

HONORS COLLEGE HANDBOOK

2010-2011

**Southern Connecticut State University
501 Crescent Street
New Haven, CT 06515**

CONTACT INFORMATION

Dr. Terese Gemme, Honors College Director
203-392-5499

Gemmet1@southernct.edu

Ms. Elspeth McCormack, Honors College Assistant
203-392-5499

mccormacke4@southernct.edu

Dr. Sandra Bulmer, University Honors Thesis Committee Chairperson
203-392-6993

Bulmers1@southernct.edu

HONORS COLLEGE REVIEW

Dr. Dana Sonnenschein, Editor

sonnenscheid1@southernct.edu

HONORS COLLEGE OFFICE: ENB 225A

HONORS COLLEGE WEBSITE: <http://www.southernct.edu/honorscollege/>

Table of Contents

A LETTER TO OUR STUDENTS.....	2
I. ADMISSION TO THE HONORS COLLEGE	3
FRESHMAN APPLICATION AND ADMISSION.....	3
TRANSFER STUDENT ACCEPTANCE POLICY	3
II. ACADEMIC REQUIREMENTS AND CURRICULUM.....	4
HONORS COLLEGE COURSES.....	4
LIBERAL EDUCATION PROGRAM REQUIREMENTS NOT COVERED BY HONORS COLLEGE COURSES	5
FIRST YEAR REQUIREMENTS.....	6
THESIS REQUIREMENTS AND GUIDELINES.....	7
GRADUATION FROM THE HONORS COLLEGE.....	10
LEAVING THE HONORS COLLEGE	10
III. SCHOLARSHIP GUIDELINES	11
PRESIDENTIAL MERIT SCHOLARSHIPS	11
SCHOLARSHIP RENEWAL.....	11
SCHOLARSHIP DEFERMENT POLICIES.....	12
IV. RIGHTS, PRIVILEGES AND EXPECTATIONS.....	12
ACADEMIC EXPECTATIONS	12
ADVISEMENT AND PRE-REGISTRATION	13
APPROPRIATE BEHAVIOR.....	14
COUNSELING.....	14
DAN ORT HONORS COLLEGE LIBRARY.....	14
HONORS COLLEGE LIVING/LEARNING COMMUNITY	15
STUDY AND WORK HABITS.....	15
STUDENT CONTACT INFORMATION	15
V. STUDENT ADVISORY BOARD.....	15
VI. HONORS COLLEGE FACULTY AND STAFF.....	16
VII. FORMS.....	20
ARTS REQUIREMENT FORM	20
PROSPECTUS TITLE PAGE.....	20
THESIS TITLE PAGE	20

A LETTER TO OUR STUDENTS

Dear Honors College Student,

This handbook is designed to serve as a resource for your Honors College experience. Please take the time to read it thoroughly.

The Honors College provides a unique experience in your education. Honors College courses are interdisciplinary in nature, often taught by two faculty members from different disciplines who, along with the students, engage in interchanges demonstrating that knowledge is not a fixed body of information, but rather a fluid process of discovery. While this may be uncomfortable at first, it is part of the process designed to equip you with the critical thinking and listening skills that will prove invaluable for the rest of your lives. Professors will suggest connections among the different disciplines used to organize and communicate the vast store of human knowledge, and you will learn to make these connections for yourself. Honors College courses will investigate the underlying assumptions and models that organize particular disciplines and fields of study, and will pull together readings and media from many divergent sources to engage curiosity and to challenge perceptions. By collecting information, organizing it in new ways, and thus creating original knowledge, you will be encouraged to think—critically and deeply—for yourself.

In addition to providing a rigorous academic program, the Honors College provides the chance to engage in a small community of students and faculty who are scholars, leaders, and engaged citizens. Extracurricular activities are offered throughout the academic year, providing further opportunity for interaction with Honors College colleagues, as well as with the University and Greater New Haven communities. I urge you to take advantage of these activities: to immerse yourself in Southern's academic life, to expand your perspective and to engage in leadership opportunities that are available to you.

If at any time you have questions about the Honors College, please contact the Honors College Office at (203)392-5499. The Honors College office is located in Engleman B wing, ENB 225A. Ms. Elspeth McCormack, the Honors College Assistant, oversees the Honors College office, and is an invaluable resource in helping you navigate through your academic career. In addition, the Dan Ort Honors College Library, located next door to the Honors College Office, is generally open each day from 9:00 am – 5:00 pm, and is available to all students in the Honors College who need a place to study, read, or just take a break. I, along with Ms. McCormack, look forward to working with you throughout this academic year.

With best wishes,

Terese M. Gemme
Honors College Director

I. ADMISSION TO THE HONORS COLLEGE

Admission into the Honors College is based upon demonstrated academic achievement and potential for success within the program. Students may enter the program as first-semester freshman, or may transfer into the program.

FRESHMAN APPLICATION AND ADMISSION

QUALIFICATIONS AND APPLICATION PROCESS

Each year, between 25 and 40 first-semester freshman are accepted into the program. The number of freshman to be admitted is determined prior to the application process. Because of the high number of applicants and the limited number of spaces for entering freshmen, admission is highly competitive. The applicant pool consists of students who have been accepted to the University by December 1st of the year prior to their matriculation, and who meet the minimum requirements: Verbal SAT Score of 560, Math SAT Score of 520, or class rank above the 85% percentile. Qualifying applicants are sent an invitation to formally apply for acceptance into the program. To be considered for the program, applicants must:

1. Submit a letter of interest in the program, including a reflection on why they are a good match for the Honors College program.
2. Submit a résumé including a list of academic and creative achievements, leadership work, community service, and/or civic engagement.
3. Submit a letter of recommendation from a teacher or mentor addressing the applicant's potential as a scholar and student leader.
4. Complete a prepared essay of approximately 750 words on an assigned topic.
5. Complete the writing and group discussion components at the Honors College Essay Day.

Scores from each of these components are added to produce the overall score which determines the ranking of the applicants. Students are notified of their status: accepted with scholarship; accepted without scholarship, waitlisted for the program, or not accepted into the program. Students are asked to accept or decline their acceptance by the date indicated in their acceptance letter, so that people on the waitlist may be notified promptly if positions in the Honors College open up.

Students awarded a scholarship must submit a signed scholarship acceptance form indicating their agreement to comply with the scholarship regulations.

FINALIST WAITLIST

Students not accepted as finalists will be placed on a waitlist. Students not accepted into the program as freshmen may transfer into the program in subsequent semesters according to the Transfer Student Acceptance Policy described below.

TRANSFER STUDENT ACCEPTANCE POLICY

Students with fewer than 30 credits may transfer into the Honors College through their sophomore year, provided they meet the following criteria:

- Completion of ENG 112 (or enrollment in this course during the semester prior to their enrollment in the Honors College) or the transfer equivalent of this course with a grade or B+ or higher
- Completion of INQ 100 (SCSU students only) with a grade of B+ or higher
- Minimum cumulative GPA of 3.0
- Entrance interview with the Director of the Honors College

Students transferring into the program during their freshman year may have two 100 and 200 level HON courses waived at the discretion of the Director, depending upon which Liberal Education Program (LEP) requirements have been completed or transferred into SCSU. Students transferring into the program during sophomore year may have up to three HON courses waived. Very rarely will more than three courses be waived, and all students who transfer into the Honors College must complete at least four HON courses, regardless of the number of credits they are transferring into the program. All remaining academic requirements will need to be completed, as described in the Honors College Curriculum section of this handbook. Students transferring into the Honors College become eligible for scholarship consideration after they have completed two Honors College courses. In scholarship decisions, the number of Honors College course completed may be used to determine the award.

The Director may also request a faculty referral and/or writing sample before admission is granted. Students may be admitted on a probationary basis if their potential for success within the program is not clearly demonstrated.

Students who have returned to school after an extended absence, or students who have maintained a high GPA for at least two semesters after a bad start and who are not eligible for the Fresh Start Option may be admitted to the Honors College at the discretion of the Director.

Students who have completed an Honors College program at another University may be considered for acceptance into the Honors College, but will need to complete some of the SCSU Honors College courses, as determined by the Director.

Students who transfer into the program and complete the requirements necessary to graduate from the Honors College will have fulfilled the University “W” requirement.

II. ACADEMIC REQUIREMENTS AND CURRICULUM

HONORS COLLEGE COURSES

The Honors College prepares students for a rapidly changing world in which they must learn new things quickly, think critically, communicate clearly and effectively, exercise sound moral judgments, and assume responsibility for making difficult decisions. The Honors College curriculum is designed to help students face such challenges.

The curriculum consists of a total of eight Honors courses which replace most of the “Liberal Education Program” (LEP), a junior-year research methods course, and a senior honors thesis or project.

1. Students must complete eight Honors College courses at the 100 and 200 level, from the following groups:

- **HON 150** (taken in first semester freshman year)
- **HON 280** (taken in first semester freshman year)
- **HON 260 OR HON 261** (Idea of Nature I or II)
- **HON 270** (Science and Technology) *OR* **HON 275** (Science and Writing)
- **One course from the following group:**
 - HON 210** (Idea of Self in the Ancient World)
 - HON 220** (Idea of Self in the Renaissance)
 - HON 240** (The Non-Western World)
- **One arts course from the following group:**
 - HON 230** (Culture and Nationalism)
 - HON 250** (City in Western Civilization)
 - HON 290** (Language of Art)
- **Two 200-level electives** which may be taken from the courses listed above, designated Honors College elective courses, or Honors College special topics courses

Note: Students with a Presidential Merit Scholarship must take two Honors College classes each semester until all eight 100 and 200 level courses are completed.

2. Research Methods Course: Students must complete HON 350: Research Seminar (3 credits), or an advanced research methods course offered in their major and approved by the Honors College Director.
3. HON 494 (Honors Prospectus – 3 cr.) and HON 495 (Honors Thesis – 3 cr.)
4. Suggested Courses: HON 400—“Research Colloquium” (1 credit, to be taken concurrently with HON 494), and HON 401—“Thesis Colloquium” (1/2 credit, to be taken concurrently with HON 495).

LIBERAL EDUCATION PROGRAM REQUIREMENTS NOT COVERED BY HONORS COLLEGE COURSES

In addition to the Honors College courses, student must complete:

1. The LEP Technological Fluency course requirement, usually completed during freshman year.
2. A university required Math course, chosen on the basis of SAT scores. According to University policy, students placing into an entry level math course must complete this course during the first two semesters of study, or risk dismissal from the University. **(NOTE: HON 298: Math and the Environment may be used to replace MAT 103 or MAT 108)**
3. The LEP World Language requirement, which is competence at the third-semester level. This competence is demonstrated by passing a placement exam or by successfully completing a third-semester level university Foreign Language course. It is recommended that the placement exam be taken as soon as possible after entering the University if you wish to place out of this requirement.
4. Cognates for the major: some majors require specific LEP courses for their

majors. For example: **EDU** majors *must* complete PHI 370 (Philosophy of Education) and HIS110 or 112;

NUR majors *must* complete CHE 120, BIO 110, BIO 111, BIO 120, and PSY 210.

PLEASE NOTE: This is only a representative list of courses that may be required by majors, and therefore not covered by the Honors College Curriculum. **It is imperative that each student have an advisor in their major with whom they discuss any cognates or courses required by the major that will not be waived by the Honors College curriculum.**

5. In most departments, the six credits earned for the thesis (HON 494 and HON 495) may be applied either toward credit in the major or for the Liberal Education (HON) requirement. If you want these credits to be applied toward the major area of study, you must consult with your academic advisor to be sure your department will accept these credits.

6. All students are required to have a minimum of 40 credits of Liberal Education Program credits in order to graduate. For Honors College students, this includes HON 100 and 200 level courses, HON 350, HON 400, HON 401, the Technological Fluency, Math and World Language requirements, and cognates. HON 494 and 495 may also be applied toward the LEP credits if they are not being applied to the major. (Credits cannot be double counted for Liberal Education and the Major.) For most Honors College students, these requirements will fulfill the 40 credit minimum. However, students who place out of Math and World Language may need additional electives (outside of the major) to complete these 40 credits. Be sure to consult with the Honors College Director and your academic advisor to be sure you have met this requirement.

FIRST YEAR REQUIREMENTS

ACADEMIC WORK

All first-semester Honors College freshmen are enrolled in **HON 150 and HON 280**.

HON 150, *Introduction to Critical Inquiry*, introduces students to critical reading from various disciplines, and develops the ability to summarize, analyze and evaluate their arguments and those of others. There are frequent short written assignments and longer formal essays over the semester. Student's writing will be closely and personally evaluated, to aid in recognizing individual strengths and weaknesses and thus to help students grow intellectually.

HON 280, *The Research Act*, involves concentrated study of research methods and raises the question: "How do we know what we know?" It focuses on the integral relationship between concepts (such as "quality of life" or "political partisanship") and the detailed evidence used to establish and measure those concepts. Students learn to carry out all parts of the research process, including data entry and analysis, word processing, and the completion of a formal research paper and its presentation.

Freshmen will also be taking two or three more courses, following the recommendations of the departments in which they may be considering a major. Whenever possible, students will be placed in Math or Foreign Language courses to meet these requirements. Technological Fluency Course: this is a requirement for all students. You will be assigned to a Technological Fluency course, which may be in Computer Science, Communications or other departments. For their first two years, Honors College students will take two Honors College classes and three more courses. We recommend students take a minimum of 15 credits per semester. This is also a good time to take a course in a topic of interest.

FIRST-YEAR SEMINARS

In addition to academic courses, freshman will be required to attend Honors College First-Year Seminar meetings throughout the semester, which replace the FYE course required of other first-year students. These seminars are designed to help students successfully navigate their way through the first year of college. These seminar meetings will be held approximately ten times during the first semester, and first-year students should reserve Mondays during academic community hour (1:05 – 1:50) for these meetings. (Note: A detailed schedule of these meetings will be available in September.) During these seminars all Honors College first-year students will meet, and occasionally may join in seminars being held for the University’s entire first-year class. Some of the seminar meetings will be in small groups led by the Honors College Peer Mentors. In the event that you cannot attend a specific meeting, please notify the Honors College Office.

As part of the Honors College First-Year seminar, during the first few weeks of classes freshmen will meet with Honors College faculty and peer mentors to discuss the designated first-year book read.

ARTS REQUIREMENT

All first-year Honors College students take part in an “Arts Experience” by attending one arts-related event during the second semester and to file a report on that event. (A link to the “Arts Experience Report Form” is included at the end of the handbook.) The event will be coordinated through the first-year seminar program. Students who do not submit these reports and who have not received an extension from the Honors College Director will be considered to be in unsatisfactory standing in the Honors College and will risk being suspended from the program. If special programs are offered as an alternative means of completing this requirement, students will be informed by e-mail, and may choose to complete this requirement through the special program.

THESIS REQUIREMENTS AND GUIDELINES

Even though the departmental thesis project is not begun until junior or senior year, it is imperative that all students become familiar with this section of the handbook, since early planning is crucial for successful completion of this component of the program.

BASIC INFORMATION

Honors College students must complete a Departmental Honors thesis/creative project. During junior and senior years, students will engage in an exciting and important academic project of their own selection and design. While the Honors College requires this thesis or project, it is coordinated and credited within the major department in which it is carried out and is overseen by the University Honors Thesis Committee, chaired by Dr. Sandra Bulmer. Any exceptions to the thesis schedule or deviation from the established thesis protocol must be approved by Dr. Bulmer.

While most projects are undertaken during senior year, the schedule may be adjusted for students completing student teaching or internships, studying abroad, or remaining in school beyond the fourth year. There are specific scholarship guidelines for these situations, outlined in the Scholarship section of the handbook. Students who need to complete the thesis at a time other than during the fourth year of study must notify the Honors College Director.

The successful completion of a creative project or a research thesis is a source of great personal satisfaction and is often influential in admission to a graduate program or a job, since it demonstrates an ability to do extended independent and self-motivated work. A minimum of two full semesters should be allotted to write/execute the thesis.

PREREQUISITES

Students completing a thesis must have a cumulative GPA of 3.0, and 3.2 within the major. Students are responsible for finding a faculty advisor who agrees to work with them on this project. The Department Chair must sign off on all thesis projects.

THESIS TOPIC

Students should be thinking about ideas for a thesis project as they take courses in the Honors College and in their major. It's a good idea to keep a journal or other log to enter topics and areas of interest as they arise.

THESIS ADVISOR

Each student will choose one faculty member to be the thesis advisor. Students work closely with this faculty member for at least two semesters, so it is important to choose someone with whom they can work successfully, who will be available to meet individually, who will help to keep them on task, and who will challenge them to do their best work. *It is imperative that students begin to search for an advisor during the beginning of their junior year, or they risk not finding an advisor with whom to work, since advisor's schedules may fill up quickly.*

THESIS COMMITTEE

In addition to the thesis advisor, there will be at least two other faculty members on the thesis committee. The University Reader is assigned by the University Honors Thesis Committee Director after the prospectus is submitted. The third committee member is chosen by the student. For students in the Honors College, at least one member of the thesis committee must be on the Honors College faculty. (See the list of Honors College faculty listed in this handbook, or on the Honors College website.) It is recommended that students seek out the third committee early in the process of the thesis project. It is never too early to ask faculty to be on the committee! If this person is chosen as the University Reader, students should begin immediately to look for another faculty member to fill the position of the third committee member.

TIMETABLE

YEAR PRIOR TO BEGINNING THE THESIS (USUALLY JUNIOR YEAR):

- Complete HON 350 or equivalent research course in the major
- Identify and interview prospective thesis advisors
- After confirming the thesis advisor, complete and submit paperwork for HON 494

This paperwork should be submitted by the end of the semester *preceding* the semester for which you intend to be registered for this course. The paperwork needs to be signed by the student, the thesis advisor, the department chair, and the student's academic advisor. Once all the signatures are received, the form is submitted to the Office of the Dean in the school in which you will be completing the thesis.

FIRST SEMESTER OF THESIS WORK:

- Be sure you are enrolled in HON 494 (Prospectus)

- If this work is done in the fall semester, register for HON 400 (1 credit). This may be waived if you have conflicts with your schedule
- During the first week of the semester, inform your department chair that you are beginning a thesis, and provide the title of the project for submission to the University Honors Committee (Note: the title may change as you continue to work on the project.)
- Copy the information sent to your department chair to Ms. McCormack (mccormacke4)
- Schedule regular meetings with your thesis advisor to work on the prospectus
- You will receive a letter and thesis completion schedule from the Director of the University Honors Committee by the end of the first month of the semester. If you don't receive this letter, contact Ms. McCormack in the Honors College office
- Create a timetable of when you will have work in to your advisor, keeping in mind that the prospectus is typically due at the end of the eighth week of the semester
- Submit a copy of the prospectus by the due date to the University Honors Thesis Committee Chairperson
- After submitting the prospectus, the University Honors Thesis Committee will appoint a University Reader for your prospectus. Approximately 4 weeks after you submit the prospectus, your advisor will be informed of any changes that have been requested prior to approval. Once you receive feedback on your prospectus, make any changes that are requested by the committee
- After your prospectus has been approved, check on Banner to be sure that HON 495 is added to your schedule for the following semester
- Submit a copy of your approved prospectus to the Honors College Office

SECOND SEMESTER OF THESIS WORK:

- Be sure that you are registered for HON 495
- In addition to the University Reader assigned to your committee, contact and confirm the third committee member you have chosen for your thesis committee
- If your schedule permits, register for HON 401 (1/2 credit)
- Plan on submitting a completed draft of your thesis at least one month prior to the due date
- Submit copies of your thesis to you advisor and two readers by the date indicated on the thesis completion schedule
- Schedule the Thesis Defense/Presentation with the members of your committee. Be sure to adhere to the dates in the thesis completion schedule. You may schedule the presentation anywhere on campus. The Honors College library may be used if it is available. Schedule the use of the Library with the Honors College Office
- Prepare your thesis presentation. If using PowerPoint, be sure to make the slides interesting, not simply a copy of what you will be saying. If you need equipment for

your presentation, check with Ms. McCormack in the Honors College at least one week prior to your scheduled date to request the equipment

- After you receive feedback from the committee, make any changes that are required, and resubmit the thesis for approval. (You do not need to schedule an additional defense/presentation.) You must adhere to the dates submitted by the University Honors Thesis Committee for final submission of your approved thesis in order to participate in the University Honors Convocation. For that reason, we advise you to schedule your defense/presentation as early as possible.
- Be sure that the Thesis Completion form has been received by the University Honors Committee.
- Submit a bound copy of the thesis to the Buley Library, the Honors College Office, and if required, to your Department.
- Take a deep breath, and congratulate yourself on your success!

GUIDELINES FROM THE ENGLISH DEPARTMENT FOR *CREATIVE THESIS IN CREATIVE WRITING THROUGH THE HONORS COLLEGE:*

Seniors or late-term juniors with an overall GPA of at least 3.0 and an English GPA of at least 3.3 are eligible to write a creative thesis. A creative thesis may be a novel, memoir, collection of stories or poems, or a combination. Ideally, the student must have completed all three courses in the desired genre (e.g. for fiction, 203, 306, 406) and must find a professor willing to serve as thesis advisor. A professor is under no obligation to agree to advise a thesis, and the student should be ready to provide the professor with a sample of his or her work to help the professor in their decision.

The thesis is a two-semester, six-credit process. The student should contact the prospective thesis advisor at the latest **THE SEMESTER BEFORE** the thesis process would begin. The project must be approved and signed by the thesis advisor and the English Department chair.

GRADUATION FROM THE HONORS COLLEGE

After successfully completing the course requirements and defending a thesis or creative project, students receive two distinct honors: a certificate indicating completion of the Honor's College program, and departmental honors from the department in which the thesis was completed. Students with high a grade point average may also receive *cum laude*, *magna cum laude*, or *summa cum laude* designations. These awards are given out in May at the annual University Honors Convocation.

LEAVING THE HONORS COLLEGE

A student leaving the Honors College who does not complete the entire Honors College curriculum (including the thesis) receives credit for one course for each Honors College course completed. These credits are usually applied to the LEP requirements and electives. Please consult with the Director to determine which LEP requirements have been satisfied through the Honors Courses. Please note that the course content of the Honors College course determines the LEP requirement for which it may be substituted. Students who leave the program will also need to take "W" courses to complete their LEP requirements as outlined in the following chart:

HON COURSES COMPLETED	“W” COURSE WAIVER	“W” REQUIREMENT
8 HON courses	3 “W” courses waived	0 “W” course required
6-7 HON courses	2 “W” courses waived	1 “W” course required
3-5 HON courses	1 “W” course waived	2 “W” courses required
1-2 HON courses	0 “W” courses waived	3 “W” courses required

III. SCHOLARSHIP GUIDELINES

PRESIDENTIAL MERIT SCHOLARSHIPS

Each year, a pre-determined number of Presidential Merit Scholarships, covering in-state tuition and fees, are awarded to members of the incoming Honors College class. These scholarships cover the fees required to be paid by all University students, but do NOT cover class/lab fees (such as art classes or Nursing lab fees) or books, or the binder fee required to secure your place in the incoming class. These scholarships are renewable competitively, and may be applied for a maximum award of four years (eight semesters). Scholarships may ONLY be applied to the fall and spring semesters, and are not available for summer, winter, or spring break sessions. Scholarships may be applied to the cost of study abroad taken during the fall or spring semester, provided you academic credit will be received at an institution approved of by the International Studies Office.

SCHOLARSHIP RENEWAL

For renewal of the Presidential Merit Scholarship, recipients must:

- remain in good standing in the Honors College, including completion of first-year seminar requirements and adherence to the Honors College code of conduct outlined in this handbook
- successfully complete two Honors courses per semester for the first four semesters
- complete the courses outlined for junior and senior years
- maintain the prescribed GPA:
 - 3.0 at the end of first year,
 - 3.2 at the end of sophomore year,
 - 3.3 at the end of junior year.

All students in the Honors College who are not receiving a Presidential Merit Scholarship (including transfer students) are placed on the scholarship wait list. Students who transfer into the Honors College must take at least two Honors College courses before being considered for scholarship.

If a student loses a scholarship by failing to meet the conditions listed above, that scholarship is then offered to the person who has the highest GPA on the waiting list *for that particular class*. This means that sophomore scholarships can only be transferred to sophomores on the waiting list, junior scholarships can only be transferred to juniors on the waiting list, etc. Scholarships that are given to students on the waiting list are only renewable for the number of semesters remaining on the scholarship that is being taken over. (For example, a sophomore who receives a scholarship during the fall of his/her second year at SCSU will only be eligible to receive that scholarship for a total of three years,

since the first year has already been used by the student who previously held the scholarship.) Students losing a scholarship are placed on the waiting list and are eligible to receive a scholarship later should one become available. These are the rules established by the Board of Trustees, and we have to abide by these parameters.

PLEASE NOTE: ANYONE AWARDED A PRESIDENTIAL MERIT SCHOLARSHIP THROUGH THE HONORS COLLEGE IS EXPECTED TO WORK AT A JOB NO MORE THAN 12 HOURS PER WEEK WHILE SCHOOL IS IN SESSION. Scholarships are awarded so that students can devote most of their time to academic pursuits and to be available for meetings, class labs, colloquia, and other events that they will be asked to attend. While not everyone will be able to attend everything, we expect that students' schedules will permit them to attend most of these events.

SCHOLARSHIP DEFERMENT POLICIES

DEFERMENT FOR EXTENSION OF JUNIOR/SENIOR REQUIREMENTS

Scholarships may be deferred (put on hold) for up to two semesters at the discretion of the Honors College Director because of student teaching or internship requirements that preclude completion of the Honors College course sequence, study abroad, or change of major resulting in additional study required for the completion of the thesis. Students must notify the Honors College Director in order for the deferment to be enacted. The following situations are most typical of this deferment:

- Deferment of junior or senior requirements: If schedule conflicts do not allow for completion of HON 350 (or an accepted substitute) during junior year, scholarships may be held for up to one year until the scholarship recipient is able to complete this course. It will be reinstated for the remaining semesters left in the scholarship at the time it was deferred.
- Deferment of the thesis: If a student chooses to defer the beginning of the thesis beyond the first semester of the fourth year, the scholarship will be deferred for up to one year until the student registers for HON 494.

DEFERMENT FOR MEDICAL LEAVE

Scholarships may be deferred for up to one year due to medical leave. To request a medical leave, the student or his/her health care proxy must contact the Honors College Director. Deferments beyond one year are rare, and must be approved of by the Dean of the School of Arts & Sciences.

DEFERMENT FOR EXTENUATING CIRCUMSTANCES

Any deferment for extenuating circumstances must be approved by the Honors College Director in consultation with the Dean of the School of Arts & Sciences and the Provost.

IV. RIGHTS, PRIVILEGES AND EXPECTATIONS

ACADEMIC EXPECTATIONS

ACADEMIC HONESTY

Honors College students are expected and required to uphold standards of academic honesty and to be vigilant against cheating and plagiarism of any kind, as spelled out in the University Handbook. Remember that academic honesty precludes the following: submitting someone else's work as their own; letting others use notes, exams, or papers as their own; exchanging money for any academic

materials (except in paying someone to type a paper); and failing to reference the sources for analysis or writing. If unsure about what constitutes plagiarism, please consult the class professors. *Please note that Honors College students who engage in plagiarism may fail their Honors courses, lose their scholarships, and/or be removed from the Honors College.* In addition, all cases of plagiarism are reported to the Office of the Dean.

EVALUATION

Maintaining status in the Honors College depends on each student's total performance, which is reviewed each semester. This includes overall academic performance, class attendance, and completion of the first-year seminar requirements. Students are expected to attend class except in the event of illness or emergency. Honors College faculty keep regular attendance records, and report to the Director any students who habitually miss class. Students missing class for a week or more must contact the professors and the Director. Students are responsible for reading all syllabi and course information materials for each class, and to note when assignments are due and exams are scheduled. Students are encouraged to keep in close touch with their professors. Students having difficulty in a course, or who simply feel confused, should arrange to have a conference with one or both professors to review their work and study habits and to build their confidence. Students can also arrange meetings with the Honors College Director or their faculty advisors.

REQUIREMENTS FOR GOOD STANDING

By the end of sophomore year, students in the Honors College are expected to maintain a cumulative GPA of 3.2 or higher. Students with a GPA below 3.0 may remain in the Honors College on a probationary status at the discretion of the Honors College Director. It is important to remember that in order to complete the Departmental Thesis requirement, students are expected to have earned a cumulative GPA of at least 3.0, and a GPA of 3.2 in the courses in the department in which they will complete the thesis. Students who fall below the minimum GPA will receive a letter of probation indicating the terms for regaining full standing in the Honors College. Students who achieve below a 2.0 in any semester may have their membership in the Honors College rescinded.

ADVISEMENT AND PRE-REGISTRATION

Advisement is an important component in adjusting to the Honors College program. Incoming freshman students are assigned an Honors College faculty advisor, whom they may contact at any point to discuss questions about the Honors College curriculum, career plans, or any other issues. As part of the first-year seminar, freshmen students are also partnered with a student peer mentor who is available to answer questions or help with any concerns. The Honors College Director serves as the general advisor for all Honors College students, and students should not hesitate to contact the Director to discuss any concerns or questions that they have.

Honors College students who are actively involved in the program and who have met the curricular requirements for their class are entitled to register on the first day of University Undergraduate registration. A pre-registration group meeting for all Honors College students will be scheduled a few weeks prior to registration. **Students should make every effort to attend this meeting.** Admission to Honors College courses is secured by meeting with the Director on the assigned date and getting on the class lists for these courses. Students cannot register for Honors College courses until they have met with the Honors College Director and have been placed on the class lists. First-year students must also meet with the Honors College faculty member assigned as their Honors Faculty Mentor prior to registering for Honors College classes. Students who are listed as Honors College students but who have

not completed an Honors College course or equivalent requirement for more than one semester will not have access to early registration, and will receive a letter indicating that they will be removed from the Honors College rosters pending a meeting with the Director.

Students in the Honors College must also meet on a regular basis with an advisor in their major area of study. This person will help to plan the program within their major, to make sure that departmental requirements contained in the LEP requirements not covered by the Honors College curriculum are met, and to discuss career plans and opportunities. Students need to meet with the academic advisor in their major area of study prior to registration in order to obtain the alternate pin number which permits early registration. These numbers will not be given out by the Honors College, except in cases where students have not yet declared a major.

APPROPRIATE BEHAVIOR

Standards of conduct appropriate for a learning community must be maintained. Any words or actions that imply racist, sexist, or discriminatory attitudes will not be tolerated. Students have access to the University's computers and are expected to use these resources wisely. Any misuse—particularly if this includes insults or slurs—will result in immediate removal of access to the computers, even if that jeopardizes a grade in a course.

COUNSELING

The Honors College stresses a close working relationship between students and faculty. Class size is small, and students receive personal responses to written and oral work. The Director of the Honors College acts as the general advisor for Honors College students, and students are encouraged to meet with the Director often. Oftentimes, adjustment to the demands of university life can be difficult; it is not uncommon for students to have conflicts with roommates or parents, to be homesick, to feel pressured about time management, or to have difficulties with friends. Students who find themselves confused about any aspect of life in the Honors College should make an appointment to consult with a faculty member, with the Honors College Director, or with someone in the counseling office. University life offers much freedom: an extensive choice of courses, more free hours outside of the classroom, and less involvement of parents and other mentors in daily life. This freedom is daunting as well as liberating, because it requires taking responsibility for present decisions and future life. In any university, students will encounter drugs and alcohol, and people of many different backgrounds whose attitudes about personal values, social relationships, and sexual conduct may be different from their own. We urge our students to take advantage of the many advising and counseling opportunities provided by Southern and in the Honors College. There are many people at Southern who will address personal problems or academic difficulties without judgment. We want to make university life as secure as we can for our students, and so we urge all of our students to contact the Honors College Office, the University faculty or administration, the Counseling Office, or the Disabilities Resource Center if they are in need of any type of support services.

DAN ORT HONORS COLLEGE LIBRARY

Faculty and students in good standing in the Honors College have access to the Dan Ort Library located next to the Honors College Office (ENB 225B). The Library is a multi-purpose room, where students can study, use the computers, and socialize. The use of the library is a privilege. Students are expected to show consideration of others while they are using the library. Any behavior that is deemed aggressive, disrespectful, or disruptive may result in the revocation of this privilege.

The library will typically be open to students while the Honors College office is open, from 9:00am - 5:00 pm. The library may be closed while being used for specific events such as classes, faculty meetings, thesis defense meetings, and student sponsored events. Notices will be posted on the door of the library to indicate when the library will be closed.

HONORS COLLEGE LIVING/LEARNING COMMUNITY

Honors College students may request to become part of the Honors College Living/Learning Community, which is overseen by the Office of Residence Life. In order to be part of this community, students must complete their applications for housing according to the deadlines and procedures established by the Office of Residence Life.

STUDY AND WORK HABITS

Honors College students are expected to make college their priority while they are in the program, and to put in two to three additional hours for every credit in the classroom. For a five-course load involving fifteen credit hours per week, that adds up to a 45-hour minimum commitment. We recommend that full-time Honors College students who must hold an outside job work no more than a fifteen hour per week, and no more than twelve hours if they are receiving a Presidential Merit Scholarship. Students experiencing difficulty in planning their schedule should stop by the Honors College office for advisement.

Two primary ingredients are essential to success in the Honors College. One is good study habits, including adequate time devoted each week to assignments and additional reading, discussion, and pondering of ideas and challenges to accepted assumptions. Students should plan time for rough-drafting, revising, and rewriting papers. The second attribute of the successful student is mental energy, that creative curiosity and zest for learning that gets beyond worrying about grades or performance and involves stretching the mind. This disparity is related to the higher standard and greater competition in Honors College courses. The number of Honors College students who win awards and scholarships each year clearly indicates that our students as a group are performing at the highest levels.

STUDENT CONTACT INFORMATION

It is extremely important to check the e-mail account set up for you by SCSU. This account consists of your last name, first initial, and a number followed by owls.southernct.edu. You may forward the mail received via this address to any other e-mail address that you already have. There is extremely important correspondence that will be sent to the Southern address, so please be sure to check that account or have your mail forwarded to another address. All of the announcements from Honors College are sent through your university e-mail address, so this is extremely important. In addition, please advise the Honors College Office of any change in your mailing address and phone number.

V. STUDENT ADVISORY BOARD

The Honors College Student Advisory Committee is composed of students who volunteer to help plan a variety of events based on student interest. Some of these events bring students and faculty together outside of the classroom. All events are open to everyone in the Honors College. To become a member of the board, please contact the Honors College Office.

VI. HONORS COLLEGE FACULTY AND STAFF

Adams, Gregory. SOC. B.A., M.A., Ph.D., University of Massachusetts, Amherst

Amenta, Rosalyn. WMS/ANT. B.A., Southern Connecticut State University; M.A.R., Yale Divinity School; Ph.D., Fordham University

Aronson, Barbara. NUR. B.S.N., Saint Joseph College M.S.N., University of Hartford; Ph.D., University of Massachusetts, Amherst

Beals, Polly A. HIS. B.A., College of Wooster, Ohio; M.A., University of Pennsylvania; Ph.D., Rutgers University

Bennett, Therese. MAT. B.S. Temple University; M.A., Ph.D., University of Pittsburgh

Bloch, Jon P. SOC/ANT. M.A., Ph.D., Indiana University

Breslin, Vincent T. SCE/ED/ENV/MAR. B.S., University of New England, Biddeford ME; M.S., SUNY, Stonybrook; Ph.D., Florida Institute of Technology, Melbourne

Broadbridge, Christine Caragianis. PHY. B.S., University of Rhode Island; M.A., Ph.D., Brown University

Bulmer, Sandra M. PCH. B.S., California State University; M.S., University of Oregon, Eugene; Ph.D., Texas Woman's University

Buterbaugh, Kevin. PSC. B.A., Saint Peter's College; Ph.D., Washington University/St. Louis, Missouri

Bynum, Terrell W. PHI. B.A., B.S., University of Delaware; M.A., Princeton University; M.Phil., Ph.D., CUNY

Carr, T. Wiley. ART. B.F.A., Indiana University; M.F.A., Yale University

Carroll, Deborah A. PSY. B.S., Fairfield University; M.S., Ph.D., University of Connecticut

Cavallero, Eric. PHI. B.A., University of California, Berkley; M.A., Ph.D., Yale University

Charpie, John. PHY. M.S., Ph.D., University of Connecticut

Chrissidis, Nikolaos. HIS. M.A., M.Phil, Ph.D., Yale University

Cusato, Susan. SCE. B. S., M.S., Southern Connecticut State University, Ph.D., University of Connecticut

DeJarnette, Glenda. CMD. B.A., Allegheny College; M.A., Cleveland State University; Ph.D., Bowling Green State University

Dolan, James F. PHY. B.A., St. John Fisher College; M.S., Ph.D., University of Connecticut

Dunklee, Jerry D. JRN. B.A., Michigan State University; M.S., Emerson College

Edgington, Nicholas. BIO. B.A., University of Northern Iowa; M.A., Drake University; Ph.D., Iowa State University

Enjarlran, Mathew. PHY. B.S., University of California, Davis ; M.S., San Francisco State University; Ph.D., University of California, Davis

Fredeen, DonnaJean A. Dean of the School of Arts & Sciences, CHE. B.A., McMurry College; Ph.D., Texas A & M University

Friedlander, Alan R. HIS. B.A., Queens College, CUNY; M.A., Ph.D., University of California, Berkeley

Fullmer, James W. ESC. B.A., Drexel University; Ph.D., Massachusetts Institute of Technology

Garvey, Sheila H. THR. B.S., Emerson College; M.A., Northwestern University; Ph.D., New York University

Gatzke, Kenneth W. PHI. B.F.A., M.A., Ph.D., University of Illinois

Gemme, Terese M. MUS. B.M. Anna Maria College; M.M., Boston Conservatory; D.M.A. Peabody Institute of the Johns Hopkins University

Gerber, Richard A. HIS/MUS. B.A., M.A., Ph.D., University of Michigan

Gilliland, Rex. PHI. B.A., Long Beach City College; M.A., California State University-Long Beach; Ph.D., University of Memphis

Gorniak, Krystyna. PHI. M.A., Ph.D., Adam Mickiewicz U. [Poland]; A.B.D., Temple University

Grace, Sean Patrick. BIO. B.S., University of Maryland, M.S., University of Rhode Island

Harlow, Renee. HON. B.A., Brown University; M.F.A., Vermont College

Heidmann, Mark. ENG. B.A., Wittenberg University; M.A., Purdue University; M.Div., M.A., M.Phil., Ph.D., Yale University

Hernandez, Raphael. WLL. M.A., University of California; Ph.D., New York University

Holbrook, Sue Ellen. ENG. B.A., M.A., Ph.D., University of California, Los Angeles

Hudson, Jennifer. ENG. M.A., Southern Connecticut State University

Huminski, Susan. SCE.

Johnson, Brian C. ENG. B.A., University of California, Berkeley; M.F.A., Brown University

Kalk, Bruce H. Associate Dean of the School of Arts & Sciences, HIS. B.A., College of William and Mary; M.A., Ph.D., University of North Carolina, Chapel Hill

Kenty-Drane, Jessica. SOC. B.A., University of New Hampshire; M.A., Ph.D., Northeastern University

Kowalczyk, Gregory. CHE. B.S., Wayne State University; Ph.D., University of Maryland

Lang, Mary. ENG. B.A., Barnard College; M.A.T., Yale University

LaRocco, Steven M. ENG. B.A., University of Massachusetts; M.A., Ph.D., Rice University

Levine, David A. ART. B.A., Oberlin College; M.F.A., Ph.D., Princeton University

Madara, Bernadette. S.B., St. Anselm College; M.A., University of Tulsa; M.S.N., Sacred Heart University; Ed.D., Teachers College, Columbia University

Manzella, Joseph. ANT. B.Ed., University of Miami; M.A., Wesleyan University; Ph.D., University of Connecticut

Marsland, Katherine. PSY. B.A., Fairfield University; M.S., M.Phil., Ph.D., Yale University

Marsoobian, Armen T. PHI. B.A., Bucknell University; Ph.D., State University of New York, Stonybrook

McGinn, Jane. ILS. B.S., Howard University; MLS, University of North Carolina; Ph.D., University of Pittsburgh

Mugno, Raymond. MAT. B.A., Manhattan College, M.S., Ph.D., State University of New York at Stony Brook

O'Brien, Wesley J. MDS. B.S., Southern Connecticut State University; M.A., Wesleyan University; Ph.D., New York University

Olson, Linda. WLL. B.S.Ed., Cleveland State University; M.A., Case Western Reserve University; M.A., Ph.D., University of Wisconsin, Madison

Paddock, Troy R. HIS. B.A., Pepperdine University; M.A., Ph.D, University of California, Berkeley

Palma, Giuseppina. WLL. B.A., Albertus Magnus College; M.A., M.Phil., Ph.D., Yale University

Paulson, Arthur C. PSC. B.A., Parsons College; M.A., Ph.D., University of Colorado

Pelayo, Ruben. WLL. B.A., Escuela Normal Superior, Cuernavaca (Mexico); M.A., San Diego State University ; Ph.D., University of California, Riverside

Petrie, Paul R. ENG. B.A., Eastern College; M.A., Ph.D., University of Connecticut

Pettigrew, David E. PHI. B.A., Friends World College; M.A., Antioch University; M.A., Ph.D., SUNY, Stonybrook

Petto, Christine M. HIS. B.A., Boston University; M.A., Ph.D., Indiana University

Rogers, Michael J. SOC/ANT. B.A., M.A., Stanford University; Ph.D., Rutgers University

Selvaggio, Marie M. SOC/ANT. B.A., Douglass College; M.A., Ph.D., Rutgers University

Serchuk, Camille. ART. B.A., University of Pennsylvania; M.A., Ph.D., Yale University

Shea, Michael. ENG. B.A., Loyola College; M.A., Ph.D., Miami University of Ohio

Sherman, William. PSY. B.A., Ph.D., New York University; M.A., University of Connecticut

Skoczen, Kathleen. ANT. B.A. San Diego University; M.A., Ph.D., Syracuse University

Smith, J. Philip. Vice President for Academic Affairs, MAT. B.A., Dartmouth College; M.S., Stanford University; Ph.D., Teachers College, Columbia University

Solodow, Joseph B. WLL. A.B., Columbia University; A.M., Ph.D., Harvard University

Sonnenschein, Dana L. ENG. B.A., University of Iowa; M.A., Johns Hopkins University; M.A., Ph.D., Boston University

Tait, James. ESC. B.S., B.A., M.S., Ph.D., University of California, Santa Cruz

Vitale, Joseph N. CSC. B.S., Fairfield University; M.S., Rensselaer Polytechnic Institute; M.S., Yale University

Volkman, Richard. PHI. B.A., Winona State College; M.A., Ph.D., University of Wisconsin, Madison

Yacher, Leon. GEO. B.A., M.A., University of New Mexico; Ph.D., Syracuse University

VII. FORMS

ARTS REQUIREMENT FORM

[HTTP://WWW.SOUTHERNCT.EDU/HONORSCOLLEGE/STUDENTRESOURCES/](http://www.southernct.edu/honorscollege/studentresources/)

PROSPECTUS TITLE PAGE

[HTTP://WWW.SOUTHERNCT.EDU/DEVELOPMENT/HONORSTHESES COMMITTEE/SAMPLECOVERSHEETFORTHEISISPROSPECTUS/](http://www.southernct.edu/development/honorsthesescommittee/samplecoversheetforthesisprospectus/)

THESIS TITLE PAGE

[HTTP://WWW.SOUTHERNCT.EDU/DEVELOPMENT/HONORSTHESES COMMITTEE/SAMPLECOVERSHEETFORTHEISIS/](http://www.southernct.edu/development/honorsthesescommittee/samplecoversheetforthesis/)