



Table of Contents

About the Schedler Honors Program.....	3
Vision	3
Values Statement.....	3
Mission.....	4

Sophomore Check-In	17
Sophomore Lecture.....	18
In-Between Meeting	18
Graduation Requirements and Traditions.....	18

About the Schedler Honors Program

best selves, individually and collectively. These values nurture a community that encourages informed and responsible action.

Mission

The Norbert O. Schedler Honors College identifies highly motivated students, immerses them in a learning community where they can examine who they are and practice who they want to become, invites (challenges) them into (with) opportunities for growth, and develops them as conscientious citizen-scholars prepared to make a difference. The College creates a space where the community tries out ideas and practices that contribute to human flourishing.

Guiding Principles

Inclusion Statement: The Schedler Honors Program upholds that diversity fuels the scholarly advancement of knowledge. In order to foster excellence and prepare culturally competent leaders, we seek to create an environment of inclusiveness and respect for the similarities and differences in our community. Through thoughtful conversation about ethnicity, race, socio-economic class, gender, religion, sexual orientation, national origin, age, and ability, we expand our minds and move beyond raising awareness toward creating sustainable social change.

Leadership Statement: The Schedler Honors Program provides a constructive forum that fosters the cultivation of knowledge, skills, and behaviors that develop capacity to effectively communicate and interact with others in order to accomplish a goal in a manner that is as free as possible from prejudice and presupposition and that reflects high ethical standards and disciplinary expertise.

Goals for Student Development

The goal of the Schedler Honors Program is to develop socially responsible leaders,

Leading with Expertise (HONP 1300)

Taken in the fall semester of the freshman year, "Leading with Expertise" is a gateway course to the Schedler Honors Program. The goal of the course is to explore areas of leadership, social responsibility, and disciplinary expertise. Through an interdisciplinary approach, students learn how to read, write, and engage in intellectual discourse. Students will learn to identify and evaluate sources of information, and they develop a base of knowledge essential for engaging in conversations about contemporary social issues. This course draws on material from a variety of traditions and requires students to engage with challenging readings, frame arguments and provide evidence during in-class discussions, and participate in critical communication about current issues within and across disciplinary areas. Students may count the course as fulfilling the Responsible Living (RL) requirement for the lower division core. The course also satisfies the Freshmen Year Seminar (FYS) requirement and the Humanities (H) requirement.

Honors Program Seminars

For the completion of the Honors Program Core, students must complete three additional university courses with the Honors Program Seminar (SHP) designation. These seminars are offered every semester and are offered in a variety of disciplines. These courses allow students opportunities to practice the skills that are introduced in the "Leading with Expertise" course throughout the remainder of the Core Program and move them toward proficiency of these skills while preparing them to undertake the Honors Program Capstone Project.

Honors Program Capstone Project

The goal of disciplinary expertise remains critical to the mission of the junior and senior curricula, through which students are able to complete an Honors Capstone Project within their major. They are required to complete two courses dedicated to the completion of the Capstone Project, during which a student completes a project of their own choosing rooted in undergraduate research or creative work.

Research Methods, HONP 3320

Research Methods fulfills the first of two required courses for completion of the Honors Capstone Project. It is designed to help students look critically at evidence, understand research ethics, develop research questions, try out arguments, and learn processes of scholarly inquiry. Research Methods should help students to not only synthesize information and respond critically to their sources, but also to master the facts and evidence upon which their responses are based. The course goal is for each student to

4. Support your statements. Use evidence and provide a rationale for your points. Share briefly from your own experiences when appropriate, rather than simply your positions.
5. Step Up, Step Back. Allow everyone the chance to talk. If you have much to say, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion and empower yourself to speak up.
6. Speak your discomfort. If you are offended by something or think someone else might be, speak up and don't leave it for someone else to respond to it.

Co-Curricular Programming

First Year Student Summer Reader

The purpose of the summer reader is to create a common intellectual experience for incoming honors students and introduce them to the academic values, expectations, and learning outcomes of the Schedler Honors Program. Traditionally non-fiction, the summer reader also serves to connect the values and learning outcomes to the Schedler Honors Program directly to Challenge Week in an effort to strengthen the connections between curricular and co-curricular activities..

Community Service Hours

All Honors Program stuy

Schedler Honors Program has committed to sponsoring. Students must provide documentation of their donation.

Other service projects will vary from semester to semester, but will always include a variety of options inside and outside, as well as different days and times to accommodate student schedules. Students will document their service hours in GivePulse.

Failure to complete the required service hours will result in being placed on probation for the next semester. Failure to complete the required service hours during the probation semester may result in dismissal from the Schedler Honors Program.

Challenge Week

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

Issues in the Public Square

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

Fall Retreat

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

Schedler Scholars in Residence

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

be a Norbert O. Schedler (NOS) Honors College student in good standing at the Sophomore level or higher, having completed a minimum of at least one course prior to being awarded

have a cumulative UCA grade point average of 3.500 or higher

have at least one semester of university and Honors coursework remaining upon the completion of the proposed experience.

Application

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

Travel Abroad Grants (TAG)

The NOS Honors College supports students who seek to study abroad. Scholarships are awarded under the auspices

Experiential Learning Funds (ELF)

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

Living and Learning Community

Jefferson D. Farris, Jr. Honors Hall

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

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

Citizenship Contract

Members of the Schedler Honors Program must agree to make positive academic, social, and civic contributions that reflect their commitment to intellectual and educational inquiry, their willingness to foster a living/learning environment of ease and lives. As such, the Schedler Honors Program requires all students to sign a citizenship contract upholding these values and agree that the Schedler Honors Program and the Department of Housing and Residence Life hold the right to remove the student from the Honors

Living/Learning environment if it is deemed that their presence causes a disruption to that learning environment.

Student Leadership Programs

Freshman Mentor Program

Honors Program Mentors live with the freshmen in Farris Hall. All mentors are carefully

Leading with Expertise Pedagogical Assistants

The aims of this program are to provide upper-division students with teaching opportunities and mentoring from a faculty member and to increase the amount of instructional contact for first-year students. The role of a PA might include leading occasional discussions, reading and responding to journals/discussion boards, or providing feedback on papers. Instructors work out the PA's duties in consultation with the particular PA every semester, as part of the mentoring process that seeks to provide the PA with experience that will be valuable to him or her. PAs may receive Special Topics course credit or receive an experiential learning stipend. Students must complete an application in order to

Honors Ambassador Program

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

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

Ambassadors assist with recruiting prospective students through the following ways:

- Send letters and Honors College brochures to the high schools throughout the state, including those from which they graduated.

- Attend College Fairs hosted around the state.

- Attend Distinguished Scholars Day and Bear Facts days.

- Assist on I-Squared Days when applicants are on campus.

- Send postcards to students who have started applications encouraging them to complete their applications by the application deadline.

- Meet with prospective students visiting campus.

Ambassadors are encouraged to dedicate at least ten (10) hours per semester to the above activities and submit their hours regularly through the Honors Ambassador Work Form. Ambassadors will earn incentive prizes based on a tiered system of 10 hours, 20

complete at least 27 credit hours in the freshman year and 30 credit hours each subsequent academic year (Fall semester through Summer I). May intersession, 8-week Summer Session, and Summer I classes can be used to raise the annual GPA or total hours to this minimum. Scholarship renewal requirements are based on UCA credit hours. In order to have the scholarship continued from the first fall semester to the following spring semester, a student must earn 12 credit hours or above with a 2.50 cumulative GPA. For any following semester, a student must earn a 3.25 cumulative GPA and be in good academic standing.

Additionally, maintaining good standing in the Schedler Honors Program requires:

Attendance at a minimum of 2 Challenge Week Events

Earning at least three (3) service hours through participation in Honors Program service projects

Matriculation Eligibility

During the spring semester of the sophu

by the other students assigned to that moderator. Students will be provided with a rubric prior to the lecture. Students will receive a pass/fail ranking. Students who fail will be given an opportunity to re-present their lecture.

In-Between Meeting

In the fall semester following completion of Research Methods, students will meet with the Undergraduate Research Coordinator. The purpose of this meeting is to reiterate the program

the senior year, if students are not currently enrolled in Scholars Capstone, they will attend the In-Between Meeting to make sure they are on track for completing their capstone the next semester. Ultimately, the goal of these meetings is to remind students of the support resources available to them both within the NOS Honors College and across the university.

Graduation Requirements and Traditions

Applying for Graduation

Prospective graduates must meet the university deadlines to apply for graduation. The

applications may be submitted once a student has completed 90 hours and students will

Schedler Honors Program Capstone Requirements

To complete the Schedler Honors Program, students must take Research Methods, HONP 3320, and Scholars Capstone, HONP 4320.

Capstone Presentations

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

Class Photo

The graduating class gathers with faculty and staff for an official class photo prior to the senior banquet. 8x10 copies of the photo, suitable for framing, are mailed to all members of the graduating class.

Senior Banquet

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