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# HANDBOOK

**FOR STUDENTS, FACULTY, AND STAFF OF THE**  
**PIERRE LACLEDE HONORS COLLEGE**  
**UNIVERSITY OF MISSOURI-ST. LOUIS**

FALL 2008 EDITION

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THE TWO GREAT POINTS TO BE GAINED IN INTELLECTUAL CULTURE, ARE THE *DISCIPLINE* AND THE *FURNITURE* OF THE MIND; EXPANDING ITS POWERS, AND STORING IT WITH KNOWLEDGE. THE FORMER OF THESE IS, PERHAPS, THE MORE IMPORTANT OF THE TWO. A COMMANDING OBJECT, THEREFORE, IN A COLLEGIATE COURSE, SHOULD BE TO CALL INTO DAILY AND VIGOROUS EXERCISE THE FACULTIES OF THE STUDENT. --[JEREMIAH DAY AND JAMES KINGSLEY], *REPORTS ON THE COURSE OF INSTRUCTION IN YALE COLLEGE . . .* 1830.

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## PLHC CONTACTS: PEOPLE, PLACES, PHONE NUMBERS, E-MAILS

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

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## **INTRODUCTION**

This *Handbook* provides information about the Honors College in order to insure that students, faculty and staff can make the best use of their time, energy, and intelligence in securing the fruits of an Honors education. The information offered ranges from the rules of the College to broader statements about what goes on, or should go on, in an Honors College seminar and in an honors education.

So the *Handbook* informs, but it also continues a discourse about Honors education at the University of Missouri-St. Louis. This discourse began in the 1970s, when an Honors program was first proposed, intensified when an Honors program was instituted, in the 1980s, and was carried on through the creation, in 1989, of a residential Honors College with its own buildings and grounds (at the old Incarnate Word Convent). Now we are housed in a grander building, Provincial House, and our growing enrollment enables us to move towards a more varied Honors curriculum. And our curriculum has changed, too, most notably with our integrated first year involving Cultural Traditions I & II and the other 1000-level seminars. After our academic audit of 2003-2004, we also strengthened collegial forms of self-government with a College Assembly, an inclusive governing body with general oversight, and a College Council, which has particular responsibility for the curriculum.

Change, then, is always in the air, and so it should be, in an Honors education. Indeed, there are important disagreements about the proper nature of an Honors education, and in that spirit the quotations (from Allan Bloom, Jeremiah Day and James Kingsley, John Dewey, Ralph Waldo Emerson, E. D. Hirsch, and Martha Nussbaum) sprinkled sparingly throughout the text of this *Handbook* are there as much to provoke thought as to evoke agreement. Be warned that a debate on education with those seven in attendance would be very hotly contested, and would require Solomon rather than Socrates in the chair if peace were the only desired outcome. Since, on the whole, we prefer both peace and Socrates, we have our work cut out for us.

If changeable, rules are important; as with any educational body, PLHC must deal fairly between its members, and this aim of equity requires that everyone is aware of the rules of the game in progress. In that game, students and faculty need to know about how grade point averages are used, about grading criteria, about scholarships, and about the Honors curriculum, its main aims, and its current requirements. At the same time, the Honors College must expect its rules to be challenged, stretched, occasionally broken, and changed, for higher education must involve continuing debate about our proper ends, and thus, inevitably, about experimentation with means.

This *Handbook* is worth reading, because it helps everyone concerned to know where we are. It should also be read as an invitation to engage in critical talk and action about educational values and desirable educational outcomes. As that discourse progresses, this edition of the *Handbook* should soon go out of date. If it is read in future as an indication of where we have been, it will have succeeded in its main aim.

--Bob Bliss, Dean  
August 2008

## Frontispiece:

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### **Rationale for General Education<sup>1</sup>**

General education is the curricular foundation of the American academy. It encourages students to acquire and use the intellectual tools, knowledge, and creative capabilities necessary to study the world as it is, as it has been understood, and as it might be imagined. It also furnishes them with skills which enable them to deepen that understanding and to communicate it to others. Through general education, the academy equips students for success in their specialized areas of study and for fulfilled lives as educated persons, as active citizens, and as effective contributors to their own prosperity and to the general welfare.

As the academy's knowledge of the world is structured, so must general education be constructed to introduce students to the traditional disciplines of the arts and sciences. As that knowledge is ever changing, so must general education alert students to connections between the traditional disciplines and to the potential for interaction among all branches of knowing, ordering, and imagining the real world. As the real world is diverse, so must general education inform students that the world is understood in different ways and provide them with the means to come to terms, intelligently and humanely, with that diversity. As diversities of knowing and understanding must be made open and accessible, so students must acquire appropriate investigative, interpretative, and communicative competencies.

### **Responsibilities for General Education**

While the academy is not the only place where these high aims can be imagined and achieved, more than any other place it receives public and private support for just these ends. General education is thus a core responsibility of the academy as well as a foundation curriculum for students.

To discharge this trust, academic institutions must deliver appropriate resources to their faculties, and faculties must design and transmit to students effective means and persuasive rationales for achieving general education aims. Both institutions and faculties must satisfy their constituents that these ends are being achieved satisfactorily and in ways that are consistent with each institution's mission.

While students have a right to expect their academic institutions and faculties to fulfill these responsibilities, students also incur the obligation to act as partners in learning in order to become agents in, not merely receivers of, their own general education.

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**State of Missouri, Coordinating Board for Higher Education (CBHE)  
Adopted June 7, 2000**

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<sup>1</sup> Readers should please note that the Honors College program is a *General Education* Program. Its essential business is thus laid out in Missouri's definition of general education.

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## Mission

The primary mission of the Pierre Laclède Honors College is to enrich its students by providing a challenging general education curriculum based on the traditional disciplines of the arts and sciences and framed by the General Education policy of the state of Missouri [see the *Frontispiece*, opposite the table of contents, for that policy's rationale] and its approved curricular goals. With these goals in mind, the College admits undergraduates who have the potential to act as producers, rather than consumers, of their own education. The College encourages students to cultivate their intellectual capacities through a seminar-based pedagogy where a student's work is judged on the quality of his/her ideas and the firmness of their foundation in academic study, in critical thought, in clear expression, and in personal and cultural experience. Thus the College provides a climate in which democracy, diversity, excellence, and civility are fundamental, coequal values and to produce graduates whose liberal education readies them for a lifetime of learning in, and from, a professedly civil, democratic, diverse, and meritocratic society.

From this primary mission spring several others. The Honors College aims also:

- to serve the whole University as a laboratory for educational innovation;
- to encourage critical thinking in the University about the general education requirement;
- to encourage undergraduates to undertake independent study, internships, and supervised research;
- to offer the city and region as subjects for study and as sources of cultural and intellectual enrichment;
- to reinforce the University's student exchange programs by encouraging Honors students to participate in these programs and by offering its courses to qualified incoming exchange students; and
- to advance the University's efforts to recruit highly qualified students for all divisions of the University.

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**.. .since democracy stands in principle for free interchange, it must develop a theory of knowledge which sees in knowledge the method by which one experience is made available in giving direction and meaning to another. . . . . Interest in learning from all the contacts of life is the essential moral interest.**

**--John Dewey, *Democracy and Education*, 1916.**

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## VISION

The main goals of the Honors College over the next five years are concerned with enrollment, curricular development, and facilities, for instance:

- PLHC enrollment goals are set out in the University's strategic plan. These call for a substantial increase in total enrollment (to 650), a goal which will require the college to provide incoming and existing students with adequate scholarship support and to continue its provision of supportive and useful advice and counsel.
- In curricular development, the College will build on current foundations—including its first-year and writing programs---to provide students with the best of traditional and innovative teaching. The College will seek to strengthen its General Education offerings in science and mathematics while maintaining its existing commitments to social science and humanities curricula, and it will continue to develop special Honors programs similar to Honors and Nursing and Honors and Engineering.
- The College's magnificent facilities in Provincial House will be augmented, not least to provide space for on site faculty-student consultation and innovative teaching technologies. The College will develop its woodland site to provide a platform for distinctive offerings in environmental science.
- Using successful work in Honors 4100, the Portfolio course, the College will continue to assist students to prepare for successful post-baccalaureate experiences in graduate work, professional programs, and career-level employment.

## **THE HONORS COLLEGE SEMINAR**

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### **The College Seminar**

The heart and soul of the Honors program at UM-St. Louis is the College Seminar, the laboratory where “students . . . cultivate their creative capacities [and] where written and spoken arguments are judged not on the status of the producer but on the quality of his/her ideas and the firmness of their foundation in academic work, in critical thought, in clear expression, and in personal and cultural experience. Thus the College seeks to foster an intellectual climate in which democracy, diversity, excellence, and civility are fundamental, coequal values.”

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**Their common concern for the good linked them; their disagreement about it proved they needed one another to understand it. --Allan Bloom, *The Closing of the American Mind*, 1987.**

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### **THE HONORS CLASSROOM COMPACT**

There is an encouraging diversity of views about what makes a good seminar, but among its essential elements is a shared commitment to produce good seminar sessions. This is as it should be, for each PLHC seminar is a collegial, volitional enterprise. Honors faculty offer to teach courses in the College, and Honors students choose from what is offered. Thus, students and faculty enter into essentially mutual agreements, chief of which is to evaluate, discuss, and comment upon the ideas and work of fellow members of the seminar, and to have their own ideas and work commented upon. This collegial and volitional environment works best when all participants remember that their seminar contributions and comments should be fair, defensible, offered in a civil manner, and aimed at stimulating the intellect and improving the work of every member of the seminar. Thus the Honors seminar is an experiment in intellectual democracy and a celebration of intellectual diversity.

It is also a quest for excellence, for the seminar is evaluative as well as argumentative. To the seminar teachers bring their professional expertise and their teaching experience, and among the most important contributions they can offer are to insure that students know how to prepare for each seminar, what to read, how to find it (or reasonable substitutes), and to encourage students to establish a critical distance from what they read in the library and what they hear in the seminar. Students bring their learning experience and their diverse backgrounds, their biographies so to speak, and to render these gifts valuable (to themselves and to the whole seminar) students need to test what they already know, or believe, against the new materials and ideas they encounter.

This process of preparation – active reading and critical contemplation – is a vital ingredient of seminar success. Good seminars require much intellectual labor from both teachers and taught. Or, to put it another way, the phrase “in my opinion” is a weak way to begin (and a desperate way to conclude) an argument. In this sense, the phrase ‘in my *humble* opinion’ is no mere cliché. Good seminar debates are founded on disagreements, but disagreements based merely on ‘opinion’ (or ‘taste’) are essentially uninteresting and unlikely to contribute to a better understanding of the new materials and new ideas all members of a seminar will encounter. Quite apart from anything else, seminar debates based on mere opinion are not likely to be resolved or even to issue in an informed agreement to disagree (a perfectly honorable result for an honors seminar discussion).

At the end of each semester, students and faculty will be asked, through course evaluation forms, to comment on how well each of their honors seminars has met these and other important goals. Students will have an opportunity to assess their teacher’s ‘performance’, but an equally important element of each course evaluation form is to assess

students' contributions to the seminar process, through preparation, critical thought, close listening, and active contribution. Once again, Honors seminars are collegial and collaborative as well as competitive and evaluative, and all their members share a degree of responsibility for producing seminar success.

### **WRITTEN WORK AND THE HONORS COLLEGE WRITING PROGRAM**

Most Honors students do much talking, and many Honors professors give grades for seminar performance. But *all* Honors students do a lot of writing, *all* Honors professors read a lot of writing, and in *almost all* Honors seminars final grades are based primarily on written work. The amount and variety of writing done (essays, book reviews, research papers, problem analyses, short- and long-answer examination questions, and journals, to name a few) in Honors courses make it difficult to recommend any particular approach or model. Further problems are presented by the plain facts that different teachers, and different disciplines, have differing standards for what constitutes good writing.

None of these difficulties should breed confusion. Rather, they present students with the opportunity to integrate the full development of their writing skills with their university courses in and outside of the Honors College. The **Honors College Writing Program** enables Honors students to make the best of this opportunity through the construction of a portfolio of their own written work (normally but not exclusively done in honors courses). Students will meet regularly with the Director of the Writing Program or another faculty member to discuss their portfolio's strengths and weaknesses, to address any outstanding writing problems, and to outline strategies for improvement. 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, one aim of which will be to polish and complete the student's Honors College Portfolio. This course may be taken for one or two hours. See *Appendix B*.

The Writing Program embodies a major objective of a liberal education: to equip students with the ability to engage in different discourses and to adapt to a variety of authorial voices and styles. This does not mean that students should write hypocritically (as with plagiarism—see below—it is wasteful of time and energy to dissemble), but that students need to experiment with different writing strategies in order to discover their strongest academic discipline(s), to find their best metier(s) within those areas, and to become more expert at *reading* in a variety of styles. Thus, while the comments that "Professor X would have given this paper a higher grade" or "In English, this paper would fail" express genuine puzzlement and are sometimes accurate, they are not in themselves well-grounded complaints. It is better to regard these variable successes as facts of life and as reasons to understand that diversity of expression, like diversity of view, is characteristic of a vigorous intellectual climate. They also serve as valuable reminders that the academy is, indeed, part of the 'real world.'

That being said, good writing (like good thinking) is not merely a matter of opinion, certainly not of mere 'taste', and there are some rules to write by which will be useful in most situations. Four rules are fundamental:

- 1). **Good writing demonstrates good understanding.** As bright as you are, as hard as you have worked and thought, as many books as you have read, you will keep these accomplishments secret if you write poorly. It's an existential fact: bad writing hides your light under a bushel; good writing shines it forth for all to see.

2). **You can learn to improve your writing.** To say “I never could write well” or “I don’t like writing History” and to leave it there is to condemn yourself to a degree of inarticulacy, to question your rationale for coming to university in the first place, and to engender despair in anyone, for instance your professors, who might actually want to know what you think and why you think it.

3). **It is important to master the different rules of writing** which operate at different academic levels, in different academic disciplines and even between teachers in the same discipline. There is also a wide variety of different writing assignments (book reviews, journals, ‘position papers’, short essays, term papers, research papers, etc.). This variety is deliberate, for through it you will master varied rhetorical forms, standards of argument and proof, and forms of citation.

4). **While the rules of expression vary (for instance among academic disciplines), they also grow out of persistent necessities or rules of human discourse.** Some scholars think that these rules are genetically encoded. However that may be, *words* mean something; *sentences* perform particular tasks of communication; *paragraphs* are constructions through which exposition and argument are developed. If these elements of style are ill used or badly put together, the bridge you build to your reader can not carry its intended traffic.

In sum, while the grade and comments your written work receives from your professors will be fundamentally directed towards your understanding of the subject matter and your use of relevant intellectual disciplines to address and solve a problem, these ‘intellectual’ or ‘academic’ judgments cannot be divorced from the level of rhetorical skill you have employed. This symbiotic relationship between rhetoric and substance begins well before you turn in your written work. Your abilities to understand a subject, to conceptualize an essay problem, to judge the relevance of the evidence you have gathered, and to use that evidence to advance your argument depend on your ‘mere’ rhetorical skills in *reading* and *listening* as well as, ultimately, in *writing*.

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AN EDUCATION IS TRULY “FITTED FOR FREEDOM” ONLY IF IT IS SUCH AS TO PRODUCE FREE CITIZENS, CITIZENS WHO ARE FREE . . . BECAUSE THEY HAVE LOOKED INTO THEMSELVES AND DEVELOPED THE ABILITY TO SEPARATE MERE HABIT AND CONVENTION FROM WHAT THEY CAN DEFEND BY ARGUMENT. THEY HAVE OWNERSHIP OF THEIR OWN THOUGHT AND SPEECH. --MARTHA NUSSBAUM, *CULTIVATING HUMANITY: A CLASSICAL DEFENSE OF REFORM IN LIBERAL EDUCATION*. 1997.

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### **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. Thus work deadlines have both a pedagogic and an intellectual rationale. Individual faculty will set their own rules in these matters, and faculty may also impose grade penalties for overdue work and/or for unexcused absences (this latter within the understood rule *that attendance at Honors seminars is required*). Honors students are expected to be familiar with these rules and to be responsible in adhering to them. In short, work should be submitted on time and attendance is required. Late essays and absences should be discussed with the instructor of each class, and it is the instructor’s decision whether these should be excused or penalized.

**PLAGIARISM** is a serious offense, and you should be aware of what plagiarism is. Plagiarized work is work that is substantially not your own. Presenting such work as if it

were your own is an act of intellectual dishonesty. You may have quoted (briefly or at length) without attribution from published work, from another student's essay, or from the Internet. You may have paraphrased another author's words or uncritically and slavishly used another author's ideas, organization and/or rhetorical strategy in fashioning your argument, again without acknowledging your dependence in citations. There are, then, varieties of plagiarism. 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 Director of Writing. The Director will meet with you and the instructor, and report on the incident to the Dean and the Office of Academic Affairs.

### **GRADES AND COMMENTS**

Alongside the collegial seminar relationship between teacher and student sits a different one, for Honors College instructors are professionally and contractually 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 of the grade clear to the student, in writing and/or orally, and should any student desire further advice about the matter, faculty members should offer reasonable time and trouble to that end. Dealing plainly with a student who asks for further guidance will help to clarify the student's understanding. As a matter of course, it is open to an instructor to change a grade for any good reason, but while there is no obligation whatsoever to raise a grade, an instructor should not lower a grade about which a student has asked.

Students, for their part, should remember:

1). 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.

2). While your Honors courses may differ in strategy, depth, and/or content from general university courses, Honors grading criteria are not in themselves 'tougher': the grades you receive in PLHC are UM-St. Louis grades and you will graduate with UM-St. Louis GPAs and with (or possibly without) UM-St. Louis Latin honors.

3). Grades and comments are professional judgments on your work's academic qualities, not personal judgments upon your character, political views, gender, career aims, or ethnic background. Because grades and comments represent a considered professional judgment, no faculty member will seriously reconsider them without being given reasonable intellectual grounds for doing so.

4). Thus mere discontent is not a cause to ask for further explanation of a grade and/or comments. Because faculty read much work from many students, it is discourteous to ask them to repeat the task because you "need" a higher grade. It is also unfair to expect them to remember *your* essay in any detail. If you want the discussion to continue, you must provide something to discuss. 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 for several reasons, for instance a:

---genuine uncertainty as to how the grade/comments relate to the work.

---desire for fuller explanation of a grade/comment which is otherwise accepted.

---question as to how the grade/comments should guide future work in the course.

5). Above all, remember that puzzlement over a high grade is a more serious matter than disappointment at a low grade. Your chief purpose in asking a teacher to review graded work should be to improve your understanding of the course, and if you do not know why you received a higher grade than you expected you have an important question to ask.

## **PIERRE LACLEDE HONORS COLLEGE: ACADEMIC GOALS AND CURRICULAR OBJECTIVES**

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**TO BE CULTURALLY LITERATE IS TO POSSESS THE BASIC INFORMATION NEEDED TO THRIVE IN THE MODERN WORLD. --E. D. HIRSCH, JR., *CULTURAL LITERACY: WHAT EVERY AMERICAN NEEDS TO KNOW*. 1987.**

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### **HONORS EDUCATION: GENERAL ACADEMIC GOALS**

University education aims to equip students for a ‘lifetime of learning.’ It’s a pleasing and alliterative (and overused) phrase, but actually to achieve it requires a recognition that the idea of ‘a lifetime of learning’ has two distinctive meanings or contexts.

--- The first is traditional. This invokes the belief that the educated person will be equipped to live an active life of the mind, a life enriched by intellectual curiosity about the world and by an ability to exercise that curiosity creatively and critically, a life in which one can enjoy success or at least pursue happiness by one’s own definition of ‘success’ or ‘happiness’.

--- The second meaning embodies an instrumental view of education, and it arises from our social environment. That world of work requires unprecedented flexibility to insure success in career terms. Each new generation of graduates will spend less time with their first employer, less time working in areas for which they have formally qualified, and they will spend correspondingly more time ‘retooling’ themselves for new worlds of work and in selling their talents in new markets. Insofar as education can prepare people for this world of work, it must provide them with a battery of skills which they can put to a variety of ends.

The abilities to absorb, summarize, criticize, reformulate and invent must be the prime goals of university education in general and of Honors education in particular. In Honors, it will be based on the ‘traditional’ disciplines, the ‘liberal arts and sciences’. This is not to root Honors education in the distant past, but rather in the vibrant present, for the special value of each traditional discipline lies in its accumulated (or ‘traditional’) experience of interacting with the real world and devising meaningful ways to understand, manipulate, and evaluate that reality. One of the most rewarding ways to acquire these abilities is to engage with others in the process of acquisition, to join a learning community (like the Honors College) where you can bring together adequate resources in a supportive environment.

The residential, seminar-based Honors College, offering its unique academic curriculum and social experience to gifted students, but within the context provided by a large public university and a culturally dynamic city and region, offers a nearly ideal combination of adequate resources and manageability. Bringing together its two main assets (relatively small and select bodies of students and teachers), the Honors College is in its essence a well resourced and manageable theater of intellectual engagement. As such, it depends on the joint commitment of teachers and taught to acquire knowledge and achieve understanding, of their courses and of the world around them, through an intellectually critical, socially open, and well-informed discussion of knowledge, values and meanings.

### **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”).

**PART I (FIRST YEAR AND FIRST SEMESTER, SECOND YEAR: HONORS 1100-1350):**

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 (fall semester), one associated seminar from an approved list (fall semester), Cultural Traditions II – Honors 1201 (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. The freshman courses will introduce the importance of the following to the students:

a). the ability to read/encounter new material, digest it, and report accurately and critically on one's understanding of it.

b). a familiarity with a variety of research disciplines, including bibliographical searches; note taking and retrieval; distinctions between different sorts of source material (e.g. scholarly articles, secondary books, edited or original documents, imaginative literature) and the ways in which they can best be used. These research disciplines should include contact with non-traditional sources and non-traditional modes of 'academic' expression, for instance visual, aural, internet, interviews, etc.

c). a familiarity with a variety of writing skills and techniques, including understanding and making use of relevant scholarly apparatus (textual citation, footnotes/endnotes, bibliographies, etc.); understanding and making use of the basic building blocks of writing: words, sentences, paragraphs, introductions, conclusions, etc., in order to produce clearly written essay-arguments of varying length and depth; and experience in subjecting one's own written work to one's own critical scrutiny.

d). an awareness of the concepts of interdisciplinarity and multidisciplinary and their strengths and frailties. Students should be gaining knowledge about how academic disciplines relate to one another, to different subject matters, and to varied academic tasks.

e). an experience of the cultural, social, and scholarly resources the wider university community and the city can bring to bear on a student's education.

f). some experience of group or collaborative work and thought in the academic context, including 'formal' oral presentations on academic subjects, participation in general classroom/seminar discussion, and where appropriate the planning, production, and submission of joint projects.

Students who have finished the Part I may move on to take a 2000-level "inquiries" seminar.

**OBJECTIVES OF THE 2000-LEVEL 'INQUIRIES' SEMINARS (HONORS 2010-2080)**

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. Disciplinarity and/or interdisciplinarity should be the watchwords, and the students' work should bring them to an understanding of the strengths, frailties, and particular characteristics of one or more disciplinary strategies. Four-year students are required to take at least two of these courses during their Sophomore year, at least one of which should be in a disciplinary area outside their major/combined major field/fields. Two-year program students are required to take

at least one of these courses, normally in their first, 'Junior' year. Where two are taken, one should be in a disciplinary area outside the student's major/combined major field/s.

Approved Inquiries courses may be used to meet relevant General Education and other departmental and divisional requirements.

### **OBJECTIVES OF THE 3000-LEVEL SEMINARS (HONORS 3010-3080 AND 3510-3580)**

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 in the **Honors 3010-3080** range 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.

However, some 3000-level seminars will be open only to Juniors and Seniors. These (from the **Honors 3510-3580** range) are the Honors research seminars (titled "Research in . . ."). Research seminars in Honors, modeled on Ph.D seminars, will involve students in original research and may enjoy special budget support from the College, for instance enabling students to travel to a research site or library, to make especially heavy use of photocopying, or to undertake special laboratory work. In some cases research seminars may have particular course prerequisites or be limited to students majoring in a particular discipline or disciplinary area.

Advanced seminars in the 3000 range (**3010-3080** and **3510-3580**) 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. Whether 'advanced' or 'research', the objective of all 3000-level seminars is to bring students to the 'cutting edge' of current work on the subject in question, and whether the focus of the seminar is on general reading or on original research, students will be expected to use relevant scholarly apparatus in their investigations of the subject and in their oral reports and written papers.

### **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:

- by taking a **graduate course** (6000-level) where that is permitted by the student's major department;
- by on- or off-campus **internships** in accordance with Honors College guidelines; written work, as agreed upon with an honors advisor, is required;
- for education, nursing, social work, communications, and some other majors, as part of the **teaching or clinical practicum**;
- 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);

- through **senior seminars** in major departments ranging from 1 hour to 6 hours of credit;
- undertaking **undergraduate research**, usually supervised by a UM-St. Louis faculty member. Please note that an independent study approved as an undergraduate research project will normally qualify for additional financial support on a cost-of-research basis.
- undertaking **independent readings**, with supervision by a faculty member either in the Honors College or an appropriate department;
- by **undergraduate teaching** assistantships, tutoring, or teaching in other contexts, supplemental instruction, or in off campus programs;

While most Independent Study projects will have a supervisor (normally in the Honors College or from an appropriate main campus department), the two main objectives of these projects will be to cultivate the abilities to work on one's own and to apply to one's own work an independent and informed critical judgment. How frequently you meet with your supervisor is for you and the supervisor to agree; you should (at the least) receive sufficient guidance to set you on a fruitful path of study and/or research. But students and supervisors should remember that these are *independent* projects.

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*. For the most part, the relevant course numbers are either **Honors 4900-4980** or (more likely) the appropriate independent study/guided reading course number in the student's major department.

## **PIERRE LACLEDE HONORS COLLEGE**

### **GENERAL ACADEMIC REQUIREMENTS AND RULES**

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**I have now spoken of the education of the scholar by nature, by books, and by action. It remains to say somewhat of his duties. -**  
**-Ralph Waldo Emerson, "The American Scholar," ca. 1838**

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#### **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**

The Four-Year program in Honors requires a minimum of 40 credit hours in Honors (including 6 credit hours of independent study or research), distributed as follows:

**YEAR 1.** This area of the Honors curriculum is currently under reconstruction. Students will take part in and be kept informed of developments, although the Fall, first year syllabus is now certain, during which students will take at least six credit hours in honors, as follows:

**Fall, first year:**

**Honors 1200** (3 credits). Cultural Traditions I

**Honors lxxx** (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** (3 credits). Cultural Traditions II

**Honors lxxx** (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, in either the fall or, preferably, winter semester, Honors students admitted as Freshmen in August 2004 will take at least one seminar from the 2010-2080 range of 'Inquiries' courses. However many Inquiries courses are taken, one should be in an area outside the disciplinary range of the student's intended undergraduate major. All Inquiries courses are 3 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 2020.** Inquiries in the Fine and Performing Arts.

**Honors 2030.** Inquiries in the Social and Behavioral Sciences.

**Honors 2040.** Inquiries in Mathematics and Computer Science.

**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 first enrolled in or after January 1999 will be 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 D 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 UM-St. Louis department or division, but where it is preferred (or necessary) will be given an Honors course number, as follows:

**Honors 4900:** Honors Independent Study

**Honors 4910:** Honors Internship

**Honors 4915:** Honors Internship—Off-campus

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 Laclède 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).

Students on the Two-Year program may take additional Honors seminars and/or 3 additional credits of Honors Independent Study or Undergraduate Research, subject to the same requirements as for students on the Four-Year program (see above).

### **OTHER TRANSFER STUDENTS**

Students transferring to Pierre Laclède 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.

## **REGISTRATION FOR AND COMPLETION OF COURSES**

Honors College students are normally expected to maintain full-time status (completing at least 12 credit hours per semester), and PLHC scholarship awards are made on the assumption of 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 in scholarship funding.

This requirement can be moderated where a student's personal circumstances make full-time study impossible. Students who find themselves in such circumstances should submit a written explanation to the Associate Dean, who can waive or moderate the registration and/or completion rules of the College.

## **PART-TIME STUDENTS**

Students explicitly admitted as part-time students are 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.

## **GRADE POINT AVERAGE (GPA) REQUIREMENTS**

Here, unless otherwise noted, GPA refers to the student's record in all UM-St. Louis courses, both in and outside of the Honors College.

## **DEAN'S LIST AND GRADUATION HONORS**

Honors students who, in any academic year, complete at least twenty-four credit hours (including any required Honors credit hours) and achieve a GPA of between 3.50 and 4.00 will be recognized by placing them on the Dean's List of the Honors College, and they will also be placed on the Dean's list of the University division or College in which they are taking their major. For students who have completed at least 60 credit hours at UM-St. Louis (including any Honors College credit hours), grade point averages at graduation will be accorded 'Latin Honors' according to the following scale:

GPA of 3.20-3.49: students graduate *cum laude* ('with honor').

GPA of 3.50-3.79: students graduate *magna cum laude* ('with great honor')

GPA of 3.80-4.00: students graduate *summa cum laude* ('with highest honor').

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 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 UM-St. Louis transcripts.

Continuing students whose GPA for the preceding academic year is in the upper 10% of the college (and includes no incomplete or delayed grades) will receive public recognition at the annual scholarship convocation (fall semester) as holders of the **Fred Fausz Achievement Award** for that year. Named after the first dean of the college, Dr. J. Frederick Fausz, the award also carries a small scholarship enhancement.

## **GRADE REQUIREMENTS IN HONORS COURSES**

Honors courses contribute both to meeting general graduation requirements and to meeting the requirements of the Honors program. In order to insure that Honors College courses meet UM-St. Louis graduation requirements, a grade of at least D- is required. However, to earn a certificate from the Honors College you must have maintained a 3.20 GPA.

## **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 three years' scholarship support for the Two-Year program) should that additional period of study prove essential for completion of the Honors Program requirements.

### **ACADEMIC WARNING**

Honors College students whose cumulative GPA drops to below 3.00 will receive from the Associate Dean 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.

### **ACADEMIC PROBATION**

Honors students whose cumulative GPA drops below 3.00 may be placed on academic probation and be required to seek counseling help from the Dean, Associate Dean, or other appropriate faculty. While on probation, they will retain their Honors College membership and will be expected to continue to follow the Honors academic program, but their Honors College scholarship funding may be reduced or removed.

### **DISMISSAL**

Students whose GPA falls below 2.50 may be immediately dismissed from the Honors College. Students whose cumulative GPA remains below 3.00 (but above 2.50) for three consecutive semesters will normally be dismissed from the Honors College and lose all their Honors College scholarship funding. Students who for two consecutive semesters fail to take an Honors seminar will also normally be dismissed from the Honors College, unless they have received permission from the College to suspend Honors study for that period. Questions regarding this should be directed to the Associate Dean.

### **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 and/or status in the Honors College. For information on these awards, students are referred to the University's Office of Student Financial Aid.

### **APPEALS**

Students will be notified by registered U. S. mail 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.

## **PIERRE LACLEDE HONORS COLLEGE**

### **ACADEMIC SUPPORT AND GRIEVANCE PROCEDURES**

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#### **GENERAL**

The Honors College, its staff, and its faculty are committed to student success. This commitment cannot be effective if it remains one-sided, and the assumption underlying each Honors seminar is that each student, too, will work to achieve success. In this environment, the student is regarded as a producer, not a consumer, of her or his education. In this respect, students need to determine for themselves what ‘success’ means, and to seek support accordingly. You may ask for support at any time from any Honors College staff member.

#### **ACADEMIC SUPPORT**

Your Honors College advisor will also suggest that you contact your seminar instructor for a meeting. Indeed, your seminar instructor is your first and best line of academic support, as the person best qualified to explain the subject matter and disciplinary approach of the honors course in question, and also as the person responsible for evaluating and grading your work. 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. Please remember that problems you may be having in understanding a course are suitable matter for seminar discussion. The chances are that other students are experiencing similar difficulties, and they will be grateful to you for raising the matter.

#### **MID-SEMESTER ASSESSMENT**

While expecting students to take responsibility for seeking academic support, whether from their seminar instructor or from a member of Honors College staff, the Honors College does operate a blanket ‘early warning system.’ At mid-semester, each instructor is asked to identify students who are not making “satisfactory progress” (for instance, students who have overdue work or whose course work grade is C+ or below). If your instructor reports that you are not making satisfactory progress, we will contact you and set up a meeting with a member of the Honors College staff. The aim of the meeting will be to assess your position and 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.

#### **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. For more on this point, see “GRADES AND COMMENTS,” pp. 4-5, above. If a student nevertheless wishes to pursue a grievance, the Honors College follows general university procedure concerning grade grievances. For this procedure, please see [http://www.umsl.edu/services/advising/student\\_guide/academics/index.html](http://www.umsl.edu/services/advising/student_guide/academics/index.html). In the Honors College, the “administrative officer” overseeing grade grievances is the Associate Dean. If the grievance is against the Associate Dean, the “administrative officer” will be the Dean.

**APPENDIX A1: Pierre LaCade 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) \_\_\_\_\_

Required Honors Courses	Semester taken	Course number (e.g. Honors 3020)	Section number (e.g. Section 003)	Working title (e.g. "Judicial Policy Making")	Instructor's name	Grade for course <sup>i</sup>
<b>Sophomore years: Transfer students entering as Sophomores will take at least one honors seminar each semester, normally from the 2000-level.</b>						
	Sophomore 1					
	Sophomore 2					
<b>JUNIOR YEAR: THREE HONORS SEMINARS INCLUDING HONORS 3100 AND TWO OTHER SEMINARS, INCLUDING AT LEAST ONE FROM THE 2010-2080 RANGE</b>						
Honors 3100 / 3160		Honors 3100 / 3160		Writing the City <sup>ii</sup> / Writing in the Sciences		
2000-level						
2000- or 3000-level						
<b>Senior Year: two Honors seminars, normally chosen from the 3010-3080 or 3510-3580 range, and Honors 4100</b>						
3000-level						
3000-level						
Honors 4100	Senior year			Independent Portfolio Writing (Writing Program Capstone)		
<b>Honors Independent Study: six credit hours, normally in the Junior and/or Senior years (see Appendix C for Independent Study options)</b>						
Independent Study I						
Independent Study II						

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.

<sup>1</sup> **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.  
<sup>2</sup> **Please note** that Honors 3100, "Writing the City," is a **required** element of the Honors program for all transfer students. 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 Laclède 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	Semester taken	Course number (e.g. Honors 3020)	Section number (e.g. Section 003)	Working title (e.g. "Judicial Policy Making")	Instructor's name	Grade for course
<b><u>Freshman Year: normally five courses</u></b>						
Honors 1100		Honors 1100		Honors Freshman Composition		
Honors 1200		Honors 1200				
Honors Fresh.Seminar		H 1310,1330 H 1110,1130,				
Honors 1201		Honors 1201				
Honors Fresh.Seminar		H 1310,1330, H 1110,1130				
<b><u>Sophomore Year: two seminars, normally from the 201-108 range</u></b>						
2000-level						
2000-level						
<b><u>Junior and Senior Years: four seminars, at least TWO of which must come from the 301-308 or 351-358 range</u></b>						
2000- or 3000-level						
2000- or 3000-level						
3000-level						
3000-level						
Honors 4100	Senior year			Independent Portfolio Writing (Writing Program Capstone)		
<b><u>Honors Independent Study: six credit hours, normally in the Junior and/or Senior years</u></b> <b><u>(see Appendix C for Independent Study options)</u></b>						
Independent Study I						
Independent Study II						

**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 Director of the Writing Program 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 Director will evaluate these essays according to a standard rubric (see below) stressing various aspects of writing, and will discuss these evaluations with each student. The Director may recommend revision of all or parts of each essay, or may approve both essays for inclusion in the student's Honors Portfolio without further revision. The Honors Portfolio will serve many key purposes for PLHC, for faculty, and above all for students.

For administrators and faculty, the writing portfolio program presents several significant benefits including outcomes assessment directed at, *inter alia*, an ongoing discussion of the role played by writing in the curriculum and of the ways in which composition courses in and outside of the Honors curriculum can best serve the pedagogical objectives of faculty in their Honors seminars. Results of the rubric assessments will be periodically tabulated and made available to faculty and administrators. These reports, produced by the Director of the Writing Program, should provide a global picture of students' progress in writing and may help to isolate particular areas of concern, or for that matter of satisfaction, with the Honors curriculum.

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 consultations and evaluations involved in constructing the portfolio will enable students better to articulate their understanding that the writing process is a complex matter, recursive in nature, and that it involves a series of questions and answers which they can master. The selection and discussion of portfolio essays, and revision work, will empower students not only as writers, but also as critics, as they become more aware of how they write and of what is demanded of academic research and writing in different disciplines. 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.

The Director of the Writing Program is Nancy Gleason, who also directs the production of *Bellerive*, the College's literary magazine, and is the Associate Dean of the College. For her office and resource room numbers and contact addresses, please see the list of Honors staff at the beginning of the *Handbook*.

**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)

<u>Score*</u>	<u>Criterion</u>
	Essay presents a significant, original and clearly defined thesis/idea/purpose.
	Logic, intellectual inquiry, and critical thinking are evident in the essay.
	Support information is fully developed, substantial, relevant and logical.
	Ideas are presented accurately as fact, inference or opinion. Valid, credible and comprehensive research information is presented effectively.
<b>/20</b>	<b><u>TOTAL OF ABOVE FOR "DEPTH AND BREADTH OF THOUGHT AND INFORMATION"</u></b>
	Essay is organized clearly and effectively. Form of essay is appropriate for subject/purpose.
	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.
<b>/10</b>	<b><u>TOTAL OF ABOVE FOR "STRUCTURE OF ESSAY"</u></b>
	Sentences are coherent, effectively varied and skillfully constructed.
	Language usage is distinctive, precise, sophisticated and consistently idiomatic.
	Tone, voice and point of view are effective, consistent, sophisticated and appropriate for subject/purpose of essay.
<b>/15</b>	<b><u>TOTAL OF ABOVE FOR "STYLE"</u></b>
	Effective expression is promoted by consistent and correct use of grammar, punctuation and spelling. Documentation, when applicable, is correct, consistent and complete.
<b>/5</b>	<b><u>TOTAL OF ABOVE FOR "MECHANICS"</u></b>
<b>/50</b>	<b><u>TOTAL SCORE FOR ESSAY</u></b>

EVALUATOR'S COMMENTS:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluator's name \_\_\_\_\_

Evaluator's signature \_\_\_\_\_ (date) \_\_\_\_\_

## **APPENDIX C: NATIONAL STUDENT EXCHANGE (NSE)**

The Honors College's Office of National Scholarship Information is located in the Provincial House. The purpose of the Office is to alert students to research and scholarship opportunities at both the undergraduate and postgraduate level, to assist students in gathering information about these opportunities, and to help ensure that their applications are completed on time and in proper form.

**The National Student Exchange** is an organization of about 180 American and Canadian universities which enables undergraduates to study at a member campus for a semester or a whole school year (normally but not exclusively during the Junior year). The Honors College has historically administered this program for the whole university, and is proud to do so. Studying on the National Student Exchange provides students with the opportunity to travel to different parts of North America, to encounter—successfully, it is hoped—new learning environments at different institutions of higher education, and to broaden their social experience. It can be very valuable in terms of career development, too, for instance enabling students to study in particular subjects or areas not fully covered by University of Missouri-St. Louis departments (e.g. marine biology) or not available here (e.g. oceanography). As an Exchange program, costs (other than travel costs) are minimal, for you simply change places with another student coming to UM-St. Louis. Your UM-St. Louis and Honors College scholarships are still paid to you, and you pay your tuition and fees to the UM-St. Louis. Students interested in NSE should contact Jill Coleman and/or go to [www.nse.org](http://www.nse.org).

## **APPENDIX D: THE PLHC INDEPENDENT STUDY REQUIREMENT**

There are several ways to fulfill the six credit hour Honors Independent Study requirement: undergraduate research (approved research projects are normally funded by the Honors College), ‘Contract Work’ in conjunction with a 3000-level course on the main campus, an independent study or directed reading course in your major department, a senior thesis or capstone course in your major department, a 4000 series graduate level course (where permitted) in your major, or an on- or off-campus internship related to your academic and/or career interests. Students who study at another university institution “on exchange” (whether through the Center for International Studies or the National Student Exchange) may use their exchange program to meet part or the entire Independent Study requirement (advanced permission and a written project are required). This section of the Appendix contains instructions for current variants of the Independent Study requirement, and copies of application forms for Undergraduate Research, Contract Work, and Guided Reading. Please retain these in your *Handbook* for future reference.

### **Appendix D.1: Undergraduate Research**

Undergraduate research projects should involve Honors students with advanced research problems and techniques (in laboratories, libraries, and/or ‘field’ research) suitable to the relevant discipline in which the research is undertaken. Another and different “research” approach to the independent study requirement can be distinguished from the above by stressing aesthetic and/or creative modes of expression, as might characterize certain kinds of work in the fine and performing arts or in creative writing. Supervising faculty are asked to insure that the research project is appropriate to advanced undergraduates (normally majoring in the field), worthy of registration for three (or in unusual cases six) credit hours, and suitable for the production of a final report in appropriate form and format. The grade should be based primarily on the final report, although supervisors may vary this as they think appropriate to the discipline and/or to the individual research project.

Undergraduate Research projects may be taken as Honors courses (Honors 4910 through 4990) but will normally be taken as independent study or independent research courses within students’ major departments (see the University Bulletin for appropriate course titles and numbers).

To initiate an undergraduate research project, students must normally secure the supervision of a faculty member in the relevant department or discipline. Approved Honors *research* projects may qualify for additional financial assistance.

See the following three pages for further instructions and a sample application form. Further application forms will always be available from Birgit Noll, the Associate Dean, or the Dean. Completed applications should be submitted before the beginning of the academic semester or summer session in which the research project is to be undertaken.

**Pierre Laclède Honors College,**  
**University of Missouri-St. Louis**

**Undergraduate Research in the Honors College: Instructions for Applicants**  
**Appendix D.1 (cont.)**

\* \* \* \*

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 agree research goals and assessment (grading) criteria. The budget figures will be used

(a). to set 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). to determine whether 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).

(c). to insure (in the case of crediting funds directly to your scholarship account) that you do not thereby lose student loan entitlement.

In preparing a detailed description and budget for your research project, you should use no more than four typed pages, single spaced for the project description and no more than one typed page for your cost estimates. 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. It would also be useful to state a main hypothesis, although we recognize that, at this stage, such hypotheses are likely to be tentative and conditional. Please consult with your faculty advisor on the report. Your advisor's signature on the brief form is essential for academic approval of the project for course credit, and the consultation will be helpful to you in planning your research work and in insuring that the completed project meets your, and your advisor's, expectations.

Unless your research advisor holds a permanent faculty appointment in the Honors College, the course number given (in section 4 of the application form) should normally be an appropriate 'Independent Study' or 'Independent Reading' or 'undergraduate research' course number from the research advisor's department (for instance, Spanish 4390, Psychology 3390, Physics 3390). If no such course number is available, or if your advisor deems the course number inappropriate to your research project, then you should enter 'Honors 4900.

**\*\*Please note that whether or not an Honors Course Number is used, a copy of your final research report must be lodged with the Honors College as well as with your faculty supervisor.**

If you and/or your advisor have any questions concerning procedure, please contact either Dean Robert Bliss (x6874) or Associate Dean Nancy Gleason (x6629) in the Honors College.

**UNDERGRADUATE RESEARCH IN THE HONORS COLLEGE**  
**APPLICATION FORM FOR INDIVIDUAL RESEARCH PROJECTS**

1. <u>Name:</u>	2. <u>Student No:</u>	3. <u>Major:</u>
4. <u>Course number from appropriate unit:</u>		
5. <u>Name and department of faculty supervisor (if known):</u>		
6. <u>Title and brief description of research project:</u> <i>(NB: To be filled in by student. A fuller description is also required: see instruction sheet)</i>		
<hr/> <hr/> <hr/> <hr/>		
7. <u>Faculty supervisor's signature:</u> I approve the above research project as sufficient to receive THREE hours of credit in (enter course number): _____ (signed) _____ (date): _____		
8. <u>Brief statement as to estimated costs of research and main cost headings:</u> <i>(NB: 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.)</i>		
<hr/> <hr/> <hr/> <hr/>		
ESTIMATED TOTAL COST _____		
9. <u>Faculty supervisor's funding recommendation:</u>		
<input type="checkbox"/> I have read and approve the student's estimation of cost. <input type="checkbox"/> I have read the student's estimate and I believe that \$ _____ in additional funding will be necessary. (Please append your reasons, and if possible suggest a source or sources for this additional expense).		
<input type="checkbox"/> Funding for this research project should be paid into a departmental account, Account number _____, and will be administered <u>by my academic department</u> / <u>by myself as fund holder</u> (delete as appropriate).		
<input type="checkbox"/> Expenses for this research project are best handled by the student.		
<input type="checkbox"/> Expenses for this research project will be minimal and should not require additional funding		
(signed) _____ (signed) _____ (faculty supervisor, as above) (department chair, if department is to receive and administer research funding)		
10. <u>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: <a href="http://www.system.missouri.edu:80/uminfo/rules/content.htm#chp100">http://www.system.missouri.edu:80/uminfo/rules/content.htm#chp100</a>) which are hereby incorporated into this agreement.</u>		
(signed) _____ (date) _____		
11. <u>Honors College authorization:</u> This research project is approved for academic credit and to meet THREE credit hours of the Honors College Independent Study requirement. Funding of _____ (enter amount) is also approved and will be:		
<input type="checkbox"/> transferred to departmental account # _____ <input type="checkbox"/> added to the student's scholarship for _____ (semester).		
(signed) _____ (date) _____ (Robert M. Bliss, Dean, or Nancy Gleason, Associate Dean, Pierre Laclède Honors College)		

**APPENDIX D.2: INDEPENDENT STUDY THROUGH THE “GUIDED READING” OPTION.**

The guided reading option for Honors Independent Study can be particularly valuable where the student’s interest is not catered for by an existing course (in Honors or in a major or minor field) and where the undergraduate research option is not suitable. Indeed, the guided reading option can be regarded as an appropriate background preparation for a later ‘research’ option. Most UM-St. Louis departments and divisions recognize the value of such projects by including a “directed reading” or “special readings” option among their course offerings. In any such course (normally taken for three credit hours, though variations are possible), you must agree with your instructor a program of study which will normally include substantial reading and assessed written work. If the work is undertaken in another department or division, you must inform the Honors College that you have registered for the course. If your guided reading is to be under the direction of a permanent member of the Honors College staff, you should consult that person and, with his or her approval, register for Honors 4900 (“Independent Study in Honors”). You must also register for Honors 4900 if your major department does not offer a “guided reading” option. But whether you are taking Honors 4900 or the appropriate course in your major or minor department, you must use the form below to inform the Honors College. The form will be placed in your file, and may be used to write references for you, so you should take care to insure that it is fully and correctly filled out.

**Pierre Laclède Honors College: Independent Study through Guided Reading**

<u>1. Student Name:</u>		<u>2. Student No:</u>	<u>3. Major:</u>
<u>4. Course number and brief title:</u>			<u>5. Semester/Year (e.g. FS2004)</u>
<u>6. Name and department of faculty supervisor:</u>			
<u>7. Title(s) and brief description(s) of agreed work:</u> <i>(NB: Please be as specific as possible as to the work required and relevant due dates. If fuller descriptions are required, please attach additional sheet(s)).</i>			
_____			
_____			
_____			
_____			
<b>Signatures:</b>			
Student: _____		Date: _____	
Instructor : _____		Date: _____	

### **APPENDIX D.3: INTERNSHIPS FOR INDEPENDENT STUDY**

Honors students can earn a maximum of six Honors College Independent Study ‘credits’ through internship experiences. Thus, you can use one or more internships to satisfy the whole of the Honors College Independent Study requirement. There are two main options.

#### **Option #1—Internship for Academic (graduation) credit.**

- The student must register for the number of credits agreed upon and assume the financial responsibilities associated with registration. Academic approval must be secured from the Honors College (for General Education credits) or from an academic department (for graduation credit in a student’s major or minor). In either case, registration will occur under an appropriate course number (in Honors, from among Honors 4900-4990).
- Credit is calculated at approximately 50 hours of internship work per credit.
- The kinds of work required for academic credit may vary from department to department, and students using an internship for academic credit in their major or minor department are responsible for insuring that they meet relevant requirements. **Please ensure that you know what these requirements are.**
- For academic credit in the Honors College (Internships earning credit as Honors 4900-4990), students are normally required to:
  - Maintain a daily/weekly journal recording the internship experience;
  - Write a more formal final paper presenting the internship experience according to the criteria outlined below;
  - Insure that the site supervisor complete, review with the student, and send to the Honors College an “Intern Performance Evaluation” form. The site supervisor may, if desired, also write a letter on the student’s behalf.
  - The journal, final paper, and evaluation form must be submitted before any academic credit is confirmed.

#### **Option #2—Internship without Academic (graduation) credit:**

- A student not wishing to use an internship for academic credit may select this option. An agreement is made between the student and the Honors College internship supervisor that the internship project will satisfy an agreed-upon number of credits, usually for three or six hours. The student does not register for credit.
- Other than not registering for credit, the internship must meet the criteria laid down in Option #1 if it is to satisfy the relevant Honors Independent Study requirements.

#### **Final Paper Requirements for Honors College Internships.**

(Again, please note that internship requirements in major or minor departments may differ.) The final paper will be 5-10 pages in length and written in a report format with proper academic attention given to grammar, punctuation, and sentence construction. Where appropriate, applicable rules of citation and referencing (bibliography, footnotes, etc.) should be used. The report should begin with an introductory paragraph defining the internship site and the specific internship you engaged in, including your work schedule and the hours you actually worked. Other sub-sections should normally:

- Identify your site supervisor and his or her position in the firm or organization;
- Describe your internship duties and evaluate your internship accomplishments;
- Analyze the strengths and weaknesses of your internship experience;
- Assess the academic value of the internship (how did it support/expand your academic program or intellectual understanding?);
- Assess the professional value of the internship (how did it inform/support your career aims?);
- Predict the long-term personal value of your internship;
- Conclusions and recommendations (would you advise someone else to do this internship? And why?).
- Variations may occur on the above requirements as determined by the faculty member supervising the project.

**Remember that any internship presented as satisfying all or part of the Honors College Independent Study Requirement must also include an “Intern Performance Evaluation” from your site supervisor. Extra Intern Performance Evaluation forms are available from the Honors College Office and from Birgit Noll, coordinator of the Honors College internship and experiential learning program.**

**PIERRE LACLEDE HONORS COLLEGE**  
at the University of Missouri-St. Louis



**Intern Performance Evaluation**

Use this form to evaluate your UM-St. Louis 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:** \_\_\_\_\_

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

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:**

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

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

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

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---

---

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

**Student comments:**

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*Signatures:*

\_\_\_\_\_

*(supervisor)*

\_\_\_\_\_

*(student)*

*Please send or FAX this evaluation form to:*

**Birgit Noll  
Internship Coordinator  
Pierre Laclede Honors College  
One University Blvd.  
Provincial House  
St. Louis, MO 63121-4400**

**(314) 516-4230 (direct line)  
(314) 516-6870 (College Office)  
(314) 516-6873 (FAX)  
nollb@msx.umsl.edu**

**APPENDIX D.4. OTHER OPTIONS FOR FULFILLING THE HONORS COLLEGE INDEPENDENT STUDY REQUIREMENT.**

Students wishing to pursue Independent Study projects which are neither undergraduate research projects, contract work, guided reading, or internships are, first of all, reminded that there are many ways to fulfill the Independent Study requirement, and we are open to suggestions. But among the options which have been pursued in the past are the following:

a). Taking a graduate level (course numbers are 5000 and above) course, normally in your major and where permitted. This is normally credited as 3 hours of Honors Independent Study per graduate level course.

b). Writing a Senior Thesis in your major department, where this option is permitted. This is normally credited as 3 hours of Honors Independent Study. If, however, the Senior Thesis is a 'research' thesis, we recommend that you approach it through the Honors undergraduate research route, as above.

c). Pursuing your degree studies by an approved exchange at another university, either through the International Studies exchange program ('study abroad') or the National Student Exchange. For each semester on exchange, you are normally credited with 3 hours of Honors Independent Study, to a maximum credit of six hours.

d). Presenting certification that you have successfully completed your academic major's clinical or practicum requirements. NB that this option applies mainly to student teaching experience (for Education majors) and clinical work (for Nursing majors), as well as some other majors.

e). Taking a guided reading independent study. See a full-time honors faculty member for supervision.

f). Your idea for an Independent Study project is \_\_\_\_\_. (In other words, if none of the above suggestions fit your case, you are invited to fill in the blank).

There is no formal application form for these variants on the Independent Study theme. However, we regard them as in principle of equal value with the 'research' and 'contract' options, and will expect you to submit an Independent Study Declaration Form outlining the sort of Independent Study credit you are aiming at, the nature of the work you will be doing, and (where relevant) the kind of report you will be submitting to the Honors College.

**Please remember that whatever form your Independent Study (IS) projects take, you must make arrangements with the Honors College in advance. *You are responsible* for informing your Honors College advisor of how you intend to fulfill your IS requirements and for insuring that you submit all necessary forms, reports, etc., whether to the Honors College or to an academic department. Detailed questions on *internships* and *independent study* should be referred to the Independent Study Coordinator, Birgit Noll; detailed questions on *undergraduate research projects* should be referred to Dean Bob Bliss; Associate Dean Nancy Gleason is the resident authority on other ingenious ways to fulfill IS requirements.**

**Please also remember that Honors Independent Study is an important graduation requirement and cannot be left to the last minute.**

**APPENDIX E: 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**

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

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

**II. Evaluate the course**

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

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

**III. Evaluate your contribution to the course**

<b>Self evaluation</b>	<b>Please respond from 1 (“strongly disagree”) to 5 (“strongly agree”)</b>				
	1	2	3	4	5
15. I maintained a high level of effort and engagement in this course.					
16. I regularly completed the required readings in this course.					
17. I regularly attended class and contributed to in-class discussions.					

Please use the space below to explain your self-evaluation.

## **APPENDIX F: HONORS COLLEGE GOVERNANCE.**

The **Pierre Laclède 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 C107.

The mission statement of the College reads, in part, that we should seek “to foster an intellectual climate in which democracy, diversity, excellence, and civility are fundamental, coequal values.” Your active participation in the governance of the college, whether in PLHCSA, the Assembly, or the Council, can help us to achieve these high aims. We are all very happy indeed, then, to welcome you aboard.

## **APPENDIX G: PROFILE OF THE COLLEGE**

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

**Dean:** \*Robert M. Bliss, BA (History, Pennsylvania), MA, PhD (American History, Wisconsin-Madison)

**Associate Dean and Director of the Writing Program:** \*Nancy Gleason, BA (English, UM-St. Louis), MA (English, UM-St. Louis).

**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).

\*Daniel Gerth, BA (English and History, St. Louis University); MA (English, University of Missouri-Columbia).

\*Chad Hankinson, BS (Political Science and Philosophy, SUNY Brockport); MA, (Political Science, University of Buffalo).

\*Birgit Noll, BA (American Studies and French, Johann Wolfgang Goethe-Universitaet), MA (English, Washington University).

**Administrative Associate:** John Perez, BA (English, University of Missouri - St. Louis).

**Admissions Representative:** Jill Coleman, BES (Educational & Counseling Psychology, University of Missouri-Columbia); MS (Sport Administration, Florida State University).

**Administrative Assistant:** Shakita House, AS (Computer Science, Sullivan University).

**Honors Faculty:** Faculty volunteer 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 UM-St. Louis have taught in the Honors Program. Additional teaching is done by adjunct faculty whose appointment has been approved by the relevant academic department or division. All Honors Faculty members, including adjunct instructors, are members of the Honors College Assembly, the college's governing body, and the Assembly elects the College Council, made up principally of regular and full-time members of the UM-St. Louis faculty.

**Scholarships.** Since most PLHC and University scholarships are granted on a competitive, merit basis, our students' profile insures that they receive significant scholarship help. Average scholarship support from the Honors College is over \$1,000 per student, and many honors students also hold scholarships from other sources (e.g. Missouri Bright Flight, University of Missouri system scholarships, and UM-St. Louis scholarships). Most scholarships are renewable with the maintenance of full-time status and certain GPA minima (3.20 for specifically Honors College scholarships). There are also academic achievement scholarships given at the end of each academic year, and Honors students may apply for scholarship-supported undergraduate research projects as well as scholarship-supported exchange study via the National Student Exchange or the Center for International Studies. Since Honors students are also eligible for needs-based aid, our public tuition rates offer a remarkably attractive financial package to applicants and their families.