HONORS PROGRAM
FACULTY HANDBOOK

2017-2018
HONORS PROGRAM DIRECTORY

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Welcome from the Director

Welcome to the faculty who teach in the DePaul University Honors Program. This handbook serves as an introduction to the program as well as a guide and handy reference to various policies and initiatives. I hope you’ll find it useful. There is much that is not contained in the handbook, so I encourage you to contact me and to talk with other honors faculty as you get acquainted with the program. In addition to the handbook, we have many occasions, both social and academic, when it’s possible to exchange ideas and share suggestions. I look forward to hearing from you and to seeing you at some of these events. Meanwhile, the handbook will help to answer some frequently asked questions. It outlines the honors curriculum, provides short course descriptions, and lists important contacts.

The Honors Program promises to engage students in the life of the mind, to challenge them to think carefully, and to encourage an awareness of complexity and nuance. Honors students should be problem-solvers who are willing to take intellectual risks; honors seminars should support and reward them for that behavior. Honors faculty members serve as the core of the scholarly community that the Honors Program offers our students. Yours is the work that most defines what the program can offer. Thank you for bringing your expertise and your intellectual passion to the honors classroom!

Martha Martinez-Firestone  
Associate Professor of Sociology and  
Director, DePaul University Honors Program

Introducing the Honors Program

The DePaul University Honors Program seeks to extend students’ perspectives beyond their academic majors and to foster critical thinking, self-reflection, global citizenship, and an examination of values. To achieve these goals, the Honors Program offers a specific architecture of interdisciplinary courses intended to challenge students who have demonstrated academic achievement and wish to pursue a rigorous curriculum. The honors curriculum promotes global awareness, preparing students to learn about and respect other cultures while developing a sense of social responsibility in keeping with the university’s Vincentian mission.

The program is characterized by small, seminar-style classes taught by experienced and dedicated faculty, strong academic advising, and a steadfast commitment to excellence. The director and staff work hard to preserve these qualities and to provide honors students with a sense of a scholarly community within the larger university.
Honors Program Policies

Class Size
The Honors Program offers its students small, seminar-style classes, usually capped at 20 students. Because the small classes are essential to the experience of Honors, we ask you not to over-enroll any honors section you are teaching. Please refer students to the online Waitlist or to the honors office if they ask to be added to your closed class. Honors advisors will work with students to help them resolve scheduling challenges.

Scheduling and Course Availability
The Honors Program director works with department chairs and program heads to schedule courses for faculty who teach in the Honors Program. To make this process run smoothly, please contact the Honors Program and notify your department chair as soon as you know that you are interested in teaching a particular honors course. Most scheduling begins in January for the following academic year, so the fall quarter or early December would be a good time to discuss your interest with the honors director. Some honors courses are topics courses that require prior approval from the University Honors Program Committee (UHPC). The program publishes specific guidelines describing how to create proposals for these courses. Applicants will need to develop a course syllabus and upload their current CV. More information about the proposal process can be accessed at our FAQs link: https://academics.depaul.edu/honors/faculty-and-staff/faculty/Documents/FAQsTEACHINGINHONORS.pdf
You can also find additional information online at the Honors Program website: https://academics.depaul.edu/honors/about/Pages/default.aspx
To submit an application for a new topics course in the Honors Program, please go to https://lascollege.depaul.edu/HonorsCourseProposal/

Course Support
Some courses, such as HON 205, Interdisciplinary Arts, encourage student attendance at events or exhibitions. For these classes, the Honors Program can supply small subsidies (usually around $100-$200) to help defray the expense associated with a class visit. At other times, the program may help to fund a guest speaker or underwrite tickets to an event, as long as all honors students have the opportunity to purchase tickets at the reduced rate. Please notify the director well in advance if you plan to request funding from the Honors Program.

Honors Faculty Liaisons
Each year the Honors Program designates Faculty Liaisons to serve as lead instructors for each of the honors courses. These faculty members are available to provide advice, as requested, about course design and assignments for their course. If you would like to consult with one of these established instructors as you develop or revise your honors syllabus, please contact the program director for the current list of Faculty Liaisons. The list of Faculty Liaisons is also available at https://academics.depaul.edu/honors/faculty-and-staff/faculty/Documents/HONfacultyliaisons2016-2017.pdf
Writing Expectations

The Honors Program has identified writing expectations for each level of the honors curriculum. Writing expectations are noted in this Handbook (immediately following each level of course descriptions) and on our website at:
https://academics.depaul.edu/honors/faculty-and-staff/faculty/Documents/FAQsTEACHINGINHONORS.pdf

Course Syllabus

Each quarter you teach an honors course, you will be asked to submit a copy of your course syllabus to the Honors Program office, honorsprogram@depaul.edu. We appreciate your help as we attempt to maintain complete records of syllabi for honors courses. These files aid in program assessment and curricular development, and provide resources for new faculty. If you would like to see syllabi from earlier courses, please ask us to email you a sample.

Syllabus Expectations

According to the Faculty Handbook, faculty members are required to produce a written syllabus for every course they teach at DePaul, and this syllabus must be provided to the students by the first class session. The syllabus for your HON course should include the following:

- faculty contact information (office location, office hours, phone number, email address);
- a statement about the learning goals for the course. Your list of expected learning outcomes should include those course goals that have been identified by the Honors Program and approved by the University Honors Program Committee and Faculty Council. Please note that the learning outcomes for Honors Program courses are not identical to those for similar courses in the regular Liberal Studies program. Make sure your syllabus incorporates the goals that have been approved for your specific HON course. Learning outcomes for each HON course are listed on the HON website.
- a statement about the writing expectations for the course. The minimum writing expectations for HON courses vary by level and are not identical to the writing expectations that may pertain to regular Liberal Studies courses. Make sure your syllabus reflects the writing expectations that have been approved for your specific HON course. Writing expectations for each level are described in this Handbook.
- a list of the required readings for the course;
- information about the assignments that students will be expected to complete and a description of the criteria and methods to be used in evaluating student performance.
- Inclusion of tentative dates for assignments is desirable. Please note that assignments and assessments of student performance should be arranged to allow all students to be informed of their achievement to date by the midpoint of the quarter.
- a course calendar describing the proposed major and minor topics to be covered in the course;
- a statement about your policies regarding class attendance and penalties for any work that is submitted late;
• a statement on plagiarism and expectations regarding academic integrity. Please remind students about policies regarding the recycling of previously produced work, including work that they produced themselves. For additional information about DePaul’s academic integrity policy, see:
  http://www.depaul.edu/university-catalog/academic-handbooks/undergraduate/undergraduate-academic-policies/Pages/academic-integrity.aspx
  https://offices.depaul.edu/oaa/faculty-resources/teaching/academic-integrity/Documents/Academic%20Integrity%20Policy_Spring%202016.pdf
• a statement about the services provided by the Center for Students with Disabilities, including their contact information. DePaul’s Center for Students with Disabilities (CSD) offers the following sample syllabus disability statement as a guide:
  Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations:
  Loop Campus - Lewis Center #1420 - (312) 362-8002
  Lincoln Park Campus - Student Center #370 - (773) 325-1677
  Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use in this course. This is best done early in the term and our conversation will remain confidential.
  For additional information, see:
  http://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx
• a statement about the services provided by the Dean of Students office, including their contact information. The Dean of Students Office provides the following sample statement for inclusion in course syllabi.
  The Dean of Students Office (DOS) helps students navigate the college experience, particularly during difficult situations such as personal, financial, medical, and/or family crises. For a list of support services and advocacy information, please visit DOS at go.depaul.edu/dos/.
  DOS office locations are Lincoln Park Office, 2250 N Sheffield #307; and Loop Office, 1 E Jackson Blvd., DePaul Center, Suite 11001
  For additional information, see:
  http://offices.depaul.edu/student-affairs/about/departments/Pages/dos.aspx
• Additional syllabus suggestions and resources may be found at the following link:
  http://offices.depaul.edu/student-affairs/about/for-faculty-staff/Documents/Faculty_Resources_In_the_Syllabus.pdf

**Curricular Questions**

Because the Honors Program replaces the Liberal Studies Program, students in Honors will *not* be taking a number of courses that you may be familiar with, such as WRD 103-104, PHL 100, or LSP 112. Honors students do know this, but they can become confused when faculty members ask if they have taken a course that isn’t part of their curriculum. Your awareness of the different course requirements in Honors and LSP will help prevent this confusion.
**Advising Issues**

If a student in an honors class seems to be experiencing difficulty (as evidenced by behavioral or academic concerns), please notify an honors advisor and/or the honors director right away. Contact information appears at the front of this handbook. In extreme or urgent cases, please also notify the office of the Dean of Students.

**Hybrid Courses**

The Honors Program offers a small number of hybrid courses, which combine regular classroom meetings with online assignments and activities. The program does not offer courses that are taught in an entirely online format. To offer a hybrid version of an honors course, you need to complete DOTS training and submit a proposal to the UHPC. If you are interested in developing a hybrid offering, please contact the program director. Instructors are not permitted to convert their course to a hybrid format without prior authorization. First year students in their first quarter of study may not enroll in hybrid honors courses.

**Learning Objectives for Honors Courses**

The Honors Program has developed a master list of learning objectives for the program as a whole and for each specific honors course. This list has been approved by the University Honors Program Committee and by Faculty Council. It is posted on our website at: https://academics.depaul.edu/honors/faculty-and-staff/faculty/Documents/UHPC%20approved%20HonorsLearningOutcomes.pdf

All syllabi for honors courses must state the expected learning outcomes for the course. By including learning outcomes in your course syllabus, you will provide a guide for your students, fulfill the syllabus requirements stipulated in the university Faculty Handbook, and help the program to maintain its integrity. Please see Appendix I of this document for the general Honors Program Learning Outcomes, and go to the Honors Program link above for information about the specific course-by-course learning outcomes. A list of course learning outcomes will also be sent to you upon request.

**Honors Student Conference**

Every spring, the Honors Program organizes a conference in which honors students present their work to the DePaul community and our guests. Honors faculty members are asked to nominate up to two students from each class to be included in the Honors Student Conference. Interested students may also self-nominate. Instructions about the nomination criteria and process will be sent to you during the quarter in which you teach your honors course.
The Honors Curriculum

As a parallel program to Liberal Studies, Honors offers core courses in the key disciplines of the liberal arts and sciences. Many of these are 100-level or introductory courses that serve as foundation courses in seminar behavior as well as introductions to core interdisciplinary fields. They are followed by 200-level seminars in the arts, sciences, cognitive science, and political economy. Honors students take a junior seminar in multiculturalism and a senior capstone to complete their Honors Program work. Students in some colleges, such as the conservatory programs in Music and Theater, have slightly different requirements. The list of honors core courses on page 9 includes information on course requirements for various colleges. Course descriptions follow later in the document. Please look through the following pages to see how your own course fits within and contributes to the overall honors curriculum.

Courses Not Required for Honors Students

Competencies for the following courses are fulfilled through the honors curriculum, so honors students do not take the following courses:

LSP 200, REL 103, LSP 112, WRD 102/103/104, ENG 120, or PHL 100.

NOTE: No Honors Program courses or requirements may be taken Pass/Fail.

Fine Arts Elective

The Fine Arts Elective allows students to experience art from the artist’s perspective and to become aware of the creative process through practice and critique. Students will choose a studio, performance, or workshop course from one of the following disciplines: Music, Theatre, Performance of Literature, Studio Art, Creative Writing, or Digital Media.

- A list of approved courses is available in the Honors Offices and on the honors website.
- Students must choose an Arts Elective from outside of their major department.
- Music, Theatre, Education and BFA majors in CDM do NOT complete a fine arts elective.
Honors Core Courses

Honors students will generally take one or two honors core courses per quarter in the first two years, and one or two honors core courses per year in the junior and senior years. In addition to honors core courses, honors students will also complete requirements in language, science, mathematics, and fine arts. These requirements are described later in the Handbook. Following is a list of honors core courses and a recommendation for the year they should be completed. Please note that this is only a guide. The honors curriculum should be completed according to the academic plan of the individual student.

First Year

HON 110/111—Discover or Explore Chicago
HON 100—Rhetoric and Critical Inquiry

First or Second Year

HON 101—World Literature
HON 102—History in Global Contexts
HON 104—Religious Worldviews and Ethical Perspectives
HON 105—Philosophical Inquiry
HON 180—Data Analysis and Statistics*

Second or Third Year

HON 201—States, Markets, and Societies
HON 205—Interdisciplinary Arts+
HON 207—Topics in Cognitive Studies^
HON 225—Honors Lab Science Topics**

Third Year

HON 301—Honors Junior Seminar in Multiculturalism

Fourth Year

Honors Capstone: HON 350 or 351 (Senior Seminar) or HON 395 (Senior Thesis)

* Not required for students with a Calculus or Statistics requirement for the major.
+ Not required for students in the School of Music or the Theatre School or CDM BFA majors.
^ Not required for students in the College of Education or Music students majoring in Music Education. THE majors may take HON 207 to replace the Scientific Inquiry requirement.
** Students with a lab science requirement for the major replace this requirement with an Approved Elective.
Theatre students replace HON 101 with the HDL sequence.
Course Descriptions for 100-Level Honors Core Courses

HON 100: Rhetoric and Critical Inquiry – This course provides students with intensive writing experience and knowledge to create effective academic discourse, develop critical thinking skills, explore issues of form and style, examine arguments, and complete a research paper. A grade of C- or better is required to pass HON100 and remain in the Honors Program.

HON 101: World Literature – Reading, writing, and informed discussion are at the heart of this course, which uses literary texts from a range of cultures and historical periods to explore ways in which authors employ literary techniques to address issues. This course is writing intensive and includes a mix of formal and informal writing assignments to help students improve their writing and analytical skills.

HON 102: History in Global Contexts – With the goal of enhancing historical literacy and critical thinking, this course invites students to explore how the interdisciplinary tools of historical inquiry aid them in their encounter with the multicultural past through study of a particular society or societies. Topics vary depending on the section and professor.

HON 104: Religious Worldviews and Ethical Perspectives – By examining individual religious traditions within a comparative framework, students gain knowledge of the nature and function of religion in a broad spectrum of human experience and cultivate an awareness of the different ways of being religious.

HON 105: Philosophical Inquiry – Providing an introduction to philosophy as a mode of inquiry, this course explores, from a variety of perspectives, the questions central to the human condition, placing philosophical positions within the context of human values.

HON 110/111: Honors Discover Chicago/Honors Explore Chicago – Taken in fall quarter of the students’ first year, this course uses DePaul’s urban setting to introduce students to some facet of the intellectual, cultural, political, or economic resources of the city. Students choose from a “Discover” (110) or “Explore” (111) format, the former including an immersion week. A grade of C- or better in HON110/111 is required to remain in the Honors Program.

HON 180: Data Analysis and Statistics – Using real-world data and open-ended investigations from a variety of disciplines, students apply quantitative and statistical reasoning skills to focus on outcomes of analysis and become confident, critical, and capable users of quantitative information.

Guidelines for Written Work in 100-level Honors Courses (With the exception of HON 180)

- Students will complete a total of at least 10 pages of formal writing (i.e. excluding journals and in-class exercises), distributed over several assignments.
- One written assignment should be a sustained essay of about 7 pages.
- Students should gain some experience in revising their written work.
- Written work should be returned with comments to help guide students in revision and in future written assignments.

All sections of HON 100 introduce students to digication, provide instruction in research assignments, and include a documented essay.
Course Descriptions for 200-Level Honors Core Courses
Note: Sophomore status is required for enrollment in 200-level honors courses.

HON 201: States, Markets, and Societies – Focusing on the organization of economic, political, and social relationships within a global system, this course explores the distribution of power, resources, well-being, and cultural capital in different societies.

HON 205: Interdisciplinary Arts – This course asks students to become perceptive and informed audiences of artistic works, helping them to examine and analyze works of art both as formal structures and as elements of a cultural and historical setting. Sections of the course focus on Theatre, Music, or Visual Arts. (Not required for students in the School of Music, the Theatre School or BFA majors in CDM.)

HON 207: Topics in Cognitive Studies – Examining the assumption that processes of human thinking can be understood in formal and symbolic ways, this course is designed to introduce students to the interdisciplinary field of cognitive science by constructing and evaluating theories of how we perceive, speak, reason, and learn. Prerequisite: HON 180 or first course in required math sequence for major. (Not required for students in the College of Education or Music students majoring in Music Education. THE majors may take this course in place of the Scientific Inquiry requirement. For THE students who take an SI course, HON 207 is waived.)

HON 225: Honors Lab Science Topics – This course will develop student understanding of how the world works and how different scientific disciplines contribute to this knowledge. Honors Science courses are lab-based courses in Environmental Science, Chemistry, Biology, Physics, Anthropology, Archaeology, and other science topics. The science requirement varies according to college and major. (Students with a lab science requirement for the major replace this requirement with an Approved Elective.)

Guidelines for Written Work in 200-level Honors Courses
(With the exception of HON225)

- Students will complete a total of at least 12 pages of formal writing, distributed over several assignments.
- One written assignment will be a sustained essay of at least 8 pages.
- Written work should be returned with comments that help guide students in the preparation of future written assignments.
- If possible, students should be offered the opportunity to revise their work for credit.
Course Descriptions for 300-Level Honors Core Courses

Note: Junior status is required for enrollment in 300-level honors courses.

HON 301: Honors Junior Seminar in Multiculturalism

Students will choose from a variety of seminar offerings, each focusing on a specific complex issue related to issues of identity. The seminar will develop student research capabilities, concentrating on various dimensions of identity, including race, nationality, ethnicity, class, gender, language, religion, sexual orientation, and disability. HON 301 focuses on multiculturalism and satisfies the university’s multiculturalism requirement. Junior status is required for enrollment in HON301.

Honors Senior Capstone courses

Each student in the Honors Program will complete either an Honors Senior Seminar course (HON 350 or 351) or an Honors Senior Thesis (HON 395). Both capstone formats require students to use the research skills they developed in the Junior Seminar and to carry out projects independently.

HON 350 or 351: Honors Senior Capstone Seminar

The Senior Seminar is designed to engage students in discussion of meaning and values, and to foster skills in interdisciplinary research and writing. In a seminar setting, students explore a designated topic, develop related projects, and pursue advanced work under supervision of an honors faculty member. Note that HON 351 is a service-learning designated course and thus may be used to fulfill the Experiential Learning requirement. In both HON 350 and 351 students are invited to take stock and develop intellectual assessments and plans for the future. Senior status and HON301 are prerequisites for enrollment in HON 350 or 351. A grade of C- or better is required to pass either course.

HON 395: Honors Senior Thesis

The Honors Senior Thesis is a significant piece of in-depth research or a creative project in an area of interest to the student. It is conducted in close consultation with two faculty supervisors—a thesis director, who oversees the development and production of the thesis project and assigns the final grade, and a thesis reader, who reviews the final project and provides comments. The Honors Program supports five types of thesis projects (a conventional written thesis, a science or math project, an artistic work, a problem solving project, and a model, design, game or computer program), each with its own writing requirements. A summary of the thesis project is presented in poster format at the Honors Student Conference and displayed at Senior Gala. Junior or Senior status and HON301 are prerequisites for enrollment in HON395. A grade of C- or better is required to pass HON395.

Guidelines for Written Work in 300-level Honors Courses (With the exception of HON395)

- Students in HON 301, 350 and 351 will complete a sustained essay of at least eight pages involving research and documentation.
- Students in the junior seminar (HON 301) will review elements of the research paper, including evaluating and incorporating sources and providing accurate documentation.
- Writing requirements for HON395 Senior Thesis vary with the type of thesis project. Detailed guidelines on expectations regarding honors thesis projects are available in our office and on our website.
Study Abroad

The Honors Program encourages its students to participate in a Study Abroad Program if possible. Study Abroad courses can count toward the language requirement, major requirements, Honors Approved Electives, or open electives. Students interested in a study abroad opportunity should consult with an advisor from the Study Abroad Program, the major advisor, and an honors advisor.

Language Requirement

All Honors Program students (with the exception of Music, Theatre, and CDM BFA majors) must fulfill a three-course language requirement AND demonstrate intermediate-level proficiency (the equivalent of two years of university-level study) in a language other than English. Students must take a language placement test prior to their summer orientation to determine their language course placement.

- If the placement test indicates that the student has not demonstrated intermediate-level proficiency, the language requirement will begin at the level determined through placement exam and continue through the intermediate level of that language (106) for at least three courses. Only intermediate-level courses (104-106) can satisfy the language requirement; any required introductory-level courses (101-103) will count as open electives.

- If the placement test indicates that the student has demonstrated intermediate-level proficiency, the student will have the following options for fulfilling the three-course language requirement:
  — Continue study of the same language for an additional year, and possibly go on to earn a minor;
  — Begin study of a new language for a year at the introductory level;
  — Complete a year-long calculus sequence if the student does not have a calculus requirement for the major;
  — Complete a computer language sequence (IT 130, CSC 241, CSC 242) if these courses do not fulfill a major requirement.

Verifying Language Proficiency: Students who wish to demonstrate proficiency in a language for which an exam is not available should contact the Modern Language Department at 773-325-7320 for assistance.

Experiential Learning Requirement

Honors students are required to meet the goals of the university’s Experiential Learning requirement. This may be accomplished through completing a reflection course for an approved internship, participating in a study abroad program, completing a mentoring course, or taking a service learning course. College of Education, School of Music (except for BA music students), and Theatre School students meet this requirement through the major. Students should consult with an honors advisor about how to fulfill this component of the program.
Multiculturalism Requirement

The Honors Program is committed to developing students’ understanding of the strengths of a multicultural society and to providing them with the knowledge and cultural awareness necessary to respect and learn from difference. Honors students will fulfill the multiculturalism requirement by completing HON 301, the Honors Junior Seminar in Multiculturalism. This course cannot be replaced by Study Abroad credit.

Honors Approved Electives

Through the Honors Approved Electives, students will explore an area of study outside their major in which they wish to develop expertise. This component of the curriculum provides an opportunity for students to engage in coursework selected with specific academic or professional goals in mind. Approved Elective courses must be at the 200 or 300-level and selected in consultation with an honors advisor.

The number of Approved Electives available to the student depends on the home college and major.

Honors Associate Program

Occasionally there may be students in your Honors Program courses who are not in the regular University Honors Program. They are part of the Honors Associate Program, an option which is designed for students who enter the Honors Program beyond the first year in their academic program, when transfer into Honors becomes more challenging. Honors Program Associates are invited to experience the benefits of honors-level intellectual inquiry through the completion of four honors courses and a Senior Thesis project, and they are included in the enriching co-curricular offerings of the honors scholarly community. Their completed honors coursework fulfills liberal studies requirements, and they receive the designation of “Honors Program Associate” on their official transcript.

Honors Advising

An important component of the Honors Program is the individualized advising offered to honors students by the associate and assistant directors who serve as honors advisors, working cooperatively with the student’s major advisor. Students are required to meet with their honors advisor during fall quarter of the first year for an initial advising session and to prepare for winter quarter registration and major selection. After that, students are encouraged to meet with their honors advisor once per year to check on degree progress, whenever they have questions or concerns, or when they are planning a change in their academic program. Students are also encouraged to meet with their honors advisor early in senior year for a graduation check.
Assessing Academic Progress

Students are accepted into the Honors Program based on their academic distinction and interest in pursuing more substantial intellectual challenges than those offered in the standard curriculum. In order to maintain the academic integrity of the Honors Program, a Minimum Grade Policy will be implemented as follows:

- Honors students are expected to maintain a cumulative grade point average of at least 3.3.
- Grades of honors students will be audited every quarter by an Honors Program associate or assistant director. Students with a term grade point average between 2.7 and 3.0 will be contacted in writing and encouraged to meet for academic advising. After three quarters with a GPA below 3.3 the student may continue in the program only with the consent of the director, and may be asked to withdraw.
- Students with a term grade point average of 2.7 or less will be sent a letter requiring them to meet with an honors advisor. Students with a grade point average of 2.7 or less for three consecutive quarters may be withdrawn from the Honors Program.
- Students must have a C- or higher grade in HON 110/111 and HON 100 in order to remain in the program. For HON 100, 350, 351 and 395, students must have a C- or better in order to pass the course.

Withdrawing from Honors

Occasionally, students may decide on their own to transfer out of the Honors Program and pursue other academic opportunities at DePaul. These students should meet with the honors associate director to determine how completed honors coursework will be articulated to the Liberal Studies Program.

Graduating from the Honors Program

Students who successfully complete the requirements of the Honors Program will earn the designation of “Honors Program Graduate.” This designation will be listed on the student’s official transcript and noted in the Commencement Program distributed at the commencement ceremony. Honors Program seniors are celebrated at the annual Honors Senior Gala in May, where faculty are invited to view thesis projects and honor the graduating class.
The Honors Community

In order to extend the benefits of the Honors Program beyond the classroom, honors students are invited to participate in our community of scholars. The program encourages honors faculty to join in the following co-curricular offerings of the Honors Program or to propose ideas for events and activities for Honors:

- **Honors Retreat:** At Honors Retreat, on the day before the start of fall quarter, incoming honors students are welcomed into their new community and provided with resources for success and engagement. Honors faculty members are invited to lead book discussion groups designed to preview honors-level intellectual inquiry.

- **Honors Speaker Series:** This quarterly event exposes students to diverse views and experiences. Honors faculty are invited to attend the lectures, promote the events in their honors classes, or share their expertise with students in either a lecture setting or a less formal “Pizza with a Prof” night.

- **Cultural Outings:** The Honors Program sponsors outings that make use of the cultural setting of Chicago, including theatre, symphony, opera, and comedy, as well as gallery and museum exhibitions. Honors faculty are encouraged to participate in these events, suggest activities that honors students might enjoy, or lead an activity in their area of scholarship.

- **Student-Faculty Dinners:** Honors faculty members are invited to join honors students and staff at a local restaurant for dinner and conversation at our quarterly Student-Faculty Dinners. The food is free and the discussion is not always scholarly!

- **Honors Student Conference:** Students present their Honors Thesis projects and other research or creative work in panels and poster sessions moderated by honors faculty. Faculty are encouraged to mentor conference students, lead presentation rehearsals, or moderate thesis presentation sessions.

- **Honors Senior Gala:** The Honors Program celebrates graduating seniors with a ceremony and a festive party. Honors seniors and their families are invited to view thesis projects and mingle with honors faculty and staff to celebrate their achievements in the Honors Program.

- **Teaching in Honors Orientation:** This annual June event introduces new honors faculty to the program and provides an orientation to the honors curricular and co-curricular program.

- **Teaching in Honors Workshop/Luncheon:** This annual June event brings honors faculty together for lunch, discussions, and presentations on a topic pertinent to honors education.
Appendix I

General Learning Outcomes for

The Honors Program

Honors students will be able to:

- Apply knowledge creatively to solve problems and explain issues, demonstrating complex intellectual and creative skills.
- Demonstrate knowledge of human cultures and the physical and natural world.
- Reason with formal representations and draw conclusions from those representations.
- Analyze a variety of texts, whether spoken, written, or graphic.
- Demonstrate an intellectual grasp of the diversity of the human experience and the importance of accepting personal responsibility for themselves and others.
- Identify opportunities for social transformation.
- Demonstrate the skills necessary to do independent research on complex problems and present their work to faculty and peers.
- State and support a claim in a significant piece of formal writing.
- Make connections between and among honors courses and to explain the value and utility of liberal education.
Appendix II
University Honors Program Committee 2016-2017

The University Honors Program Committee is a 19-member committee with the Honors Program director as convener (non-voting except in the event of a tie vote). Three principles determine its design. First, each college with students in the program is represented by faculty members selected by Faculty Council, with Business, CSH, and LAS given larger shares to reflect their larger shares of student enrollment. Second, the curricular components of the program are represented by a selection of faculty who teach those courses. Because LAS is the major provider of the honors curriculum, this curricular representation is drawn chiefly from LAS faculty who are selected by Faculty Council. Faculty serve three-year terms with the appointments staggered so that the committee membership will balance experience with new perspectives. The final year of their term appears after each committee member’s name. In general, faculty members should serve no more than two consecutive three-year terms. Third, the Honors Student Government (HSG) elects three student representatives to the committee; student representatives serve one-year terms. Ex Officio members attend meetings but do not vote.

<table>
<thead>
<tr>
<th>College</th>
<th>Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDM</td>
<td>One representative: Peter Hastings (2018)</td>
</tr>
<tr>
<td>Communication</td>
<td>One representative: Jason Martin (2017)</td>
</tr>
<tr>
<td>Education</td>
<td>One representative: Kathie Kapustka (2019)</td>
</tr>
<tr>
<td>Music</td>
<td>One representative: Cathy Elias (2019)</td>
</tr>
<tr>
<td>Theatre</td>
<td>One representative: Coya Brownrigg (2019)</td>
</tr>
<tr>
<td>Alternate</td>
<td>Pablo Gomez (2019)</td>
</tr>
<tr>
<td>Student Members</td>
<td>2016-2017 HSG President: Tom Rietz (2017)</td>
</tr>
<tr>
<td></td>
<td>Two HSG-elected Student Academic Representatives: Helen Kinskey (2017) and Zoe Tingas (2017)</td>
</tr>
<tr>
<td>HP Director &amp; Staff</td>
<td>Rose Spalding, Director</td>
</tr>
<tr>
<td></td>
<td>Nancy Grossman, Associate Director</td>
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<tr>
<td></td>
<td>Jennifer Kosco, Assistant Director (all ex officio)</td>
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</tbody>
</table>
Appendix III
Honors Distinguished Faculty Appointment

Honors classes are taught by members of the regular DePaul faculty chosen for their expertise and their demonstrated ability in the classroom. The strength of the program lies in its ability to draw on the enormous talent of the faculty at large. Over the years, many faculty members have become Honors Program “regulars.” To recognize their continuous dedication and skill, the program developed the “Honors Distinguished Faculty” designation.

Appointment and Length of Term

- Generally, there are a total of 15 Honors Distinguished Faculty, each serving a three-year term. Five faculty members are chosen annually to replace the five who finish their terms.
- Appointments are made by the Honors Program director, in consultation with the staff, and reflect the eligibility requirements below as well as the director’s judgment about a candidate’s teaching (as reflected in syllabi and course evaluations) and engagement with the program. All eligible faculty members who teach honors courses are automatically considered for the appointment.
- No salary increase or special stipend attaches to the designation Honors Distinguished Faculty.

Eligibility

- To be eligible, a faculty member must have taught a minimum of five honors classes and have taught honors classes in three of the last five years.

Responsibilities

- Honors Distinguished Faculty are expected to teach at least two sections of honors classes during each year of their appointment. Additional class assignments are possible. The acceptance of an appointment to the Honors Distinguished Faculty therefore requires the agreement and cooperation of the candidate’s department chair and dean.
- Honors Distinguished Faculty are expected to attend at least two honors events each year, and may be called on for other duties, such as assessment projects and assistance with the Honors Student Conference. They should also be available to serve as directors and readers of senior theses and as occasional ad-hoc advisors, and should therefore be knowledgeable about the program.
Appendix IV
List of Honors Distinguished Faculty

The following faculty members make up the current cohort of Honors Distinguished Faculty:

Bernhard Beck-Winchatz, STEM Studies (2016-2019)
Rebecca Cameron, English (2015-2018)
Cathy Elias, Music (2016-2019)
Jason Hill, Philosophy (2015-2018)
Doug Long, First Year Programs (2012-2018)
Catherine May, Political Science (2015-2018)
Tom Mockaitis, History (2016-2019)
Lisa Poirier, Religious Studies (2017-2020)
Frederic Seyler, Philosophy (2017-2020)
Anna Souchuk, German (2017-2020)
Wayne Steger, Political Science (2017-2020)
Roshanna Sylvester, History (2017-2020)
The following faculty members are previous Honors Distinguished Faculty designees:

Jim Block, Political Science (2008-2011)
Patrick Callahan, Political Science (2011-2014)
Colleen Doody, History (2012-2015)
Michael Edwards, First Year Programs (2011-2014)
Dick Farkas, Political Science (2009-2012)
Frida Furman, Religious Studies (2008-2011)
Matthew Girson, Art, Media and Design (2013-2016)
Carolyn Goffman, English (2010-2013)
Pablo Gomez, Psychology (2009-2012)
Jim Halstead, Religious Studies (2010-2013)
Peter Hastings, Computer Science (2010-2013)
David Jabon, Scientific Data Analysis and Visualization (2011-2014)
Patricia Kelly, History of Art & Architecture (2010-2013)
Laura Kina, Art, Media and Design (2014-2017)
Mary Jeanne Larrabee, Philosophy and Peace, Justice and Conflict Studies (2010-2013)
Justin Maresh, Chemistry (2014-2017)
Martha Martinez, Sociology (2009-2012)
William McNeill, Philosophy (2013-2016)
Yuki Miyamoto, Religious Studies (2013-2016)
Jim Montgomery, Environmental Science (2013-2016)
Jerry Mulderig, English (2012-2015)
David Pellauer, Philosophy (2008-2011)
Sarah Richardson, Environmental Science (2009-2012)
Bob Rotenberg, Anthropology (2012-2015)
Rick Schaefer (Emeritus), Sociology (2009-2012)
Eileen Seifert, Writing, Rhetoric, and Discourse (2009-2012)
Rose Spalding, Political Science (2011-2014)
Adam Steele, Computer Science (2013-2016)
Peter Steeves, Philosophy (2011-2014)
Valentina Tikoff, History (2008-2011)
Dolores Wilber, Art and Design (2008-2011)