthusiasm, curiosity, ambition)</td>
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<tr>
<td>Interpersonal relations (cooperative, courteous, friendly)</td>
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<tr>
<td>Ability to learn (comprehension, on-task adjustments)</td>
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<tr>
<td>Use of academic background (applied education to internship project)</td>
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<tr>
<td>Communication skills (oral and written)</td>
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<tr>
<td>Judgment (maturity, decision-making)</td>
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<tr>
<td>Overall performance</td>
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</table>

*Please use the spaces overleaf to make comments, if any.*
Please summarize. Your comments will be particularly helpful to the student intern.

Areas where student excels:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Areas where student made most progress ‘on the job’:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Aspects of student’s work most needing improvement or attention (before undertaking similar work or projects in the future):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Was student’s academic background sufficient or appropriate for this internship/project?

________________________________________________________________________
________________________________________________________________________

Has this report been discussed with the student? □ Yes □ No

Student comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signatures: _____________________________________________________________
(supervisor)

___________________________________________________________
(student)

Please send or FAX this evaluation form to:

Geri Friedline
Associate Teaching Professor
Pierre Laclede Honors College
One University Blvd.
C204 Provincial House
St. Louis, MO 63121-4400

(314) 516-7874 (direct line)
(314) 516-5243 (College Office)
(314) 516-6873 (FAX)
friedlineg@umsl.edu
### APPENDIX D: HONORS COLLEGE COURSE EVALUATION FORMS.

**Honors College Course Evaluation**

*Please provide full and honest assessment of your instructor, of the course, and your own performance in the class. Your responses will remain anonymous and will not be seen by the instructor until after grades are posted.*

**Course Number:** Honors ________  **Semester/Year:** Fall/Spring/Summer ________  **Course Instructor:** ________________________________________

*Thank you for providing your assessment and comments.*

#### I. Evaluate your instructor

<table>
<thead>
<tr>
<th>The instructor agree*</th>
<th>Please respond from 1 (&quot;strongly disagree&quot;) to 5 (&quot;strongly agree&quot;)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. was organized.</td>
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<tr>
<td>2. showed command of the subject matter.</td>
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<td>3. gave me adequate ways to contact him or her via e-mail, phone, discussion board, office hours, or appointment time.</td>
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<td>4. made expectations clear.</td>
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<td>5. provided timely and useful feedback on my academic performance during the semester.</td>
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<tr>
<td>6. responded to all students respectfully.</td>
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<td>7. created an open atmosphere where various points of view were expressed.</td>
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<td>8. communicated clearly in English.</td>
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</table>

Please use the space below to explain your overall evaluation of the instructor’s performance in this honors course.
II. Evaluate the course

<table>
<thead>
<tr>
<th>This Honors course</th>
<th>Please respond from 1 (&quot;strongly disagree&quot;) to 5 (&quot;strongly agree&quot;)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. provided a syllabus that clearly expressed the goals, expectations, and nature of the course.</td>
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<td>10. assigned readings that were relevant and enhanced the learning process.</td>
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<td>11. represented the Honors College spirit.</td>
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<td>12. expanded my analytical thinking, my technical skills, my creativity, my knowledge, and/or my competence.</td>
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<tr>
<td>13. required students to come to class prepared.</td>
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<td>14. was one which I would recommend another student to take.</td>
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</tbody>
</table>

Please use the space below to comment on the overall value of this honors college course.

III. Evaluate your contribution to the course

<table>
<thead>
<tr>
<th>Self evaluation</th>
<th>Please respond from 1 (&quot;strongly disagree&quot;) to 5 (&quot;strongly agree&quot;)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>15. I maintained a high level of effort and engagement in this course.</td>
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<tr>
<td>16. I regularly completed the required readings in this course.</td>
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<tr>
<td>17. I regularly attended class and contributed to in-class discussions.</td>
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</table>

Please use the space below to explain your self-evaluation.
Information collected in this form will be used to maintain future contact with alumni. Information about your future plans may be used for statistical analysis purposes (for example, the percentage of students joining graduate programs) but no names will be associated with data.

For email, mailing, and telephone information, please provide what you believe will be best for contact by the Honors College within the next twelve months.

Name (printed): _______________________________________________________________________

UMSL email: _______________________________ Other email: _______________________________

Major(s): _____________________________________________________________________________

Minor(s) or Certificate(s): _______________________________________________________________

Mailing address:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Phone number(s) : _____________________________________________________________________

Preferred method of future communications from Honors (circle):   phone     mail      email

Are you interested in receiving communications from Honors about alumni events?  Yes      No

Are you interested in staying in touch with other Honors alumni via social networking sites, and if so, what is your preferred method(s) of communication?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

What is next for you (job, graduate school, professional school, travel, time off, etc.)? Please be as specific as possible:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________


Information in this survey will be kept anonymous. Information gathered will be used for external reporting and to help gauge effectiveness in achieving our mission. Please do not write your name on this survey. Please use the back of the survey to provide written comments.

Please respond from 5 (strongly agree) to 1 (strongly disagree)

### I. Communication skills

<table>
<thead>
<tr>
<th>The Honors College experience has developed my ability to…</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicate interpersonally with faculty, staff, and students.</td>
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<tr>
<td>2. Make formal classroom or professional presentations.</td>
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<tr>
<td>3. Speak confidently in front of groups.</td>
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<tr>
<td>4. Communicate formally via email and/or other electronic mediums.</td>
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</tbody>
</table>

### II. Writing skills

<table>
<thead>
<tr>
<th>Honors College seminars developed my ability to…</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Write for different purposes (argument, exposition, synthesis, etc.)</td>
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<tr>
<td>6. Write in different modes or genres (literature review, narrative, annotation, etc.)</td>
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<tr>
<td>7. Write for different audiences.</td>
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<tr>
<td>8. Analyze and evaluate sources.</td>
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<td>9. Synthesize research from multiple sources.</td>
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<tr>
<td>10. Edit and polish my writing.</td>
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</table>

### III. Seminar classes

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<thead>
<tr>
<th>Honors College seminars…</th>
<th>5</th>
<th>4</th>
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<tbody>
<tr>
<td>11. Were student-centered.</td>
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<td>12. Created an open atmosphere for respectful discussion and the free exchange of ideas.</td>
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<td>13. Promoted collaboration.</td>
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<td>15. Were innovative.</td>
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</table>

### IV. Advising

<table>
<thead>
<tr>
<th>Honors advisors…</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
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<tbody>
<tr>
<td>16. Effectively assisted me with course registration.</td>
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<tr>
<td>17. Provided necessary information about major/minor/certificate requirements.</td>
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<td>18. Provided necessary information about campus resources and programs.</td>
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<td>19. Discussed with me my short and long term goals.</td>
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</table>

### V. Independent study/internship requirement

20. How did you satisfy the requirement? Mark all that apply:
   - [ ] Research/directed readings/coursework within my major
   - [ ] Internship registration through my major
   - [ ] Internship registration through Honors (4910)
   - [ ] Independent study project within Honors (4900)
   - [ ] Other (please explain)

<table>
<thead>
<tr>
<th>The independent study/internship requirement…</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
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<tbody>
<tr>
<td>21. Benefitted or supported my overall educational experience.</td>
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<tr>
<td>22. Included adequate support from Honors faculty to understand the requirement.</td>
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<tr>
<td>23. Came with adequate opportunities to complete the requirement.</td>
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</table>

### VI. Overall

<table>
<thead>
<tr>
<th>The Honors College…</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>24. Helped me feel more engaged in the larger campus community.</td>
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<tr>
<td>25. Faculty and staff created a warm, welcoming atmosphere.</td>
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<tr>
<td>26. Enhanced my critical thinking skills.</td>
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<tr>
<td>27. Provided with me a positive experience.</td>
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</table>
Honors Advising Assessment Survey

Advisor’s name: __________________________________________________________

Academic standing (circle):  freshman    sophomore    junior    senior

Number of advising sessions (including office, phone, or email) with your current advisor since you have been in the Honors College:  1-2    3-4    5-6    more than 6

How did you arrange to see your advisor?  E-mail    telephone    GradesFirst    walk-in    other

Please respond from 5 (strongly agree) to 1 (strongly disagree) or NA for items not applicable at this stage of your academic career.

My Honors advisor…

1. Provides me with relevant information about my degree requirements and Honors certificate requirements.

2. Helps me, during registration and pre-registration appointments, to plan and enroll in courses I need to achieve my short- and long-term goals.

3. Encourages me to work with an advisor and/or other faculty members in my major.

4. Helps me to correctly interpret and apply degree audit information from DARS.

5. Provides me with information for other possible certificates and minors if applicable.

6. Discusses the Honors College independent study/internship requirement with me.

7. Directs me to resources for applicable student support such as financial aid, lab and tutoring programs, counseling services, career services, etc.

8. Clarifies any applicable campus and Honors College policies such as add/drop procedures and deadlines, aid and scholarship requirements, etc.

9. Discusses student involvement in extra- and co-curricular activities.

10. Provides me with a platform to discuss challenges and concerns about my academic endeavors.

11. Helps me consider my academic plan as an integral part of my life beyond the university by encouraging inquiries about graduate programs or career options.

12. Helps me develop the skills and knowledge I need to take responsibility for my academic success and development by modeling problem solving strategies for academic and related difficulties.

Self-evaluation

I actively collaborate in the Honors advising program by…

13. Being prepared for registration and pre-registration appointments with questions or suggestions about possible classes.

14. Using DARS to understand the requirements of my major, minor, and certificate requirements.

15. Discussing my challenges and concerns and seeking advice about campus resources, services, and policies that I can utilize.

16. Taking responsibility for my academic career through long and short term planning, including exploration of graduate programs and career options.

Please consider additional written comments to explain your responses:

_________________________________________________________________________________________________

_________________________________________________________________________________________________

_________________________________________________________________________________________________

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_________________________________________________________________________________________________
APPENDIX F: HONORS WRITING PORTFOLIO QUESTION AND ANSWER INFORMATION.
Frequently, Honors College students ask questions about the required Writing Portfolio. Below are some important questions and answers regarding the portfolio and Honors 4100, the Writing Portfolio course that is taken during your senior year. After you have read this, if you have any questions, please don't hesitate to ask the Director of Writing.

1. What is the purpose of my Writing Portfolio? There are many positive reasons for maintaining a writing portfolio. One reason is that the portfolio charts your progress as a writer. Another positive reason for building one is its use for your future. Many graduate applications require sample essays you have written, and the portfolio requirement helps answer this need. And lastly, it will give you the opportunity to discuss your writing development one-on-one with a member of the Honors faculty when you take Honors 4100, the required Writing Portfolio class.

2. How do I begin my Writing Portfolio? It has been started for you with your assistance. When you submitted two essays for admissions into the Honors College, your portfolio was opened. The two graded essays are in your portfolio.

3. What am I required to do to maintain and build my portfolio? You should submit two essays each year (one per semester or two per year). These essays may be whatever you select. You may submit graded copies or clean copies, though graded ones are more helpful in tracking how your writing is progressing. They may be research or non-research papers, depending on what you have been assigned to write, and they may be from honors or non-honors classes. You may submit MORE than two each year if you wish.

4. How do I submit them? You may bring them directly to Nancy Gleason's office in C212 Provincial House or give them to our Administrative Associate, Sherry Gerrein, in the main honors office; she will put them in Nancy's mailbox. Essays received will be placed in your individual writing portfolio.

5. Will my portfolio be returned to me and will my completion of my portfolio be noted in any way? First of all, you will receive your portfolio when you earn your certificate from the Honors College and complete Honors 4100, the "Writing Portfolio" class (one- to two-hours credit). During that independent study course with one of our faculty members, you will review your portfolio. The satisfactory completion of your portfolio will be part of your grade evaluation for Honors 4100. Once you complete 4100, you will be given your portfolio. If you should, for any reason, withdraw from the Honors College or transfer to another university before taking Honors 4100, you may take your portfolio with you. Please see Nancy Gleason to get your portfolio.

6. What if I would like to see what is in my portfolio or request a copy of an essay in my portfolio? How do I arrange to do that? Please contact Nancy Gleason by phone (516-6629) or email (nancygleason@umsl.edu).

7. What if I have neglected to turn in the required number of papers during the last few semesters? This is not a huge problem, and it can be easily solved. You may bring by essays for your portfolio at any time. You may always submit more than the two per year minimum, and if you are "behind" on submissions, you may add essays to "catch up."

8. May I put creative writing samples in my portfolio? You do need to place essays in your portfolio, but if you are writing fiction or poetry, you may submit samples of them for your portfolio in addition to your non-fiction essays.

9. Lastly, whom may I contact with questions regarding the Writing Portfolio? As stated previously, Nancy Gleason at nancygleason@umsl.edu can answer your questions.
The Pierre Laclede Honors College Student Association’s (PLHCSA; the favored pronunciation is “plicksa”) primary responsibility is to Honors College students, who are its members. Among other things, PLHCSA holds regular meetings, organizes and funds social and cultural activities on and off site, serves as a clearing house for certain charitable and public service activities, and spends money in support of all these functions. The Honors College Student Association also funds the Honors College newspaper, the appropriately named Brain Stew; it also co-hosts the College’s annual orientation activities. PLHCSA is represented by a minimum of one student in the College’s Assembly and one student in the College Council. You owe it to yourself to become involved, and therefore to read Brain Stew and various missives from PLHCSA that will appear in your e-mail and on college notice boards. You can also contact PLHCSA’s officers directly by dropping mail in the Student Association mail slot in the College reception office, Room C109. The Faculty Advisor for PLHCSA is Ann Torrusio.

The Student Mentor Advisory & Recruitment Team (SMART) – this small group of student volunteers is selected by an application and interview process. SMART students assist with recruitment of Honors students, and at the same time, each SMART student gains valuable service experience in the field of recruitment, retention and student life. This team is directed by our Admissions Representative, Jennifer Richardson.

The First-Year Experience Mentor Team assists with the first-year experiences at the Honors College in Cultural Traditions and other seminar classes, as well as academic and social activities for freshman students. Dr. Kim Baldus and her team of mentors plan and implement all activities for the Honors freshmen. Questions about the mentor program or the First-Year Experience program should be directed to Dr. Baldus.
APPENDIX H: PROFILE OF THE COLLEGE

Honors Staff (* indicates that the person also teaches in the Honors program)

Interim Dean and Associate Teaching Professor: *Daniel Gerth, BA (English and History, St. Louis University); MA (English, University of Missouri-Columbia)

Associate Dean Emeritus and Teaching Professor Emeritus: *Nancy Gleason, BA (English, UMSL), MA (English, UMSL).

Teaching Faculty in Honors:
*Kimberly Baldus, BA, MA (English, University of Illinois); PhD (English, Northwestern University).

*Gerianne Friedline, BA, MA (English, University of Missouri - St. Louis).

*Christoph Schiessl, MA (Katholische Universität Eichstätt-Ingolstadt); PhD (History Wayne State University)

*Ann Torrusio, BA (English, Maryville University); MA (English, University of Missouri – St. Louis).

Academic Advisor: Mandy Bibee, BA (Communication, University of Louisville, KY), MA (Higher Education, University of Louisville, KY)

Administrative Associate: Sherry Gerrein

Admissions Representative: Jennifer Richardson, BS, MBA (Business Administration, University of Missouri-St. Louis)

Office Support Staff II: Pat Sanders

Honors Faculty: Faculty propose courses to teach in the Honors College. Since the College’s foundation in 1989, over 100 still active regular and full-time faculty from all divisions and most departments of the UMSL-St. Louis have taught in the Honors Program. Additional teaching is done by gifted adjunct faculty who are valued members of the Honors College Community.