

Heidelberg UNIVERSITY



The Bryenton
Honors Center
home of the
Life of the Mind
Honors Program
Handbook

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Welcome

Congratulations! Your decision to enter the Honors Program at Heidelberg University is an excellent one. The curriculum of the Heidelberg University Honors Program was recognized by the John Templeton Foundation as an exemplary program designed to encourage character development in higher education. The Program's affiliation with the National Collegiate Honors Council, the University of Glasgow, and the Oxford Study Abroad Program underscores the pride our University takes in its commitment to Honors education and academic excellence.

You have provided yourself an opportunity to maximize your educational development and achieve your personal and professional goals. The Honors Program at the Berg is designed to help you undertake a wonderful academic voyage. The purpose of the Honors Handbook is to act as a map guiding your journey at Heidelberg.

Again, congratulations on your commitment to excellence. I am looking forward to helping you enhance your educational opportunities.

Sincerely,

Emily Isaacson, Ph. D.

Director of the Honors Program

Directory

Honors Program Staff

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Honors Program

Mission Statement

Since its founding in 1994, the Life of the Mind Honors Program has worked to create a community of scholars within the Heidelberg campus. The Life of the Mind fosters free and rigorous intellectual inquiry through an emphasis on interdisciplinarity, civic engagement, independent research, and individually-driven academic exploration. In this way, students of the program develop intellectual values that encourage reflection and personal growth, as well as engagement with the community and the larger world. Through four primary aspects of the Life of the Mind -- The Scholar, The Scientist, The Artist, and The Citizen -- students in the program encounter philosophical and theoretical questions that ask them to take intellectual risks and solve both real-world and theoretical problems that contribute to the greater good.

Program Goals

Students completing the Life of the Mind Honors Program will ...

- Engage with the intellectual values that underpin the work of the scholar, the scientist, the artist, and the citizen.
- Develop and pursue self-motivated, independent exploration of the wide array of disciplinary thought processes available.
- Articulate a personal understanding of the value of interdisciplinary thinking and then develop the ability to ask and pursue interdisciplinary research questions.
- Express an understanding of the value of civic engagement, both at the local level and within the larger global community.
- Develop and assert an understanding of the relationship between intellectual pursuits and leadership, both on campus and in the world.
- Build intellectual confidence, empathy, and creativity through engaging in intellectual risk-taking.

Privileges of the Honors Program

Bryenton Center for the Honors Program (The Honors House)

Students entering the community of learners have 24-hour access to quiet study in the lounge, Eisenhower seminar room, and computer areas of what is affectionately known as Honors House. Students are issued keys to the house and sign a House Privileges Agreement, promising to adhere to its rules. Campus security monitors the house at night. (Honors House Agreement Form, Appendix A)

Registration and Reduced Overload Fees

Honors students are permitted to register for courses prior to non-Honors students with the same class standing (freshman, sophomore, etc.). During semesters in which students are registered in an Honors seminar, they will be permitted to register for up to one course beyond the maximum number of credits for their degrees without incurring additional fees. This privilege is especially beneficial to those seeking a dual major or planning to study abroad. Contact the Business Office if you have questions about this.

Honors Curriculum Substitutes for General Education Program

Students are not required to take the General Education courses required of other students. Instead, they take the sequence of Honors seminars and the program of inquiry courses that complement the seminars. This allows for more flexibility and choice for Honors students to select areas of interest within their studies.

Special Study Abroad Programs

Students may be eligible for study for one or two semesters at the University of Oxford in Oxford, England. The agreement between Heidelberg University and the Oxford Study Abroad Program facilitates admission to Oxford for Heidelberg Honors students in good standing who have

completed two years of university and have maintained a 3.3 grade point average with a higher grade point in their major.

Students also have the opportunity to apply for study at the University of Glasgow in Scotland as the result of a new agreement between the two universities.

Though not a special Honors program, there are also opportunities for study at our sister institution, the University of Heidelberg in Germany.

Students interested in studying abroad should contact Marc O'Reilly (moreilly@heidelberg.edu).

Accelerated Graduation

Many students complete their requirements for graduation in fewer than four years with a combination of Advanced Placement or post-secondary college credits earned in high school, the ability to register for one additional course in some semesters without incurring a fee, and the opportunities for advanced work afforded by the Honors Curriculum.

The Honors Diploma

Upon successful completion of the Honors Program, students will receive an Honors Diploma and a transcript notation as proof of this accomplishment. Students will also receive distinctive academic regalia to wear at commencement ceremonies. Additionally, the title of students' HNR 455 project is included on their transcript with a notation of "Honors Research Distinction."

Honors House History

The Honors Program is located in a building that is rich in history. Built in the spring of 1868, Honors House is a large and spacious dwelling, two stories high, with eleven rooms. It was first occupied by President G.W. Williard and was the residence of every Heidelberg president until 1969. Located at the center of campus on Greenfield Street, this stately edifice became the Honors House in the fall of 1997.

Honors House is a welcoming place for Honors students to gather and to study twenty-four hours a day. Open only to Honors students, who are issued keys, the house is a comfortable and quiet haven in the midst of a bustling campus. The first floor contains the Director's office, the student assistant's desk, the Eisenhower seminar room, a computer lab, study areas, and a mini-kitchen. The second floor includes additional office space, a large study room, the copier room, and the Honors Lounge with murals drawn by famous cartoonists Polly Keener, Dave Coverly, Chip Bok, and Don Lee. There is wifi available throughout the building.

In June, 2007 the house was dedicated as The Bryenton Center for the Honors Program in honor of the contributions made to the program and to the University by former Chairman of the Board of Trustees, Gary Bryenton, Class of '61, and his wife Barbara, Class of '59. The Honors Program is fortunate to have the dedicated support of its extended family.

In 2013, an extensive restoration and refurbishing of Bryenton Center was completed. Heidelberg University is one of the few institutions of its size to dedicate an entire house for the exclusive use of its Honors students.

Entering, Continuing, Graduating

Entering the Program

First-year entering students are invited to join the Heidelberg Honors Program if they (i) have ACT scores of 27 or SAT combined scores of 1260; and (ii) rank in the upper 10% of their high school graduating class or have a high school GPA of 3.5 (A=4.0). Students may appeal to their counselor if they are interested, but do not meet these requirements. OR Students who do not meet these criteria on coming to Heidelberg may apply for admission to the Honors Program if they have earned a 3.5 GPA after 15 semester hours but prior to the completion of 56 semester hours.

Transfer students are also invited to participate in the Honors Program provided they meet the high school entry criteria noted above, have at least a 3.3 cumulative GPA from an accredited college or university, and can complete the full program in an appropriate time frame.

Continuing in the Program

To remain in good standing in the Honors Program, a student must maintain **a cumulative GPA of 3.3 or higher**. If the cumulative GPA falls below 3.3, then the student's status in the program is in jeopardy; students will receive a warning or be placed on probation within the Honors Program, on a case by case basis. Students will work with the Honors Director in order to plan a course of action to improve their GPA.

If a student does not complete at least two Honors seminars by the end of the student's fourth semester, then the Director of Honors will investigate the student's intent to complete the Honors Program.

Graduating from the Program

To graduate from the Honors Program with an Honors Diploma, a student must have successfully completed a recognized major, the Capstone requirements within the major, and AIM HEI. In addition, a student must complete the introductory Honors seminar, the four thematic Honors seminars, the Service Learning requirement, the Senior Honors Project, the Honors portfolio, and the appropriate program of support courses while earning a **minimum cumulative GPA of 3.3**.

The requirements for B.A. and B.S. degrees are as follows:

- Attainment of a cumulative grade point average of 3.3 or higher
- Completion of a departmental or interdisciplinary major
- Completion of HNR 111, Introduction to Life of the Mind (1 credit)
- Completion of four thematic seminars representing the Scholar, the Scientist, the Artist, and the Citizen (HNR 301, 302, 303, 304)
- Completion of HNR 211, Service Learning Seminar (1), and 40 hours of community service or NDI 345
- Completion of Portfolio Review Courses (HNR 112, 212, 312) (0 credit hours)
- Completion of HNR 455, Senior Honors Project (1-3 hrs.) with a grade of B- or higher
- Completion of Portfolio
- Completion of 1 Self and Community course listed within the General Education Requirements section
- Completion of the Responsibility and Major Related Requirements (refer to complete policy) for all Majors and Programs
- Completion of 7 Honors Inquiry courses:
 - Courses must have 7 different prefixes
 - Four must be a 200 level or higher
 - At least 1 course must come from each of the 4 disciplines
 - Natural Sciences: BCH, BIO, CHM, CPS, ENS, ESS, GEO, HSC, MTH, PHY (except PHY 104), WSS
 - Humanities: CHI, COM, FRN, GER, GIS 100, GIS 400, HIS, LIT, MED (except 322), PHI, REL, SPA, WRI 213
 - Arts: ART, MED 322, MUS, NDI 301, NDI 302, NDI 332, NDI 255 (Early Childhood Majors only), PHY 104, THR, VGP, WRI 210, WRI 310, WRI 311, WRI 312, WRI 314
 - Social Sciences: ACC, ANT, BSC, BUS, CRM, ECO, EDU, EIS, FIN, MGT, MKT, NDI 382, POL, PSY, SOC
 - Must be taken for a letter grade

The requirements for the **BMUS degree** include all of the above, with the exception that only 2 inquiry courses are required, one each from two disciplines other than the arts.

The requirements for the BNurs Degree are as follows:

- Attainment of a cumulative grade point average of 3.3 or higher
- Completion of a departmental or interdisciplinary major
- Completion of HNR 111, Introduction to Life of the Mind (1) Completion of three thematic seminars representing the Scholar, the Scientist, and the Artist (HNR 301, 302, 303).
- Completion of NURS 460 as a substitute for HNR 304
- Completion of HNR 112, 212, 312
- Completion of HNR 455, Senior Honors Project (1-3 hrs.) with a grade of B- or higher
- Completion of Portfolio
- Completion of Self and Community course as outlined in the General Education Program
- Completion of the Responsibility and Major Related Requirements (refer to complete policy) for all Majors and Programs
- Completion of 8 inquiry courses:
 1. Courses must have 8 different prefixes
 2. Four must be at 200-level or higher
 3. At least 1 course must come from each of the 4 disciplines:

Natural Sciences: BCH, BIO, CHM, CPS, ENS, ESS, GEO, HSC, MTH, PHY (except PHY 104), WSS

Humanities: CHI, COM, FRN, GER, GID 100, 400, HIS, MED (except MED 202, 302), LIT, REL, PHI, SPA, THR 321, WRI 213

Arts: ART, MED 202, 302, MUS, NDI 255 (Primary Education majors only), 301, 302, 322; PHY 104, THR (except THR 321), VGP, WRI 210, 310, 311, 312, 314

Social Sciences: ACC, ANT, BSC, BUS, CRM, ECO, EDU, EIS, FIN, MGT, MKT, NDI 382, POL, PSY, SOC
 4. Must be taken for letter grade credit

Honors Program... “Life of the Mind” (HNR)

Program Director: Dr. Emily Isaacson, Professor of English

The Heidelberg University faculty believes in challenging students to reach their full potential. “Life of the Mind” is a comprehensive approach toward empowering students to explore their abilities within a supportive community of scholars and learners. The program is composed of four intellectual areas: the Scholar, the Scientist, the Artist and the Citizen.

HNR Courses

HNR 111 Introduction to the Life of the Mind

This initial seminar serves as an introduction to the mission, goals, and expectations of the Honors Program. Through a series of readings, students will gain an understanding of the nature of intellectual life, scholarly inquiry, and open-mindedness essential to creating a life where action is based on the integration of intellect and character. Students will complete a “Life of the Mind” research-analysis project applying the concepts of synthesis and balance to a field or subject of interest.

All Honors students are required to complete HNR 111 in their first year, which serves as the introduction to the Honors Program. Thereafter, students may consider how the seminars fit into their four-year plans as they schedule their seminars to make allowances for such opportunities as internships, study abroad, study in Washington, D.C., or the completion of a second major. As with all scheduling issues, Honors students are urged to consult with their academic advisors/mentors and the Director of Honors for guidance in scheduling their seminars.

Honors Seminars: The Scholar, The Scientist, The Artist, The Citizen

The theme of the Heidelberg Honors Program, “The Life of the Mind,” guides the program’s curriculum. The four core seminars, reflective of the four intellectual personae, are designed by the faculty to facilitate compilation and development of “The Life of the Mind.” All thematic seminars

(normally 3 credit hours) meet weekly. Class size is small to permit students to have ample opportunity for exchange with one another and the seminar instructor as they develop into a community of scholars. Seminars are interdisciplinary, have no prerequisites, and may be taken in any order.

HNR 301 The Scholar seminars present various opportunities to acquire knowledge, encourage critical thinking, and emphasize communication in both oral and written forms. Recent Scholar seminars have included “Food for Thought,” “Harry Potter and the Scholarly Pursuit,” and “Empires.”

HNR 302 The Scientist seminars encourage the understanding of our world and the use of the scientific method as applied in contexts beyond the laboratory. Recent Scientist seminars have included “Plagues of Man: How Infectious Disease has Shaped Human History,” “Geology and Myth,” and “The Science of Science Fiction.”

HNR 303 The Artist seminars encourage creativity and aesthetic awareness, and promote the understanding of various art forms in historical and contemporary settings. Recent Artist seminars have included “Protest Art,” “The Art of Stand-Up Comedy,” and “Performing Arts and Mythology,” and “European Film.”

HNR 304 The Citizen seminars consider the challenges, cultural differences, and responsibilities that we face in our families, our communities, our nation, and the world. Recent Citizen seminars have included “Strategies in Negotiation,” “Understanding Fraud,” and “The Just Citizen and the Carceral Society.”

Honors Portfolio Reviews

HNR 112, 212, 312. Each spring in the first three years, students will enroll in a zero credit course to develop their honors portfolios. These will serve as a check point for all honors students to

review their progress and reflect on the experiences of their education. Additionally, HNR 312 will include a Canvas module that helps students prepare for their Senior Honors Project.

HNR 211 Service Learning and Civic Engagement

The Heidelberg University Honors Program is an environment in which gifted students find their emerging talents supported and challenged within a community of scholars and learners and find their developing characters supported and challenged through *preparation, service to others, and reflection*. It is this habit of service and *civic engagement* that may have the most enriching, life-lasting effect on students of Heidelberg's Honors Program.

The commitment to Service Learning, which in great part, provides focus and breathes spirit into the Heidelberg University Honors Program, stems from the Mission of the University. The Statement of Educational Philosophy and Values seeks to develop individuals “who are productive in their life's work, engaged in their communities, and responsible citizens of the world.”

It is part of the philosophy of the Honors Program that Service Learning be accomplished in such a way as to further an Honors student's educational and career goals. The student selects a placement site and activity, which are in harmony with her or his character and educational program. Agency contacts, the Director of Honors, and the Director of Student Services, are the resources to empower the student to find a channel for service. But the choice is the student's. She or he will consider her or his values, major, and career goals in selecting a placement. Since Service Learning placement takes place during the junior or senior year, Honors students have ample time to locate and prepare themselves for this enriching endeavor. There are two paths: 1) a direct service path for an organization, or 2) an internship path in a potential career field the student wishes to explore. Either path is unpaid and seen as direct service. Students are also encouraged to consider a placement where they can serve beyond their semester of service. Agencies have given feedback that volunteering for the minimum of a year is more helpful for the organization.

Because it is part of the goal of the Service Learning component of the Honors Program that service to others becomes a life-long habit, the student's experience of Service Learning takes place within a developmental structure, which includes a process through which service is accomplished. While models for Service Learning vary, all share three basic stages: preparation, action, and reflection. These three stages form the basis of the Service Learning component of Heidelberg's Honors Program.

Preparation for Service Learning will occur in a number of ways: through an introduction to service theory in the first seminar of the Honors Program, through placement searches with the aid of the Honors Program staff and senior Honors students, and through contact with agency directors and other personnel. Action is accomplished through providing direct service to others at one of the limited number of sites selected for student service with a forty-hour minimum commitment in the Tiffin community. Reflection occurs continually during the Service Learning experience: immediately through the keeping of a required service journal and through completion of HNR 211.

In the best model of preparation for their Service Learning experience, students will complete the "Contract for Service Learning" (Appendix A) by their registration time for the appropriate term. In addition, they will register for HNR 211, Service Learning Seminar. Honors students are encouraged to contact the Service Learning Instructor well in advance to make these arrangements.

Finally, the philosophy of the Honors Program is that genuine Service Learning is not simply doing "good." Rather, the program holds that it is through serving others in the community that one learns what "good" truly is.

Principles of Good Practice in Combining Service and Learning

An effective and sustained program:

- Engages people in responsible and challenging actions for the common good.
- Provides structured opportunities for people to reflect critically on their service experience.
- Articulates clear service and learning goals for everyone involved.
- Allows for those with needs to define those needs.
- Clarifies the responsibilities of each person and organization involved.
- Matches service providers and service needs through a process that recognizes changing circumstances.
- Expects genuine, active, and sustained organizational commitment.
- Includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.
- Ensures that the time commitment for service and learning is flexible, appropriate, and in the best interest of all involved.
- Is committed to program participation by and with diverse populations.

Reprinted with permission from “Combining Service and Learning: A Resource Book for Community and Public Service,” Raleigh, N.C.: National Society for Internships and Experiential Education.

The greatest pleasure I know, is to do good action by stealth, and to have it found out by accident. - *Charles Lamb*

Inquiry Courses

Part of the philosophy of the Honors curriculum is to have Honors students explore opportunities and challenges in many areas of the University. Therefore, in addition to the required Seminars, Honors students must complete courses to supplement them. These inquiry courses may be taken before or after a Seminar to broaden, deepen, and stimulate further reflection. The Four-Year Honors Portfolio initiated in HNR 111 and HNR 112 will include yearly reflection on the integration of Inquiry Courses with the overall experience of the Honors Program.

In AIM Hei, students will develop a four year plan that includes the inquiry courses. Appeals for a variance in the Inquiry Course Plan may be filed with the Director of Honors.

The following are guidelines for the required support courses according to your degree plan:

B. A. and B. S.

- Must take inquiry courses in at least 7 different prefixes.
- Four of them must be at the 200-level or above.
- All four discipline areas (see below) must be represented once.
- One course must have the Self and Community designation (see Gen Eds in the catalog)
- Must be a course for credit and for a letter grade.

B.Mus.

The requirements for the B.Mus. degree include all of the above with the exception that only 2 support courses are required, one each from two disciplines other than the arts.

B. Nurs.

- Must take inquiry courses in at least 8 different prefixes
- Four must be at 200-level or higher
- All four discipline areas (see below) must be represented once.
- One course must have the Self and Community designation (see Gen Eds in the catalog)
- Must be a course for credit and for a letter grade.

Disciplinary Areas:

- Natural Sciences: BCH, BIO, CHM, CPS, ENS, ESS, GEO, HSC, MTH, PHY (except PHY 104), WSS
- Humanities: CHI, COM, FRN, GER, GIS 100, GIS 400, HIS, LIT, MED (except 322), PHI, REL, SPA, WRI 213
- Arts: ART, MED 322, MUS, NDI 301, NDI 302, NDI 332, NDI 255 (Early Childhood Majors only), PHY 104, THR, VGP, WRI 210, WRI 310, WRI 311, WRI 312, WRI 314
- Social Sciences: ACC, ANT, BSC, BUS, CRM, ECO, EDU, EIS, FIN, MGT, MKT, NDI 382, POL, PSY, SOC

Senior Honors Project

HNR 455. Senior Honors Project (1-3 semester hrs.). Original scholarly work under the guidance of a faculty mentor, such as individual or collaborative research, creative works, artistic performances, extended service learning, policy analysis, etc. Permission of Director of Honors Program is required. (Fall and Spring)

During their senior year, Honors students will complete a Senior Honors Project. The Director of Honors must provide the student an Honors permission override in OASIS prior to registration for the Senior Honors Project. This project will individualize and deepen a student's understanding of a topic of compelling interest. Depending on the scope of the senior project, students may register for HNR 455 for 1 – 3 hours of credit. In some majors, senior capstone projects are already a requirement; the senior Honors student, in such cases, may complete a single project, which will fulfill both requirements by special arrangements with the Director of Honors and the chair of the major department. It is expected that the project merits the credit hours being earned. If the research project is not a new design, the extension should be substantial. Three aspects of the Senior Honors Project require particular mention below: the faculty mentor, the written presentation, and the public presentation. More details about Senior Honors Projects are available in the separate project handbook.

Timeline for Planning the HNR 455 Project

During the semester that **precedes** your project:

- First week: contact your prospective mentor
- As soon as possible: submit any necessary IRB paperwork
- As soon as possible: submit grant applications as appropriate (Pepsi and Hammel grant deadlines are February 1, April 1, and October 1)
- One month before registration for HNR 455: finalize Project contract with faculty mentor
- Two weeks before registration period begins: submit signed Project contract by deadline

The Faculty Mentor

Before the student registers for HNR 455, the student will propose a topic for individual study to a faculty member of her or his choice. The faculty member will serve as a research and writing mentor for the student's Senior Honors Project. The student will complete the senior project contract and submit it to the faculty mentor for feedback and signature of approval.

Responsibility for limiting the topic, selecting an appropriate style sheet, and setting up research and writing deadlines resides with the student with input from the faculty mentor. The faculty mentor will assign the final grade and sign the final version of the Senior Honors Project as a demonstration that she or he has approved the project in its final form. The faculty mentor is responsible for evaluating the senior project including the written report and oral presentation, allowing revisions to be made if needed.

The Written Presentation

The written presentation will appear in an appropriate style and format, decided upon by the student and her or his faculty mentor. A copy of the written presentation, signed by the student and the mentor, will be submitted in hard copy to the Director. Additionally, the paper will be added to the portfolio.

The Public Presentation

To enrich the intellectual life of the Heidelberg and local communities, senior Honors students will share their Senior Honors Projects in a public celebration of excellence in scholarship. Each student will prepare an oral presentation of her or his project in which the student presents the substance of her or his project.

The student will wish to consult with her or his mentor for guidance and coaching in preparing for the public presentation.

Human Subjects

If the project involves human subjects in any way, it must be approved by the Institutional Review Board of Heidelberg University. Complete the appropriate training and forms before beginning the project.

Portfolios

The purpose of compiling the portfolio is two-fold: first, it encourages students to preserve their best work; second, it supplies material for non-graded, qualitative assessment student growth by the students themselves and by Honors Program staff. Students will work on developing these further in the HNR 112, 212, and 312 courses outlined early in the handbook.

Half of the material preserved in the portfolio will be self-selected by the students. These entries include one writing task from each seminar, Service Learning entries, and up to four special optional choices students may wish to include. These may include coursework, pieces written from campus publications, musical compositions, and so on.

The specified pieces include two impromptu essays (one written during HNR 111 one written during the HNR 211), the Senior Honors Project, the senior reflective essay (in which students discuss their growth using the portfolio contents as source material), papers or artifacts from each of the 4 area seminars, reflections on each of the 4 area seminars. Additionally, students will write reflections on the link between the support courses and their Honors Program experiences.

Just as students choose what goes into their portfolios, the material in the portfolio belongs to the students. The Honors Program staff request permission to copy materials for longitudinal studies before students graduate.

For more details on how to construct the portfolio -- and how to integrate it with portfolios for majors or extracurricular experiences -- see the documents available on The Life of the Mind's Canvas page.

Portfolio Contents

- Impromptu Essay I (HNR 111)
- Four-Year Plan
- Scholar Written Assignment
- Scholar Seminar Reflection
- Scientist Written Assignment
- Scientist Seminar Reflection
- Artist Written Assignment
- Artist Seminar Reflection
- Citizen Written Assignment
- Citizen Seminar Reflection
- 4 support course reflections, written annually
- Impromptu Essay II (HNR 211)
- 5 Selected Entries from your Service-Learning Journal
- Senior Honors Written Project
- Senior Reflective Essay
- Special Choice I (optional)
- Special Choice II (optional)
- Special Choice III (optional)
- Special Choice IV (optional)

** Your Special Choices do not have to be from your Honors seminars. If you have essays or projects that you have done in other classes, you may include these.*

Withdrawal from the Honors Program

If a student is dismissed or voluntarily withdraws from the Honors Program, the Director of the Honors Program, in consultation with the Honors Committee, will determine whether the student (1) may complete the honors requirements or approved substitutions, minus HNR 455 (Senior Honors Project), HNR 211 (Service Learning), and the honors portfolio, or (2) will be required to complete the General Education requirements. A student who disagrees with the decision of the Director of the Honors Program may appeal the decision in writing to the Provost within 14 days of receipt of the decision. A student in good standing in the Honors Program who wishes to withdraw from the program must submit a written request to withdraw to the Director of the Honors Program. The request must be submitted **prior to the completion of 75 credit-hours** applicable towards the student's degree program. Exceptions may be made in cases of serious illness, hardship, or unusual personal circumstances.

Ten of the Most Common Questions Regarding the Honors Program

Do I have to complete Heidelberg's General Education Requirements?

No. Students in the Honors Program complete a series of seminars and a series of disciplinarily related support courses. The thematic seminars and the inquiry courses provide the breadth of learning, which non-Honors students acquire through the General Education Requirements.

What if I fall below the required GPA for continuation in the Honors Program?

To remain in good standing in the Honors Program, a student must maintain a cumulative GPA of 3.3 or higher. If the cumulative GPA falls below 3.3, then the student's status in the program is in jeopardy. In such a case, the student may appeal to the Director of Honors for an additional semester to improve her or his cumulative GPA. If a student is dismissed or voluntarily withdraws from the Honors Program, the Director will recommend that the student either return to the general education curriculum or complete the "reduced honors" curriculum.

Is the Honors Program an "add-on" requirement?

No. As suggested above, because Honors students are not required to complete the Integrated Studies General Education Requirements, the Honors Program does not entail additional academic hours or courses to complete. It is a replacement, not an "add-on," series of components. The program itself provides greater flexibility in designing your education beyond your major than the general education program allows for.

How do I complete the Service Learning component of the Honors Program?

The Service Learning component typically occurs during the sophomore or junior year. Honors students complete a minimum of 40 hours of service at one of the selected area agencies either prior to or during their completion of HNR 211, Service Learning Seminar. The Service Learning Coordinator, who tracks their progress and facilitates reflection of students' service experiences during the Service Learning Seminar, prepares students for their placement experience.

Can I major in Education and still complete the Honors Program requirements?

Although education requirements are demanding, it is possible to complete an education major and fulfill the Honors Program requirements in eight semesters. The director of the School of Education should be consulted in planning inquiry courses. Students pursuing a degree in music education are able to fulfill both education and Honors Program requirements because they complete only two inquiry courses. They do complete all other Honors Program requirements.

What is an Honors Seminar?

An Honors seminar is a semester-length course designed by a faculty member, which reflects one of the four themes of the Life of the Mind: the Scholar, the Scientist, the Artist, and the Citizen. The issues around which the seminars are focused reflect the instructor's expertise and/or special interests. Honors students are encouraged to complete one seminar each year although flexibility is permitted.

What are the benefits of the Senior Honors Project?

First, the student is permitted to explore an issue or research area, which is self-selected. Second, the student works with a faculty member who has agreed to mentor the project. Third, on completion of the Senior Honors Project, the student has a valuable piece of work for use as a writing sample for the job search or graduate school entrance. Finally, this work will appear on your transcript as a research distinction.

What are the privileges and benefits the Honors Students receive?

Many Heidelberg Honors students have the opportunity to study together in a community of scholars in seminars specifically designed for them. During those semesters when an Honors student is registered for an Honors seminar, students will be permitted to register for up to one course beyond the maximum number of credits allowed per semester without an overload fee. In addition, Honors students enjoy priority registration.

Honors students have access to the Honors House, with its lounge and computer lab. Finally, Heidelberg Honors students graduate with an Honors Diploma, a valuable credential for the job search or graduate school entrance.

What should I do first?

Register for HNR 111, Introduction to the Life of the Mind. In this one-hour course you will be introduced to the four seminar themes, the theory behind Service Learning, and other aspects of the Honors Program.

Appendix A – Forms

Please note that in many cases you will receive these forms from other offices or in electronic format. This section is simply for information purposes.

Heidelberg University Honors House

Honor Code ([link](#))

I understand that the Honors House is reserved for the use of students accepted into the Heidelberg Honors Program. I realize that this privilege includes twenty-four hour access to the facilities. I also understand that I will not breach the security of the house by loaning my keys to anyone or by inviting non-participants in the program into the house without specific prior invitation from the program staff.

In addition, I understand that misuse of the Honors House facilities and equipment (telephones, computers, and so on) may be considered a breach of this security honor code.

I understand that the sanction for the breach of this agreement is loss of access to the Honors House for the semester during which the breach occurred, the surrender of my keys to the center, and the defrayal of any costs associated with any damages to the facilities.

I understand that I need to turn in my keys to the Honors House upon leaving school at the end of the Spring semester each year unless I have obtained prior approval from the Director of the Honors Program. I understand that should I leave the Honors Program that my key must be turned in at such time.

Signature: _____

Date: _____

**--This form must be completed and on file in Krammes
before receiving a key--**

Senior Honors Program Contract

Student _____ Phone _____

Project Title _____

Expected Graduation Date _____

Faculty Mentor _____ Phone _____

Number of Credit Hours _____

Description of the Project - a brief explanation of the project content.

Goal(s) of the Project --- a brief overview of the project thesis, research hypothesis, performance focus, and so on.

Time Frame for Project Completion --- a calendar which includes writing deadlines, presentation dates, weekly meetings, and so on.

Reading List --- including traditional research sources, but also musical scores, research techniques, and so on.

Evaluation Criteria --- should be related to Project Goal(s).

I agree to supervise this student in the Honors Program Senior Project described herein, and participate in the assessment of the student's work through the assigning of a final grade for the project. I also have the right to cease serving as the student's faculty mentor if the student is not making appropriate progress toward the completion of the project. Finally, I understand it is traditional for the faculty mentor to introduce the student before the Senior Honors Presentations. I will introduce my student before the presentation.

Date

Mentor's Signature

I agree to fulfill the assignment of the Honors Program Senior Project as described in this contract and understand what is required of me.

Date

Student's Signature

You will receive this contract in electronic format after the HNR 455 orientation session. You will print out a completed form for signatures and submit it to the Honors Program Office before being able to register for HNR 455.

Contract for Service-Learning ([link](#))

Term

Student Phone

Sponsoring Organization Phone

Address

Off-Campus Mentor Phone

I agree to supervise this student in the service hours described herein, and to participate as described in this contract in the assessment of the student's experience. I also have the right tardiness, absenteeism, etc.

Date _____ Signature

Position

(off-campus mentor)

I approve this student's placement and agree to monitor and evaluate his/her progress on a regular basis. I also reserve the right to recommend termination of the experience for lack of professional behavior.

Date _____ Instructor's Signature

I agree to fulfill the assignment as described in this contract, and understand
what is required of me.

Date _____ Student's Signature

Service Learning Goals and Objectives State the relationship of the service to the student's academic and/or career program:

- Specific Service Duties
- Anticipated Work Schedule – be as specific as possible, indicate duration and specific weekly schedule
- Reading List (if appropriate)
- Sources of Evaluation Data (May include journal entries, oral and written reports, etc.)
- Contact Schedule for Student and Service Learning Instructor
- Contact Schedule for Service Learning Instructor and Off-Campus Mentor

Appendix B – Schedules

Important Dates: 2026-2027

Semester I, Fall 2026

HNR 455 Presentation Date Selection due _____ 4:00, Friday, September 18

Spring 2027 HNR 455 Orientation (virtual) _____ 3:30, Thursday, October 1

Spring 2027 HNR 455 Contracts Due _____ 4:00, Friday, October 30

Fall HNR 455 Abstracts Due with finalized title _____ 4:00, Monday, November 17

Fall HNR 455 Presentation Workshop _____ 11:00, Thursday, November 19
Herbster Chapel

HNR 455 Senior Honors Presentations _____ Tuesday, December 1
Herbster Chapel

HNR 455 Written Project Paper Due _____ noon, Thursday, December 10
Must have signature of mentor, student, and Dr. Isaacson. Seniors graduating in December 2026 should also complete the Portfolio by this point.

Semester II, Spring 2027 (Subject to change)

HNR 455 Student-Mentor Meeting _____ 11:00, Thursday, January 14

HNR 455 Presentation Date Selection Due _____ 4:00, Friday, January 29

Fall 2027 HNR 455 Orientation (virtual) _____ 11:00, Thursday, February 18

Fall 2026 Honors 455 Contracts Due _____ 4:00, Friday, March 19

HNR 455 Abstracts due with Finalized Title _____ 4:00, Friday, April 9

HNR 455 Presentation Workshop (required) _____ 11:00, Thursday, April 15
Herbster Chapel

HNR 455 Senior Honors Presentations _____ April 19-22
Herbster Chapel

HNR Senior Portfolios Due _____ noon, Monday, May 3

HNR 455 Written Project Paper Due _____ noon, Monday, May 3

Honors Courses Offered 2025-2026*

Fall Semester

HNR 111 (sections 1, 2, & 3)	Introduction to the Life of the Mind (E. Isaacson)
HNR 211	Service Learning and Civic Engagement (E. Isaacson)
HNR 301	The Scholar: Innumeracy (A. Berger)
HNR 302	The Scientist: Plagues of Man (J. Pruneski)
HNR 303	The Artist: Protest Art (M. Kennedy)
HNR 304	The Citizen: Common Ground (L. Kahle-Piasecki)
HNR 455	Senior Honors Project (E. Isaacson)

Spring Semester

HNR 111	Introduction to the Life of the Mind (E. Isaacson)
HNR 112	Portfolio Review I (E. Isaacson)
HNR 211	Service Learning and Civic Engagement (C. Thomas)
HNR 212	Portfolio Review II (E. Isaacson)
HNR 301	The Scholar: Empires (M. O'Reilly)
HNR 303	The Artist: Performing Arts and Mythology (C. Dusdieker)
HNR 304	The Citizen: The 1950s (D. Hogan)
HNR 312	Portfolio Review III (E. Isaacson)
HNR 455	Senior Honors Project (E. Isaacson)

**Seminars are subject to change and continue to be added through registration the semester prior*



