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# HANDBOOK

FOR STUDENTS, FACULTY, AND STAFF OF THE

**PIERRE LACLEDE HONORS COLLEGE  
UNIVERSITY OF MISSOURI–ST. LOUIS**

SPRING 2025 EDITION

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# Advising

Some of the advisors listed below are not available during university breaks. Please contact Audri Adams, Dan Gerth, Kim Baldus, or Ed Munn Sanchez if your assigned advisor is unavailable. Additionally, Audri is available for walk-in advising for all majors when your assigned advisor is unavailable.

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Accounting		Cybersecurity (information systems emphasis)	
Actuarial Science		Data Management (all fields)	
Bachelor of Liberal Studies (BLS)		Economics	
Business Administration (includes all emphasis areas: Entrepreneurship, Finance, International Business, Management, Marketing, and Supply Chain Management)		Information Systems	
Opportunity Scholars Program		Nursing	
Undeclared majors (A-M)		Organizational Leadership	
Criminology and Criminal Justice		Sociology	
		Sports Management	
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Engineering and pre-engineering		Pre-health sciences (pre-med, vet, optometry, dental, pharm, etc.)	
Opportunity Scholars Program		Writing Certificate	
Physics			
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Bachelor of Interdisciplinary Studies (BIS)		Philosophy	
		Pre-law	
<b><u>CHRISTOPH SCHIESSL</u></b>	<b><u><a href="mailto:schiesslc@umsl.edu">schiesslc@umsl.edu</a></u></b>	<b><u>516-6871</u></b>	<b><u>C207</u></b>
Biology (non-health science)		Cybersecurity (computer science emphasis)	
Biochemistry (non-health science)		History	
Chemistry (non-health science)		Mathematics	
Computer Science			
Computing Technology			
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International Relations		Public Policy	
Modern Languages			
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Anthropology		Music and Music Education	
		Undeclared majors (last names N-Z)	
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## **\*\* INTRODUCTION \*\***

**Welcome to the Pierre Laclède Honors College!** This handbook provides you with an overview of the College, our mission, and our certificate program, as well as the information you need to take full advantage of everything that the Honors College has to offer. The goals of our writing program and how to maintain your portfolio, independent study and internship opportunities, and requirements for our four year, three year, and two year programs are just a few of the important topics you can read about.

Honors at UMSL began as a program in the College of Arts and Sciences in the late 1970s. In 1989 Honors officially became a college, named after one of the founders of St. Louis. The Pierre Laclède Honors College moved into our current home, Provincial House, in 2001. In the past 34 years, we have grown from just over 300 students to more than 500. Our students participate in every major on campus, with Business, Biology, Nursing, Engineering, and Psychology being our most popular fields, which is a testament to the usefulness and attractiveness of an Honors education to all students.

The opportunities available through the Honors College are extensive. We provide not only interesting and innovative seminar courses but also full service academic advising, a First Year Experience program, a writing program, an internship program, a published book of creative works (*Bellerive*), an art show (*Celebrating the Arts*), a full social calendar from the student association (PLHCSA), an independent student-led satirical newspaper (*Brain Stew*), living and learning communities for residential students in Oak Hall, a mentoring program for freshmen, and a wealth of community engagement, undergraduate research, internship, and study abroad opportunities.

Please read this handbook to learn more about us. If you have questions that the handbook does not answer, please do not hesitate to call or email any of the people listed on the contacts page—and that includes me.

I hope you each have a terrific year.



Ed Munn Sanchez  
Dean, Pierre Laclède Honors College  
August 2024

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## **MISSION**

At the Pierre Laclède Honors College we transform lives through engaged, individualized learning in and outside of the classroom. Our graduates are economically productive, ethically committed, thoughtfully engaged, active citizens who flourish within their culture and world.

Our vision is a community that empowers students to develop unique paths that allow them to pursue individual goals. Small classes (on the average 13) allow students to learn by active questioning and conversation. Students develop strong communication and writing skills while exploring connections across areas of knowledge as they think critically within and beyond their majors. By exploring a wealth of beyond-the-classroom opportunities, Honors students develop the crucial foundation for future professional success.

We support our students with individual advising to help them discover the best paths to their goals. Renewable scholarship funding also ensures that this opportunity is available to all no matter their financial situation.

## **THE HONORS CODE OF CONDUCT**

The Pierre Laclède Honors College community relies upon its students, faculty, and staff to uphold high standards of academic excellence, ethical behavior, responsible citizenship, and professionalism. Honors students lead by example in the classroom, on UMSL's campus, and throughout the St. Louis region.

Each member of our community pledges to engage in respectful dialogue in order to fulfill Honors' commitment to inclusivity and tolerance through the thoughtful exchange of ideas. Meaningful discussion requires that all members of our community express their ideas freely in a space that affirms the dignity of each individual. Honors students, faculty, and staff commit themselves to developing supportive learning environments that nurture the personal, academic, and professional goals of Honors students. To build and sustain a thriving community of scholars, all students dedicate themselves to participating fully in assigned discussions, coursework, and classroom activities. Beyond the classroom, all members of the Honors College also pledge to participate regularly in Honors-sponsored events, contributing to a vibrant and collaborative community.

Students will uphold high standards of academic integrity in all work produced for Honors courses, research, internships, or community service for UMSL and the St. Louis region. Students will explore and find guidance for these standards in the UMSL's [Code of Student Conduct](#), UMSL's statements on [Academic Integrity and Student Conduct](#), and the policies of the [Handbook for Students, Faculty, and Staff of the Pierre Laclède Honors College](#).

## **THE HONORS COLLEGE CURRICULUM**

### **The College Seminar**

The heart and soul of Honors at UMSL is the college seminar. Seminar-style classes are based in reading, writing, discussion, and critical thinking. In this exciting environment, students bring their diverse backgrounds, experiences, and knowledge into a close-knit learning community that fosters academic development.

### **Written Work and the Honors College Writing Program**

The Honors College's chief form of assessment in all coursework is writing. Various forms of writing are used to advance learning, express ideas, and evaluate students' understanding of ideas, texts, and research. While writing is a major component of all our courses, our writing curriculum also includes formal composition courses (Honors 1100, 3100, 3120, 3160), creative writing courses (Honors 2020, 3020), and our writing capstone (Honors 4100). In Honors 4100, typically taken in the senior year,

students review their coursework with a faculty member and develop writing projects to prepare for careers, graduate school, or professional degree opportunities. For further information on the Portfolio, please see Appendix C.1.

Additional writing opportunities include our yearly literary anthology, *Bellerive*, a student newsletter, *Brain Stew*, our student-written alumni newsletter, *Provenance*, and our annual *Excellence in Writing* competition.

### **The Honors College Courses**

1000 Level: Restricted primarily to freshmen, our first-year curriculum introduces students to influential texts from diverse Western and non-Western cultures through our Cultural Traditions sequence; our complementary Western, American, and Non-Western courses provide more in-depth exploration of a particular subject broadly covered in Cultural Traditions. Students take Cultural Traditions I (fall) and II (spring), along with an associated class from either our Western (1110, 1130) or American (1230) Traditions series in one semester and an associated class from our Non-Western (1310, 1330) Traditions series in the other semester. All of these courses fulfill general education or other university requirements. Students also complete Honors 1100: Freshman Composition in their first year, unless they have advanced or transfer credit for this campus requirement. Cultural Traditions I and II are also First Year Experience courses and fulfill the FYE requirement for all majors in the College of Arts and Sciences.

2000 Level: Primarily for sophomores and juniors, these courses are themed around broad curricular areas of study: humanities, fine arts, social and behavioral science, business, nursing, education, natural science, or mathematics. Four-year students generally complete at least two of these courses in the sophomore year. All of these courses fulfill general education or other university requirements.

3000 Level: Primarily for juniors and seniors, these advanced seminars represent in-depth study of well-defined special topics. They build upon disciplinary introductions provided in our 2000 level courses, but are generally very interdisciplinary in nature. These courses do not fulfill general education requirements but can fulfill requirements for specific majors, minors, and certificates.

4000 Level: In order to meet the Honors certificate requirements, all Honors students must complete at least six credit hours of approved independent study or internship projects, as well as the Portfolio capstone (Honors 4100). Independent study (Honors 4900) and internship projects (Honors 4910) can be completed in Honors, or in other disciplines (pending Honors and departmental approval). This requirement encourages students to pursue, at an advanced level, their developing intellectual interests and/or career plans.

### **Honors College Plans of Study**

Honors course requirements vary according to whether students have been admitted as freshmen or transfer students. We offer four, two, and two year-plus plans. All students have the same independent study/internship requirement and capstone requirement. Please see Appendix A for the degree audits that present these academic requirements for the Honors certificate.

#### **Four-Year Plan**

Most students who enter Honors after high school will complete the four-year plan, which consists of 40 credit hours from course work, independent study/internship, and our capstone.

Year 1 Fall: Honors 1100: Freshman Composition (unless already fulfilled), Honors 1200/1202: Cultural Traditions I, and an additional Honors course from either the Western/American series (Honors 1110, 1130, 1230) or Non-Western Series (Honors 1310, 1330).

Year 1 Spring: Honors 1201/1203: Cultural Traditions II and an additional course from either the Western/American series (Honors 1110, 1130, 1230) or Non-Western Series (Honors 1310,



1330). Students should choose from the opposite sequence of fall semester. Students who need, but did not complete, Honors 1100: Freshman Composition will also complete that course in the spring.

Year 2: Students take two seminars from our 2010-2080 sequence of inquiries courses. These include: Honors 2010: Inquiries in the Humanities, Honors 2020: Inquiries in the Fine and Performing Arts, Honors 2030: Inquiries in the Social and Behavioral Sciences, Honors 2040: Inquiries in Mathematics and Computing, Honors 2050: Inquiries in the Natural Sciences, Honors 2060: Inquiries in Business, Honors 2070: Inquiries in Education, and Honors 2080: Inquiries in Nursing. Some students may begin working on their independent study/internship requirement during this time period as well.

Years 3 and 4: Students take at least one Honors seminar per semester, for a minimum of four overall. At least three of these should be taken at the 3000 level. Our offerings for the campus' junior level writing requirement can be taken for this seminar requirement. Generally speaking, during these years most students complete their independent study/internship requirement. The Honors capstone should be completed in senior year.

### **Two-Year Plan**

Students who enter the Honors College at the beginning of their junior year will usually complete the two-year plan. The plan consists of 22 credit hours from course work, independent study/internship, and our capstone.

Year 1: Students will complete the campus' junior level writing requirement in Honors (3100: Writing the City, 3120: Business Writing, or 3160: Writing in the Sciences), along with two other Honors seminars, at least one of which should be at the 3000 level. Some students will begin working on their independent study/internship requirement during this time period as well.

Year 2: Students will complete two Honors seminars at the 3000 level. Students will also complete their independent study/internship requirement, as well as the Honors capstone.

### **Two-Year-Plus Plan**

Students who enter the Honors College with between 30-59 credit hours will follow the two year plan, but with additional seminar(s) depending on the number of credit hours complete when the student starts. In general, the two-plus plan consists of 28 credit hours from course work, independent study/internship, and our capstone. Two-plus plan students generally complete seven classes in the Honors College (the junior level composition requirement and six seminars).

## **HONORS COLLEGE POLICIES AND PROCEDURES**

**Good Standing.** All students are expected to fulfill the curricular requirements outlined previously; students must also maintain at least a 3.2 GPA and complete at least 12 credit hours per semester. At the end of each semester, all students are reviewed, and those not in good standing are notified. Those who make the dean's list receive a special letter of recognition.

**Dean's List.** Honors students who complete at least 12 hours without delayed grades and earn a GPA of at least 3.5 will be placed on the Dean's List. This list is compiled at the end of the fall and spring semesters.

**Warning/Probation/Dismissal.** Students whose cumulative GPA is below 3.2 and/or who are not keeping up with Honors seminar requirements will receive notice from the college administration at the end of the fall and/or spring semesters. Students on warning or probation retain their Honors College membership and are expected to take the necessary academic steps to improve performance. Students may have reduction or removal of scholarship once they are placed on warning or probation. In general,

students are first placed on warning, then move to probation if there is not adequate improvement the next semester. However, some performance may warrant an immediate probationary or even dismissal status. Students on warning or probation who do not make adequate improvement in their standing may be dismissed from the college. Any student dismissed from the college will be entitled to appeal the decision.

**Honors College Scholarship Renewal.** Students in good standing will have their merit scholarship or honors enhancement automatically renewed in accordance with their year of entry and Honors plan (two, three, or four years). If you anticipate needing an additional semester of study, please contact your advisor or the associate dean to learn about the possibility of extending your scholarship.

**Academic Support.** Please feel free to contact your seminar instructor, your Honors advisor, or a member of the Honors administrative team for a meeting. Your seminar instructor is always the best first option, and all instructors keep office hours for meetings like this. But we are all here to help you and can direct you to all available campus resources. Our academic advisor Audri Adams is also available for meetings.

**Mid-Semester and On-Going Progress Reports.** Students are responsible for monitoring their performance and seeking assistance, if necessary, from the Honors College faculty, administration, or advisors. Additionally, Honors classes participate in the campus early warning system. If a student is flagged officially in MyConnect or other notification, Audri Adams, the Honors College's academic advisor, will contact you. Our goal is to help you, not to let you know that you are in trouble! We can assist with many academic problems and/or direct you to the appropriate support services on campus.

**Advising.** All students need to see their Honors College advisor at least once per semester. Students are encouraged to take advantage of our advising services as much as they need. It is important to spend time discussing questions about academic programs, career goals, and long-term planning. It is also expected that students maintain contact with the advisor in the college of their major. See Appendix B for the Honors College Advising Mission Statement.

**Registration.** Honors offers pre-registration each September and February. During this time period, students construct course schedules with their Honors advisor. Those schedules are then entered on your behalf by a member of our office staff on the assigned registration date. It is very important that you take advantage of this process.

**Email.** Email is the official means by which you will receive weekly updates about events, policies, processes, opportunities, etc. It is critically important that you check your email regularly and pay close attention to all announcements from Honors.

**Part-time Enrollment.** Generally, students are expected to complete at least 14 credit hours per semester for a full merit scholarship or enhancement. Students completing fewer than 14 hours may have the merit scholarship or enhancement either reduced or eliminated. Please contact your advisor or the associate dean if you have questions about part-time enrollment.

**Attendance, Due Dates, Civility, and Course Policies.** Please make yourself aware of all individual course policies, which can be found on all course syllabi. It is very important that you attend class meetings, participate civilly and respectfully in discussions, submit work on-time, and follow all policies outlined on your syllabi.

**Academic Dishonesty.** Academic honesty and integrity are the foundation of Honors learning, and acts of academic dishonesty are serious offenses. The University of Missouri system defines academic dishonesty as "cheating, plagiarism, unauthorized use of artificially generated content, or sabotage." These offenses may result in an F for an assignment. Suspected cases will be reported to the Associate

Dean and to the office of Student Conduct & Academic Integrity. For more information, please see [Academic Integrity | UMSL](#).

**Grievances.** The Honors College follows all campus policies regarding academic and other grievances. In general, we advocate for individual meetings between student and instructor as the most important and first step. In any situation where you feel that step was not helpful or is inappropriate, be sure to make an appointment with the associate dean or dean, who can assist with additional procedures. They are also available to assist you with campus policies for any other types of grievance concerns.

### **ADDITIONAL OPPORTUNITIES TO EXPLORE**

We encourage everyone to do much more than what was just outlined. Honors is about adding value to your education, and that doesn't happen through course work alone. UMSL and the Honors College offer so many more opportunities than what we are able to discuss in this *Handbook*. Some things to consider as you continue on your educational journey...

**Peer Mentors.** Interested in helping new students? Interested in helping to recruit new students? Honors has numerous mentor programs. Applications usually come out in March. For more information, contact [Kim Baldus](#) about First Year Experience mentoring and [Rachael Carpenter](#) about our Student Mentor Advisory and Recruitment Team.

**Pierre Laclède Honors College Student Association.** Did you know that you're already a member? Plus, you are invited to all executive board meetings and events. Among other things, PLHCSA holds regular meetings, organizes and funds social and cultural activities, performs charitable work, and supports the Honors College student body. Contact PLHCSA president [Abby Wall](#) to learn how you can be involved in this organization. The faculty advisor for PLHCSA is [Kate Votaw](#).

**Alpha Phi Omega.** Join a co-ed service fraternity with low dues, an open door policy, and a commitment to service, leadership, and friendship by pledging with APO. For questions, please contact [Trinity Groves](#), President, or [Rob Wilson](#), Faculty Advisor.

**Bellerive.** Do you write, draw, take pictures, or make music? Our annual literary anthology is taking submissions through October 1. Contact [Audri Adams](#) for more information. And don't forget to sign up to take the *Bellerive* class next fall, so you can select submissions and help produce next year's edition.

**Brain Stew.** This award-winning student newsletter accepts articles on any topic. You can submit to one of the student editors: [Josiah Ayres](#), [Hannah Smid](#), and [Abby Wall](#). Or you can email your submission to [brainstew@umsl.edu](mailto:brainstew@umsl.edu). You can also read back issues [online](#).

**Celebrating the Arts.** Do you paint, draw, sculpt, or take pictures? We have a student-faculty-staff-alumni art show each spring, including voting for top submissions and prizes. Contact [Audri Adams](#) to learn more.

**Study Abroad.** UMSL offers many wonderful study abroad opportunities ranging from a full semester to a few weeks. Honors often partners with UMSL Global so that students can receive Honors seminar or independent study credit as they participate in a study abroad experience.

**Undergraduate Research.** Learn more about the many ways that Honors students can participate in research in their departments and in the Honors College. [Kate Votaw](#) is UMSL's Undergraduate Research Coordinator and can tell you about all the opportunities to present student research at events like the Undergraduate Research Symposium, an UMSL spring tradition.

**Additional Scholarships.** UMSL and Honors have competitive scholarships that you can apply for in addition to the merit scholarship you may have already received, including scholarships to help support study abroad. Application openings will be announced in email. Please click [here](#) for more information about our named scholarships.

**Additional Honors.** There are a lot more honors for you to take advantage of! UMSL offers departmental honors, honors societies, Latin honors upon graduation, and degrees with distinction. In many cases, if you're in good standing in the PLHC, you likely meet requirements for these additional honors already. We have cataloged some of these opportunities for you on our [website](#). Contact [Ed Munn Sanchez](#) to discuss additional ways to enrich your experience.

## Appendix A.1: Pierre Laclède Honors College: Degree Audit Form, Four-Year Honors Program

(For first-time freshmen and those entering with fewer than 24 semester hours of college credit)

Your name and student number: \_\_\_\_\_

Entry semester (e.g. FS2023 for Fall Semester, 2023): \_\_\_\_\_

Required Honors Courses	Semester taken	Course number (e.g. Honors 3020)	Section number (e.g. Section 003)	Working title (e.g. "Judicial Policy Making")	Instructor's name	Grade for course
<b>Freshman Year: normally five courses</b>						
Honors 1100	1 or 2	Honors 1100		Honors Freshman Composition		
Honors 1200 or 1202	1	Honors 1200 or 1202		Cultural Traditions I		
Honors Fresh. Seminar	1	H 1310,1330 H 1110,1130 H 1230				
Honors 1201 or 1203	2	Honors 1201 or 1203		Cultural Traditions II		
Honors Fresh. Seminar	2	H 1310,1330, H 1110,1130 H 1230				
<b>Sophomore Year: two seminars, normally from the 2010-2080 range</b>						
2000-level						
2000-level						
<b>Junior and Senior Years: four seminars, at least THREE of which normally come from the 3010-3080 range</b>						
2000- or 3000-level						
3000-level						
3000-level						
3000-level						
Honors 4100	Senior year			Independent Portfolio Writing (Writing Program Capstone)		
<b>Honors Independent Study: six credit hours, normally in the Junior and/or Senior years (see Appendix D for Independent Study options)</b>						
Independent Study I						
Independent Study II						

**Please note** that you must normally achieve a grade not lower than C- for each honors course in order for it to receive Honors program credit. Four-Year students may take Honors 3100/3120/3160; it will count as a seminar.

## Appendix A.2: Pierre Laclède Honors College: Degree Audit Form, Transfer Students, Two-Year or Two-Plus Honors Program

(For transfer students entering the Honors program with 24 or more semester hours of college credit)

Your name and student number: \_\_\_\_\_

Entry semester (e.g. FS2023 for Fall Semester, 2023): \_\_\_\_\_

Required Honors Courses	Semester taken	Course number (e.g. Honors 3020)	Section number (e.g. Section 003)	Working title (e.g. "Judicial Policy Making")	Instructor's name	Grade for course <sup>1</sup>
<b>Sophomore years: Transfer students entering as Sophomores will take at least one honors seminar each semester, normally from the 2000-level.</b>						
	Sophomore 1					
	Sophomore 2					
<b>Junior Year: three Honors seminars including Honors 3100 and two other seminars, including one or two from the 2010-2080 range</b>						
Honors 3100 / 3120/3160		Honors 3100/ 3120/ 3160		Writing the City <sup>2</sup> /Business Writing /Writing in the Sciences		
2000-level						
2000- or 3000-level						
<b>Senior Year: two Honors seminars, normally chosen from the 3010-3080 range, and Honors 4100</b>						
3000-level						
3000-level						
Honors 4100	Senior year			Independent Portfolio Writing (Writing Program Capstone)		
<b>Honors Independent Study: six credit hours, normally in the Junior and/or Senior years (see Appendix D for Independent Study options)</b>						
Independent Study I						
Independent Study II						

Please use the spaces provided overleaf to list any additional or optional **Honors** courses you have taken, and to explain any exceptions from or substitutions to the Honors program requirements.

<sup>1</sup> **Please note** that you must normally achieve a grade not lower than C- for each honors course in order for it to receive Honors program credit.

<sup>2</sup> **Please note** that **Honors 3100, Writing the City, Honors 3120, Business Writing, or Honors 3160, Writing in the Sciences** is a **required** element of the Honors program for all transfer students unless a major dictates otherwise. It is not a requirement of the four-year program. However, four-year program students are welcome—and indeed encouraged—to take this course, which meets the University's graduation requirement for advanced composition for most majors and in most divisions, and for four-year students, Honors 3100/20/60 may replace one of the required seminars. Please note that some majors are required to take a particular course (for example, Engineering and Computer Science require students to take Honors 3160). Please see your Honors advisor for more information.

## **Appendix B: Honors College Advising Mission Statement**

The Pierre Laclède Honors College Advising Program recognizes that academic advising is an essential element of a student's college experience. Students and their assigned Honors faculty advisors work collaboratively to explore, plan and implement programs for potential majors, minors, the Honors Certificate and other certificate programs. Advisors encourage students to consider challenging academic options and programs that meet their interests, abilities, and short- and long-term goals. Through the Honors advising process and regular visits with advisors in their major departments, students develop the skills and knowledge they need to take responsibility for their academic development and success. This year-round advising program benefits students and faculty as it improves student retention and provides a platform for students to discuss challenges and concerns about their academic endeavors.

Each Honors advisor accepts these goals and:

- Assists students to meet their educational objectives by providing information and resources regarding degree requirements, Honors Certificate requirements and possible minors and other certificates available.
- Offers individual pre-registration and registration services to help students plan and enroll in courses they need to achieve their short- and long-term goals.
- Helps students correctly interpret and apply degree audit information and successfully navigate both the DARS and MyView systems.
- Encourages students to work with major advisors and form a network with faculty in their disciplines and in the Honors College.
- Monitors student progress against students' degree programs, minors and the Honors College Certificate requirements and keeps the Honors College Associate Dean informed of significant inconsistencies in terms of the Honors Certificate.
- Facilitates the selection and completion of independent study and internship projects.
- Clarifies campus and Honors College policies for students and models problem-solving strategies for academic and related difficulties.
- Provides referrals to students regarding Campus Support Services such as Financial Aid, International Study, National Student Exchange, Lab and Tutoring Programs, Counseling Assistance, etc.
- Discusses student involvement in extra- and co-curricular activities.
- Encourages inquiries about graduate programs and career options.
- Reinforces student responsibility for achieving individual academic goals in a realistic timeline, and encourages students to consider their academic plans as an integral part of their lives beyond the University.

## **Appendix C.1: The Honors College Writing Program and Portfolio**

As a writing-intensive curriculum, the Honors Certificate develops students' writing skills across the academic disciplines and in a variety of genres. Reflecting upon this work is a key focus of the Portfolio program. Constructing a Portfolio of essays and other writing projects developed throughout a student's academic career in Honors provides meaningful opportunities to develop reflective learning skills while crafting a compelling picture of an individual's academic development and accomplishments.

Once admitted, students submit one essay each semester to their Honors Portfolio by emailing [umslhonorsportfolio@umsl.edu](mailto:umslhonorsportfolio@umsl.edu). Selection criteria will vary from student to student, but it is generally recommended that students choose essays which they regard as important in terms of developing intellectual and/or career interests.

The Honors Portfolio will serve many key purposes for PLHC, for faculty, and above all for students. For Honors College students, the portfolio will chart their personal progress as writers and learners, and will provide a basis for discussion of major techniques of academic discourse, intellectual inquiry and learning outcomes. The portfolios in progress help students take fuller advantage of their undergraduate opportunities; the portfolios completed will aid them in their search for rewarding graduate work and/or career opportunities.

The Honors Certificate's capstone is Honors 4100, a course typically completed during the senior year for one or two credit hours.

For questions about the Portfolio or Honors writing program, please contact [Kim Baldus](#).



## Appendix C.2: Honors Writing Portfolio Frequently Asked Questions

Frequently, Honors College students ask questions about the *required* Portfolio. Below are some important questions and answers regarding the portfolio and Honors 4100, the Portfolio course that is taken during your senior year. **After you have read this, if you have any questions, please contact [Kim Baldus](#).**

**1. What is the purpose of my Writing Portfolio?** There are many positive reasons for maintaining a portfolio. Fundamentally, the portfolio charts your progress as a writer and scholar. Another positive reason is its use for your future. Many graduate applications require sample essays you have written, and the portfolio requirement helps answer this need. And lastly, it provides the opportunity to discuss your writing and academic development one-on-one with a member of the Honors faculty when you take Honors 4100, the required Portfolio class.

**2. What am I required to do to maintain and build my portfolio?** You should submit two essays (or other comparable Honors assignments) each year: one per semester or two per year. These essays may be whatever you select. You may submit graded copies or clean copies, though graded ones are more helpful in tracking how your writing is progressing. They may be research or non-research papers, depending on what you have been assigned to write, and they may be from honors or non-honors classes. You may submit MORE than two each year if you wish.

**3. How do I submit them?** Assignments should be submitted via email to [umslhonorsportfolio@umsl.edu](mailto:umslhonorsportfolio@umsl.edu).

**4. Will my portfolio be returned to me and will my completion of my portfolio be noted in any way?** First of all, you will receive your portfolio when you earn your certificate from the Honors College and complete Honors 4100, the “Portfolio” class (one- to two-hours credit). During that independent study course with one of our faculty members, you will review your portfolio. The satisfactory completion of your portfolio will be part of your grade evaluation for Honors 4100. Once you complete 4100, you will be given your portfolio. If you should, for any reason, withdraw from the Honors College or transfer to another university before taking Honors 4100, you can receive an electronic copy of your portfolio.

**5. What if I would like to see what is in my portfolio or request a copy of an essay in my portfolio?** Please contact Kim Baldus.

**6. What if I have neglected to turn in the required number of papers during the last few semesters?** This is not a huge problem, and it can be easily solved. You may submit essays for your portfolio at any time. You may always submit more than the two per year minimum, and if you are behind on submissions, you may add essays to catch up.

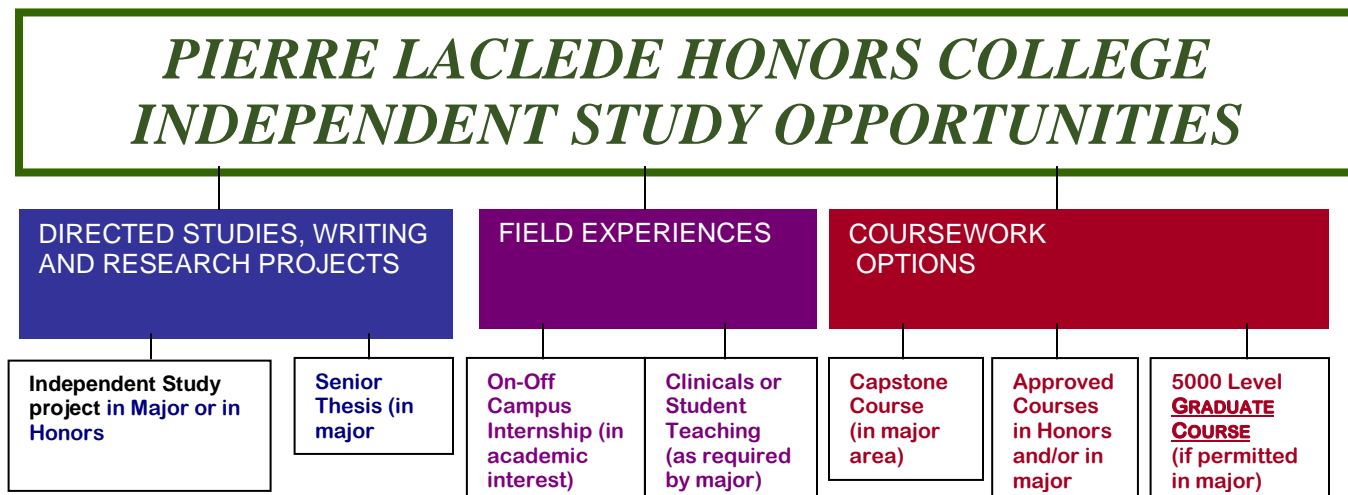
**7. May I put creative writing samples in my portfolio?** You do need to place essays in your portfolio, but if you are writing fiction or poetry, you may submit samples of them for your portfolio in addition to your non-fiction essays.

## Appendix C.3: Writing Sample Rubric for the Honors College

### Writing Sample Rubric

	<b>Exemplary 5</b>	<b>Proficient 4</b>	<b>Developing 3</b>	<b>Emerging 2</b>	<b>Not Yet Competent 1</b>
<b>Purpose (5 pts)</b>	A clearly defined and sophisticated thesis/purpose for the essay.	The essay has a clear thesis, but it could be more innovative or sophisticated.	Thesis is not particularly well focused.	The thesis is very broad/general or needs significant clarification.	The essay lacks a clearly stated purpose.
<b>Organization (5 pts)</b>	Well organized with each paragraph directly supporting the main thesis.	Organization is clear but could be more effective or better related to the thesis.	Organization of the essay needs improvement in what topics are included or how those topics flow.	Organization is confusing or in need of significant changes in topics or structure.	Unclear organization or no paragraph structures.
<b>Development of Ideas (10 pts)</b>	Skillfully uses high quality and relevant sources (if applicable), or otherwise demonstrates strong support of main ideas with both evidence and analysis, or with critique or reflection.	Demonstrates solid use of credible and relevant sources (if applicable), or solid support of main ideas with evidence and some analysis, or with critique or reflection.	Sources (if applicable) are not high quality, or are not incorporated effectively—lacking clear synthesis, analysis or development. Main ideas have limited support and need fuller development with evidence, analysis, critique, reflection, etc.	Sources (if applicable) are not credible and are dropped in without any synthesis. Limited or confusing development of main ideas.	Little clear or sustained development ; plagiarism of sources (if applicable)
<b>Writing Style (10 pts)</b> (Vocabulary, sentence structure, correct grammar, polished and sophisticated tone , etc.)	Phrasing and sentence structures are clear, effectively varied and sophisticated .	Writing is clear but could be more polished or use more distinctive phrasing or varied sentence structures. Minimal errors.	Writing is unclear and lacks polish or sophistication. Errors affect credibility.	Writing is unclear and contains frequent errors.	Significant and widespread phrasing, sentence structure and grammatical problems.
<b>Essay title:</b>					
<b>Comments:</b>					
<b>Score (out of 30 possible):</b>					

## Appendix D.1: The PLHC Independent Study Requirement



**STUDY ABROAD & NATIONAL STUDENT EXCHANGE**

(WITH PLHC APPROVAL ON INDIVIDUAL BASIS)

*\*Enrollment in individual learning opportunities requires the approval of appropriate instructor(s) and advisor(s).*

*+Six credit hours are required by the Honors College.*

For more information about Independent Study Opportunities contact:  
 Christoph Schiessl, [schiesslc@umsl.edu](mailto:schiesslc@umsl.edu)

On Canvas, go to  
[Honors Internship and Independent Study](#)

### Independent Studies Detailed by Category

To meet the graduation requirements of the Honors College, each student must fulfill at least six hours of Independent Study. While the chart above provides a quick overview of options to choose from, this page (below) explains in more detail how each option works. If students have questions about these options, please contact your Honors advisor or the Internship Coordinator, Christoph Schiessl ([schiesslc@umsl.edu](mailto:schiesslc@umsl.edu)).

#### **Directed Studies, Writing and Research Projects**

You may undertake an **Independent Study project** in your major, your minor, or in the Honors College. To do so, you must find an UMSL faculty mentor who is willing to supervise your project. As you approach faculty members, please understand that their time for Independent Study projects is limited in any given semester. Your chances of finding a faculty mentor increase if they know you and your work from a previous class. Once you have a faculty mentor, you must jointly define your project. Be sure to consult with your mentor as you outline the steps of your project, set realistic goals, define objectives, and prepare a syllabus for your Independent Study project. To receive academic credit for your project, you need to register for Honors 4900 (Independent Study in Honors) or for the appropriate course in your mentor's department. Most departments include Independent Study courses in their course listings, usually identified as Special/Directed Studies or Undergraduate Research, and these require permission to satisfy the Honors requirement. Please see your Honors advisor for details.

#### **Senior Thesis**

If your major department offers this option, you will sign up for it and receive supervision through your department. The number of credit hours you receive for your Senior Thesis will also count towards your honors independent study requirement. Please see both your Honors advisor and your major advisor.

### **Field Experiences**

#### **On-Off Campus Internship or Practicum**

If the requirements for your major include an internship or practicum, you must check with your department before signing up for an internship. There is usually an internship coordinator who will advise you and help you register for the right course (see Communication, for example). If your department has no such requirement, you may register for Honors 4910: Internship in Honors. Please see [Christoph Schiessl](#).

#### **Nursing Clinicals or Student Teaching**

Both options are administered through your major school or department. Please see your major advisor for details.

### **Coursework Options**

#### **Capstone Course**

If your major department offers a Capstone Course or Senior Seminar, then the number of credit hours you receive for this course might also fulfill an equal number of hours for the Honors Independent Study Requirement. If, for example, you are taking Biology 4889, the Senior Seminar required for all Biology majors, then this two-hour class also fulfills two hours of your Honors IS requirement. Please contact your Honors advisor for any questions.

#### **Approved Course in Honors**

The Honors College occasionally offers a course that may be taken as a seminar **OR** as Independent Study (not both!). Offerings vary from semester to semester. Please check course listings for details or see your Honors advisor.

#### **Graduate Course in Major**

If you are preparing to go to graduate school, you might want to ask your **advisor in your major department** whether this is an option for you. Not all departments permit this. You will need to get special permission from your department and the Honors College to pursue this option.

#### **Studying on Exchange (Study Abroad)**

If you plan to use study abroad or study on exchange to fulfill part of your Honors Independent Study Requirement, you must make arrangements to do so before you leave the campus. Normally, you will need to register for Honors 4900 for this requirement. For more information, please begin by chatting with your Honors advisor and [UMSL Global](#).

## Appendix D.2: Internships for Independent Study

### Internship Option

Honors students may choose this option to fulfill 1-6 hours of the Honors Independent Study requirement. They may register for their internship through the Honors College or through their academic department.

To earn academic credit for an internship through **Honors**, students must register for Honors 4910. They may register for 1 to 6 credit hours **after** getting approval from the Internship Coordinator or one of the Honors College advisors.

To earn academic credit for an internship through an **academic department**, students must register for appropriate course number within the department. They will need to obtain special consent from the department.

### Requirements

Students will

- Work approximately 50 hours at the internship site for every academic credit hour
- Maintain a daily/weekly journal recording the internship experience
- Write a detailed **internship report** that describes and reflects on your experience
- Ensure the site supervisor completes, reviews with the student, and submits the **Intern Performance Evaluation Form** to the Internship Coordinator. the.

After student and supervisor have submitted these documents, the Honors Internship Coordinator will review them and assign the appropriate grade.

### Internship Report Guidelines

This report should

1. Recreate as fully as possible your internship experience for your reader
2. Reflect critically on the value of this learning experience  
(Length will vary. Aim for a minimum of 8-10 pages for three credit hours)

It should contain information on the following:

- The company or organization you worked for and number of hours
- Your site supervisor (name, title, contact info)
- Your internship duties (daily/weekly in detail), role in your unit, and mentoring you received
- The strengths and weaknesses of your internship experience (be specific!)
- Your reflections on the value of this experience within your program of study. Did you feel well prepared for your internship and the duties you were asked to perform? Did you feel sufficiently challenged? Did you receive appropriate guidance to help you learn and develop?
- Your sense of how this experience will affect your future career choices. Did it reinforce your desire to work in this field? Did it teach you that you must change careers?
- Conclusions, recommendations, suggestions

For more information, please contact [Christoph Schiessl](#).

## Appendix D.3: Intern Performance Evaluation

**Pierre Laclède Honors College**  
at the University of Missouri–St. Louis



### Intern Performance Evaluation

Use this form to evaluate your UMSL internship student according to these guidelines:

1. Please ask a supervisor who has had considerable (preferably day-to-day) contact with the student to complete this evaluation. The more direct the contact, the more valuable the performance evaluation.
2. Please ensure that the supervisor completing the form discusses the evaluation with the student. The internship is a learning experience, and the student needs to know their strengths and weaknesses as an intern. An accurate evaluation helps the student to grow personally and professionally.

Student-Intern's Name: \_\_\_\_\_

Company/Organization: \_\_\_\_\_

Supervisor: \_\_\_\_\_

<b>Performance/Evaluation</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>	<b>Outstanding</b>
Attendance (punctuality)					
Productivity (volume of work; promptness)					
Quality of work (accuracy, intelligence, neatness)					
Initiative (self-starter, resourceful)					
Dependability (thorough, organized)					
Attitude (enthusiasm, curiosity, ambition)					
Interpersonal relations (cooperative, courteous, friendly)					
Ability to learn (comprehension, on-task adjustments)					
Use of academic background (applied education to internship project)					
Communication skills (oral and written)					
Judgment (maturity, decision-making)					
Overall performance					

Please use the spaces overleaf to make comments, if any.

***Please summarize. Your comments will be particularly helpful to the student intern.***

**Areas where student excels:**

---

---

---

**Areas where student made most progress 'on the job':**

---

---

---

**Aspects of student's work most needing improvement or attention (before undertaking similar work or projects in the future):**

---

---

**Was student's academic background sufficient or appropriate for this internship/project?**

---

---

*Has this report been discussed with the student?*     Yes    No

**Student comments:**

---

---

---

*Supervisor Signature:* \_\_\_\_\_

*Student Signature:* \_\_\_\_\_

*Please mail or email this evaluation form to:*

Alexandra Gresick  
Pierre Laclède Honors College  
One University Blvd.  
C106 Provincial House  
St. Louis, MO 63121-4400

gresicka@umsl.edu  
(314) 516-5243 (College Office)

## **Appendix E: Honors College Exit Interview and Assessment Survey**

**Pierre Laclède Honors College  
Exit Interview**

Information collected in this form will be used to maintain future contact with alumni. Information about your future plans may be used for statistical analysis purposes (for example, the percentage of students joining graduate programs) but no names will be associated with data.

***For email, mailing, and telephone information, please provide what you believe will be best for contact by the Honors College within the next twelve months.***

Name (printed): \_\_\_\_\_

UMSL email: \_\_\_\_\_ Other email: \_\_\_\_\_

Major(s): \_\_\_\_\_

Minor(s) or Certificate(s): \_\_\_\_\_

Mailing address:  
 \_\_\_\_\_  
 \_\_\_\_\_

Phone number(s): \_\_\_\_\_

Preferred method of future communications from Honors (circle): phone mail email

Are you interested in receiving communications from Honors about alumni events? Yes No

Are you interested in staying in touch with other Honors alumni via social networking sites, and if so, what is your preferred method(s) of communication?

\_\_\_\_\_  
 \_\_\_\_\_

What is next for you (job, graduate school, professional school, travel, time off, etc.)? Please be as specific as possible:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Information in this survey will be kept **anonymous**. Information gathered will be used for external reporting and to help gauge effectiveness in achieving our mission. Please **do not write your name** on this survey. Please use the back of the survey to provide written comments.

**Please respond from 5 (strongly agree) to 1 (strongly disagree)**

**I. Communication skills**

The Honors College experience has developed my ability to...	5	4	3	2	1
1. Communicate interpersonally with faculty, staff, and students.					
2. Make formal classroom or professional presentations.					



3. Speak confidently in front of groups.					
4. Communicate formally via email and/or other electronic mediums.					

## II. Writing skills

<b>Honors College seminars developed my ability to...</b>	5	4	3	2	1
5. Write for different purposes (argument, exposition, synthesis, etc.)					
6. Write in different modes or genres (literature review, narrative, annotation, etc.)					
7. Write for different audiences.					
8. Analyze and evaluate sources.					
9. Synthesize research from multiple sources.					
10. Edit and polish my writing.					

## III. Seminar classes

<b>Honors College seminars...</b>	5	4	3	2	1
11. Were student-centered.					
12. Created an open atmosphere for respectful discussion and the free exchange of ideas.					
13. Promoted collaboration.					
14. Increased my knowledge base.					
15. Were innovative.					

## IV. Advising

<b>Honors advisors...</b>	5	4	3	2	1
16. Effectively assisted me with course registration.					
17. Provided necessary information about major/ minor/certificate requirements.					
18. Provided necessary information about campus resources and programs.					
19. Discussed with me my short and long term goals.					

## V. Independent study/internship requirement

20. How did you satisfy the requirement? Mark all that apply:

\_\_\_\_\_ Research/directed readings/coursework within

my major

\_\_\_\_\_ Internship registration through my major

\_\_\_\_\_ Internship registration through Honors (4910)

\_\_\_\_\_ Independent study project within Honors (4900)

\_\_\_\_\_ Other (please explain)

<b>The independent study/internship requirement...</b>	5	4	3	2	1
21. Benefitted or supported my overall educational experience.					
22. Included adequate support from Honors faculty to understand the requirement.					
23. Came with adequate opportunities to complete the requirement.					

## VI. Overall

<b>The Honors College...</b>	5	4	3	2	1
24. Helped me feel more engaged in the larger campus community.					
25. Faculty and staff created a warm, welcoming atmosphere.					
26. Enhanced my critical thinking skills.					
27. Provided with me a positive experience.					

## Appendix F: Profile of the College

### **Honors Administration, Faculty, and Staff**

(\*indicates that the person also teaches in the Honors program)

**Dean:** \*Edward Munn Sanchez, Teaching Professor, BA (History and Greek Studies, Cornell College); MA (Philosophy, Emory University); PhD (Philosophy, Emory University)

**Associate Dean:** \*Kimberly Baldus, Teaching Professor, BA, MA (English, University of Illinois); PhD (English, Northwestern University)

**Director of Student Services and Alumni Relations:** \*Daniel Gerth, Teaching Professor, BA (English and History, Saint Louis University); MA (English, University of Missouri-Columbia)

### **Faculty in Honors:**

\*Rita Csapo-Sweet, Associate Professor, BA (Eastern European History, Washington University); BFA (Painting, Washington University); MA, EdD (Education, Harvard University)

\*Christoph Schiessl, Associate Teaching Professor, MA (Katholische Universität Eichstätt-Ingolstadt); PhD (History, Wayne State University)

\*Lesley Sieger-Walls, Assistant Teaching Professor, BSE (Secondary Education in English, Emporia State University), MA (English, Emporia State University), PhD (English, University of Illinois at Urbana-Champaign)

\*Jason Vasser-Elong, Assistant Teaching Professor, BA (Anthropology, University of Missouri-St. Louis); MFA (Creative Writing, University of Missouri-St. Louis); EdD (Education, University of Missouri – St. Louis)

\*Kate Votaw, Associate Teaching Professor, BA (Psychology, University of Missouri-St. Louis); MS-R (Experimental Psychology, Saint Louis University); PhD (Psychology, Saint Louis University)

\*Rob Wilson, Assistant Teaching Professor, BA (Business Administration, University of Missouri-Columbia); MA (History, University of Missouri–St. Louis); PhD (American Studies, Saint Louis University)

\**Dr. Robert Bliss, Dean Emeritus (Ph.D. University of Wisconsin-Madison)*

\**Gerianne Friedline, Associate Teaching Professor Emerita, BA, MA (English, University of Missouri-St. Louis)*

**Administrative Associate:** Alexandra Gresick, BA, MA (Strategic Communication and Leadership, Maryville University)

**Admissions Representative:** Rachael Carpenter, BS (Public Policy Administration, University of Missouri-St. Louis); BS (Data Science and Analysis for Social Sciences, University of Missouri-St. Louis)

**Academic Advisor and Adjunct Faculty:** \*Audri Adams, BA, MA (History, University of Missouri-St. Louis)

**Honors Faculty:** Since the College's foundation in 1989, over 100 regular and full-time faculty from all divisions and most departments of UMSL have taught in the Honors Program. Additional teaching is done by gifted adjunct faculty who are valued members of the Honors College Community.