# HONORS PROGRAM DIRECTORY

<table>
<thead>
<tr>
<th>HONORS LINCOLN PARK OFFICE</th>
<th>HONORS LOOP OFFICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>990 W. Fullerton, Suite 1300</td>
<td>25 E. Jackson, 1620 Lewis</td>
</tr>
<tr>
<td>773-325-7302</td>
<td>312-362-8743</td>
</tr>
</tbody>
</table>

**Honors Program Director**  
Rose Spalding  
990 W. Fullerton, Suite 1300, Room 1304  
773-325-1983  
rspaldin@depaul.edu

**Associate Director, LPC**  
Nancy Grossman  
Advisor for students in LAS, CSH, EDU, MUS, and THE  
990 W. Fullerton, Suite 1300, Room 1301  
773-325-7875  
ngrossma@depaul.edu

**Assistant Director, LOOP**  
Jennifer Kosco  
Advisor for students in BUS, CDM, and CMN  
25 E. Jackson, 1620 Lewis Center  
312-362-8777  
jkosco@depaul.edu

**Program Assistant, LPC**  
Emma Rubenstein  
990 W. Fullerton, suite 1300, Room 1302  
(773)-325-7301  
honorsprogram@depaul.edu

**Website:**  
las.depaul.edu/honors
Welcome from the Director

Welcome to the many 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 Honors. 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 do. Thank you for bringing your expertise and your intellectual passion to the Honors classroom!

Rose Spalding,
Director

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 consistently 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 you to over-enroll your class. Honors advisors will work with students to help them resolve scheduling challenges.

Scheduling and Course Availability
The Director of the Honors Program 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, so the fall quarter or early December would be a good time to contact the Honors director. Some Honors courses are topics courses that require prior approval from the University Honors Program Committee. The program publishes specific guidelines detailing how to create proposals for these courses. You can find more information in the booklet Call for Faculty/Call for Proposals, published each November and sent to all full-time faculty members. The booklet is also available online through the Honors Program web site.

Course Support
Some courses, such as HON 205, Interdisciplinary Arts, encourage student attendance at events or exhibitions. For these classes, Honors 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
Faculty Liaisons are designated by the Honors Program 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 the honors course that they teach. If you would like to consult with one of these established instructors as you develop or revise your honors course, please contact the program director for the current list of Faculty Liaisons.

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 guide. 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. If you are interested in developing your course as a hybrid offering, please contact the program director. Instructors are not authorized 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.

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.

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 is posted on our website and available upon request. All syllabi for Honors courses must state the expected learning outcomes for the course as the instructor determines them. By including learning outcomes in your course syllabus, you will provide a guide for students while also helping the program continue to develop and revise its master list. Please see Appendix I for general Honors Program Learning Outcomes.

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 work. Students in some colleges, such as the conservatory programs in Music and Theater, have slightly different requirements. The list of Honors core courses below 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.
Honors Core Curriculum

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. Below 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 or Second Year

- HON 110/111—Discover or Explore Chicago
- HON 100—Rhetoric and Critical Inquiry
- 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 will include 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 of this course vary depending on the section and the 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 latter 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 in order to 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 more 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 will focus on Theatre, Music, or Visual Arts. (Not required for students in the School of Music or 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 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

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 on a topic of interest to the student, and 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 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.

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

Courses Not Required for Honors Students

Competencies for the following courses are fulfilled through the Honors curriculum, so Honors students should not take the following courses: LSP 200, REL 103, LSP 112, WRD 102/103/104, ENG 120, or PHL 100.
**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.

**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.
- 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.
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.

Junior Year Experiential Learning Requirement

Honors students are required to meet the goals of the university’s Experiential Learning requirement. This may be accomplished through completing 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.

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 is 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 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 required to meet with their Honors Advisor early in senior year for a graduation check.

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 seniors.

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 an Honors Advisor to determine how completed Honors coursework will be articulated to the Liberal Studies Program.
Study Abroad

The Honors Program encourages its students to undertake 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.

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 Lecture 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.

- **The 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 Luncheon**: This annual June event brings Honors faculty together for lunch, discussions, and a presentation on a topic pertinent to Honors education.
Appendix I

General Learning Outcomes for

The Honors Program

- Honors students will demonstrate the ability to apply knowledge creatively to solve problems and explain issues;

- Honors students will demonstrate complex intellectual and creative skills.

- Honors students will demonstrate knowledge of human cultures and the physical and natural world.

- Honors students will demonstrate the ability to reason with formal representations and draw conclusions from those representations;

- Honors students will demonstrate the ability to analyze a variety of texts, whether spoken, written, or graphic.

- Honors students will demonstrate an intellectual grasp of the diversity of the human experience and of the importance of accepting personal responsibility for themselves and others;

- Honors students will demonstrate an ability to identify opportunities for social transformation.

- Honors students will demonstrate the skills necessary to do independent research on complex problems, and to present their work to faculty and peers.

- Honors students will demonstrate the ability to state and support a claim in a significant piece of formal writing.

- Honors students will demonstrate the ability to make connections between and among Honors courses and to explain the value and utility of liberal education.
# Appendix II: Course Requirement Checklist

Yes: Indicates college requirement  
No: Indicates course not required

<table>
<thead>
<tr>
<th>Course</th>
<th>LAS</th>
<th>CSH</th>
<th>BUS</th>
<th>CMN</th>
<th>CDM</th>
<th>EDU</th>
<th>THE</th>
<th>MUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HON 110/111</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>HON 100</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>HON 101</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No (replaced by HDL sequence) Yes</td>
</tr>
<tr>
<td>HON 102</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>HON 104</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>HON 105</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes (MUS ED majors replace w/LSE 380)</td>
</tr>
<tr>
<td>HON 180</td>
<td>Approved elective for SOC, PPS, ECO Only if BA in ENV No</td>
<td>Yes</td>
<td>Only if Stats, Discrete Math, or Calc. not required Only if Calc. or Stats not required Yes (can be replaced w/LSP 120 per placement test) Yes (can be replaced w/LSP 120 per placement test)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HON 201</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>HON 205</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes (waived for BFA majors) Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>HON 207</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes (waived if SI course taken) Yes (replaced by SCU 207 for MUS ED majors)</td>
<td></td>
</tr>
<tr>
<td>HON 225</td>
<td>Yes</td>
<td>Replace w/ approved elective if lab science required Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Replace w/ SI course or HON 207</td>
</tr>
<tr>
<td>HON 301</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>HON 350/351/395</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
# Appendix III
## University Honors Program Committee

The University Honors Program Committee is a 16-member committee with the Honors Director as convener (non-voting except in the event of a tie vote). Two principles determine its design. First, each college with students in the program is represented, 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 serve three-year terms with the appointments staggered so that the committee membership will balance experience with new perspectives. The final year of a term appears after the committee member’s name. In general, members should serve no more than two consecutive three-year terms. The Honors Student Government 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>Representatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDM</td>
<td>One representative: Peter Hastings (2015)</td>
</tr>
<tr>
<td>Communication</td>
<td>One representative: Jason Martin (2017)</td>
</tr>
<tr>
<td>Education</td>
<td>One representative: Chris Worthman (2016)</td>
</tr>
<tr>
<td>Music</td>
<td>One representative: Cathy Elias (2016)</td>
</tr>
<tr>
<td>Theatre</td>
<td>One representative: Coya Brownrigg (2016)</td>
</tr>
<tr>
<td>Student Members</td>
<td>Two HSG-elected Student Academic Representatives</td>
</tr>
<tr>
<td></td>
<td>HSG President</td>
</tr>
<tr>
<td></td>
<td>Student Alternate: HSG Vice-President</td>
</tr>
<tr>
<td>Alternate</td>
<td>Pablo Gomez (2016)</td>
</tr>
<tr>
<td>HP Director &amp; Staff</td>
<td>Rose Spalding, Director</td>
</tr>
<tr>
<td></td>
<td>Nancy Grossman, Associate Director</td>
</tr>
<tr>
<td></td>
<td>Jennifer Kosco, Assistant Director (all ex officio)</td>
</tr>
<tr>
<td>First-Year Liaison</td>
<td>Mike Edwards (ex officio)</td>
</tr>
</tbody>
</table>
Appendix IV
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” award.

Appointment and Length of Term

- 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 for the designation of Honors Distinguished Faculty, a faculty member must have taught a minimum of five Honors classes and must 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 chair or department head and dean.

- Honors Distinguished Faculty will be expected to attend several Honors events each year, in particular at least two of the three student-faculty dinners, and may be called on for other duties, such as assessment projects. 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 V
List of Honors Distinguished Faculty

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

Rebecca Cameron, English (2015-2018)
Matthew Girson, Art, Media and Design (2013-2016)
Jason Hill, Philosophy (2015-2018)
Laura Kina, Art, Media and Design (2014-2017)
Doug Long, First Year Programs (2012-2018)
Justin Maresh, Chemistry (2014-2017)
Catherine May, Political Science (2015-2018)
William McNeill, Philosophy (2013-2016)
Yuki Miyamoto, Religious Studies (2013-2016)
Jim Montgomery, Environmental Science (2013-2016)
Adam Steele, Computer Science (2013-2016)
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)
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)
Mary Jeanne Larrabee, Philosophy and Peace, Justice and Conflict Studies (2010-2013)
Martha Martinez, Sociology (2009-2012)
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)
Peter Steeves, Philosophy (2011-2014)
Valentina Tikoff, History (2008-2011)
Dolores Wilber, Art and Design (2008-2011)