



# Schedler Honors College Student Handbook



## About the Schedler Honors College

Established in 1982, the Norbert O. Schedler Honors College at UCA has become one of the most full-featured in the nation and is a leader in providing enhanced educational opportunities in a living/learning environment designed to develop citizen-scholars. Admitted through a highly competitive application process, Schedler Honors Scholars benefit from an interdisciplinary studies curriculum that emphasizes scholarship, leadership, and citizenship, preparing them for active involvement in civic life that draws upon research skills acquired at UCA.

### Vision

The Norbert O. Schedler Honors College strives to equip students from across disciplines with the tools and skills to promote individual growth and to confront the complex challenges of our modern world. We aim to build a community in which every person is valued and included in the conversation. We aspire to be known both locally and nationally for innovation and excellence in higher education.

### Values

We live in a world where the nature of the problems we face requires a variety of skills, approaches, experiences, and perspectives. To this end, the Honors College values **INTERDISCIPLINARITY**: the integration of knowledge that allows us to recognize bias,

## **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 Norbert O. Schedler Honors College 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.

**Interdisciplinarity Statement:** The Norbert O. Schedler Honors College provides an interdisciplinary forum through which the integration of knowledge allows one to recognize bias, transcend disciplinary borders, and construct meaningful context. Interdisciplinary understanding entails seeing an issue from an array of perspectives and recognizing how alternative approaches influence one another, which leads to a holistic understanding of complex issues.

## **Goals for Student Development**

The goal of the Norbert O. Schedler Honors College is to develop citizen-scholars, capable of carrying out research, collaborating with others, leading when necessary, and embracing the public square as a locus of action.

The following goals for student development guide this process:

Self-authorship--examining and constructing one's own beliefs, values, and internal commitments, a process that culminates in achieving personal authority;





with each expert invoking the issue from the perspective of a specific discipline, while the former requires presenters to meld two or more disciplines to create a new (interdisciplinary) approach (e.g., environmental literature, religious studies, Asian studies, linguistic philosophy, social psychology, etc.). Although interdisciplinary courses or portions of courses are not exclusive to the Schedler Honors College, what is unique is having interdisciplinarity central to the mission of the freshman and sophomore curricula.

### **Honors College Core Program**

Courses in the Honors Core offer students credits that satisfy university Core requirements. The Core courses serve as the introductory courses for all of the Schedler Honors College learning objectives. All students, whether they enter as incoming freshmen or as Track II students, are required to enroll in HONC 1310 and 1320.

### **Honors Core I: The Search for Self (HONC 1310)**

Taken in the fall semester of the freshman year, the content of Honors Core I is centered on great books of the Western canon (history of ideas about self or human nature) and beyond. Residing at a level beyond the content is a way of teaching what Peter Elbow has titled “the believing game,” presenting each great thinker’s idea as a live option, making a case for its inherent truth, and connecting it with a student’s lived experience.

A dilemma is created on this second level as each course proceeds, because the ideas covered do not accord with one another, nor do they flow in a logical or chronological sequence one from the next. Consequently, even though each student receives a plausible case that Thinker Number One is correct and that Thinker Number Two is correct, Thinkers One and Two do not agree; thus a student must reflect to find a way to confront and perhaps resolve the discrepancy. Understanding the disciplinary context in which each thinker operates helps students appreciate nuance in ideational differences.

With each new “thinker” introduced, the reflective method becomes ever more sorely tested as the discrepancies and disciplinary assumptions multiply. Thus, the course

begins to operate on a level beyond either of the other two, one that existentially engages students in a process of cognitive and moral challenge. Assumptions are questioned and worldviews examined, while faculty members guide students in discovering and honing methods of analysis.

Honors Core I is team taught, allowing for a multidisciplinary approach. Students meet bi-weekly in a small group discussion setting and once weekly for a large group lecture. This course will introduce students to the skills of self-authorship, interdisciplinary learning, written communication, and critical inquiry and analysis.

Honors Core I is set up to satisfy the university Core requirement of Critical Inquiry in the Humanities/Fine Arts as well as the Freshman Year Seminar (FYS) credit. Core I can satisfy 3 hours of Communication/Writing Foundation (WRTG 1310) credit with permission from the Associate Dean.

### **Honors Core II: The Search for Community (HONC 1320)**

Taken in the spring semester of the freshman year, the content of Honors Core II centers on a history of ideas about human society, the conflict over disparate social and cultural arrangements and public policy pronouncements becomes more specific. The course either examines differing societal formulations or it surveys some "hot button" social problems along with their attendant policy implications. In each case, students have to choose from multiple possibilities, all the while keeping in mind how a choice in one area calls out for consistency with choices in other areas. What is taking place for students can be nothing short of "building the big picture" with respect to society and public policy. The developmental component pushes students toward and through what William Perry terms "multiplicity" and into "contextual pluralism," and what Mary Field Belenky and her colleagues call "constructed reality."

Honors Core II is also team taught, allowing for a multidisciplinary approach. Class meetings alternate between large and small group meetings, with large group taking place no more than once weekly and continually less frequently as the semester





arts impact and enrich our lives. With small enrollments of no more than 15 students per





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.

## **Co-Curricular Programming**

### **First Year Student Reading Program**

#### **The Allison Wallace Honors 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 College. The summer reader introduces the students to a piece of literature that they might not have encountered otherwise, encourages students to hear different perspectives on a work and to refine their own understanding of it, inspires students to consider all of the various dimensions and implications of that subject, and engages students through activities that are designed to make the book meaningful for each reader.

The summer reader should be a piece of literary fiction, traditionally, a coming-



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.

### **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.

### **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.

### **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.

### **Soapboxes**

Soapbox is an informal Honors student, faculty, and alumni forum for the dissemination and exchange of ideas on a wide variety of topics. Soapboxes are scheduled at a variety of days and times and usually take place in the Middleton Forum in Schichtl Hall. Digital projectors are provided to those who want to utilize visual aids. And of course there are snacks -- lots and lots of snacks. UCA students, faculty, and the public are welcome to join us at Soapbox.

## **Experiential Learning**

The express purpose of our experiential learning programs is to enlarge the scope of the undergraduate experience, to better prepare Schedler Honors College Scholars for post-baccalaureate training, and to make tangible international contact that has begun to characterize the globalization of intellectual labor. These programs have a corollary benefit in that they enable many Schedler Honors College students to participate in programs, internships, and research projects across the campus, thereby benefiting faculty and programs in other UCA colleges and disciplines.

### **Eligibility to Apply for Funding**

To be eligible to apply for funding, students must meet the following criteria:

- be a Norbert O. Schedler (NOS) Honors College student in good standing at the Soph



competitive; TAG Applications are reviewed by the Honors College administration and funds are granted based on the quality of the proposal.

### **Undergraduate Research Grants for Education (URGE)**

The NOS Honors College has Undergraduate Research Grants for Education (URGE) funds available to support students who wish to pursue undergraduate research through a research assistantship or independent research. URGE funds may also be used as funding support for research conference participation. Awards are competitive; the Honors College administration reviews proposals and awards grants based on the quality of the proposal.

### **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 Honors College awards a scholarship to pay for the additional cost of single rooms for its eligible stu

These programs include Freshman Mentors, Peer Coaches, and Pedagogical Assistants.

## **Citizenship Contract**



UCA campus.. The council is co-chaired by an upperclassman representative from each honors program The purposes and objectives of the Honors Council are:

organizing and promoting curricular and co-curricular activities among members,  
working with the Honors College faculty and staff in the organization and  
implementation of honors events,  
coordinating with faculty and staff in the development and the enforcement of  
policies regarding the use of the Schichtl Honors Center and other Honors  
community facilities,  
and working with the Honors College administration, faculty and staff in advising  
curricular development and the borrowing of exceptional faculty from other  
departments.



part in a sophomore matriculation process. At the Sophomore Orientation Session, students are given a detailed description of this process, which includes reading and being prepared to respond to the Schedler Honors College founding documents, *The Challenge* and *The Lively Experiment*, in a small group discussion with Honors faculty. Students are also told what will be expected of them at the time they deliver their sophomore lecture.

### **Sophomore Lecture**

Sophomore lectures are usually delivered on a Saturday in the Spring semester at the annual Issues in the Public Square symposium. Sophomore lectures are typically no more than 10 minutes long, and are attended only by the other students assigned to that moderator. Students will be provided with a rubric prior to the lecture and will receive a pass/fail ranking. Students who fail will be given an opportunity to re-present their lecture.

## **Graduation Requirements and Traditions**

### **Honors Minor Requirements**

To complete the Minor in Honors Interdisciplinary Studies, students must take 15 hours of 3000-level and 4000-level courses in the Honors College. Two Junior Seminars (HONC 3310), Senior Seminar (HONC 4310), Oxford Tutorial (HONC 3320) and Capstone (HONC 4320) comprise the 15 hours.

### **Applying for Graduation**

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

