2017-2018
Honors Program
Manual:
A Guide to Understanding the HP
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Philosophy

The Indiana University Southeast Honors Program (IUSHP) is designed to promote a rigorous and nurturing academic environment for talented, motivated, and highly curious students.

With the evolving goal of gaining a view of the interdependence between various academic disciplines in addressing eternal human questions, students will have the opportunity to take a variety of multidisciplinary courses.

In an act of intellectual self-reliance, students choose whether to design their own honors project, participate in their academic major’s honors program, or conduct their own research projects as they complete the requirements of the IUSHP.
Mission Statement

The mission of the Indiana University Southeast Honors Program (IUSHP) is to serve the entire Indiana University Southeast community, to give Honors students the strongest possible academic experience, to promote responsibility for their own learning, to encourage a concern for other people, and to offer the resources to become active contributors to society. Furthermore, the IUSHP hopes to cultivate academic excellence and the ability to be intellectually self-reliant and to work effectively with others.

Recognizing the profound impact of education upon the student's intellect and values, we balance the challenges posed by the IUSHP's high standards for academic, personal, and social development with support from a nurturing community.
The IUSHP reflects the mutual commitment of both students and faculty to achieve the following goals:

- To create an atmosphere of intellectual inquiry with an emphasis on scholarly interdependence and self-reliance;
- To foster an environment of intellectual flexibility and creativity;
- To encourage academic and personal camaraderie among all participants;
- To nurture the intellectual and personal development of all participants;
- To benefit the entire campus through mentorship, service learning and applied learning, campus and community citizenship, leadership, and outreach activities.
Chancellor’s Honors Program Scholarships: Important Information for Students

How do I apply for an Honors scholarship?
All incoming Honors students are automatically considered for an Honors scholarship. Current students will be considered if they meet the following criteria:

- They remain in good standing in the Program, through regular enrollment in Honors courses and regular participation in Honors activities.
- They read, sign, and return the Honors Student Contract.
- They maintain a GPA of at least 3.4.
- They make acceptable progress toward their degrees.

What factors do Honors Scholarship Committee Members consider?
For students meeting the criteria above, Scholarship Committee Members will consider the following factors:

- GPA, both in Honors classes and overall
- Current and past participation in Honors Program events and activities
- Current financial aid, including loans and grants
- Additional information, including personal circumstances and emerging needs

If at any time you would like to submit information for the Honors Scholarship Committee to consider, please submit this information to iushp@ius.edu.

Do all Honors students receive scholarships?
No, but Honors students are considered for an Honors Scholarship, if such funds exist. Incoming students are considered for scholarships after they confirm their acceptance into the Honors Program (thus it is imperative that incoming students submit applications and return acceptance forms as promptly as possible), and returning students are considered at the conclusion of each academic year.
Honors Course Criteria

Honors courses are designed to encourage academic inquiry. The Honors Council analyzes course proposals for features that distinguish them as suitable for the Indiana University Southeast Honors Program (IUSHP). Thus, Honors course proposals address some, if not all, of the following criteria:

1) Students will be challenged to develop in-depth understanding of the subject matter of the course;

2) Students will have the opportunity to use primary source materials rather than relying solely upon textbooks;

3) Students will have the opportunity to form learning communities during the course of the semester;
4) Students will be given the opportunity to develop appropriate research skills;

5) Students will be encouraged to appreciate the interdependency of various academic disciplines;

6) Students will experience a variety of learning activities;

7) Students will benefit from an evaluation of their work that is based on standards and methods designed to encourage self-reliance, creativity, critical thinking, and intellectual risk-taking;

8) Students will be evaluated based on standards and methods that require demonstrated competency and mastery of course objectives rather than relying solely upon the accumulation of points, percentages, and grades.
How do Honors Courses fit into a degree program?

HON-H 103

HON-H 103 will fulfill certain general education requirements for Honors students. The course replaces ENG-W131 for Honors students OR fulfills the diversity requirement for general education. (Please note that some programs have opted out of the diversity requirement. If you’re unsure about the existence of a diversity requirement in your program, contact your regular academic advisor.) In addition, one section of H 103 is offered typically as a first year seminar during the fall semester.

HON-H 104

HON-H 104 will fulfill certain general education requirements for Honors students. The course replaces SPCH-S 121 for Honors students.

What about students with dual credit?

Many of our students enter the university with credit for ENG-W131, for SPCH-S121, or sometimes both. While H103 and H104 fulfill the requirements of W131 and S121, respectively, W131 and S121 don’t necessarily fulfill the requirements of H103 and H104. These courses inculcate different knowledge and skills in addition to the requirements of W131 and S121, including a Service Learning Project (a requirement for all Honors students); a yearlong, independently selected research project; preparation for a research conference; and more. Thus, we strongly encourage all incoming Honors students to take H103 and H104 even if they are entering with credit for W131 and S121.

Other honors courses

All other Honors courses, including H306, H307, and H400, do not count toward general education requirements. Honors students are encouraged to use these Honors classes to fulfill elective credit requirements in their major.
Course Requirements for Tier One
(University Honors Minor):

1) Successful completion of the Honors Seminar Sequence (HON H103 and HON H104). This is a two-semester sequence of classes designed to provide students with a common intellectual experience and the guidance they will need in preparing research projects for the Middle East Honors Conference and/or the Indiana University Southeast Student Conference.

2) Successful completion of at least two 300-level multidisciplinary Honors courses. These are Honors electives, and the course topics vary by semester. The Master of Interdisciplinary Studies (MIS) Program regularly cross-lists its course offerings, reserving two seats per course for Honors students. Both Honors courses and MIS courses fulfill the Honors elective requirement.

Course Requirements for Tier Two
(University Honors Scholar):

1. Successful completion of at least two 300-level multidisciplinary Honors courses. These are Honors electives. The course topics vary from semester to semester.

2. Successful completion of an Honors project, according to the guidelines of one of the following tracks:

   a) Research Minor Track (generally associated with Honors 400)

   b) An individual honors project or curriculum, defined in concert with the HP Director and appropriate faculty; examples include studying Farsi or developing a Day of Service (generally associated with Honors 495)

   c) Discipline-based, satisfying the requirements of the student’s major
How can I keep track of my progress in the Honors Program?

There are three main ways to figure out where you stand in regards to remaining Program requirements.

1.) Each student’s progress is updated at the end of each semester in the Academic Advising Report (AAR) available via the Student Center. To access your report, please follow these instructions:
   1. Go to one.iu.edu and log in.
   2. Type in “Student Center” and click “Search.” Select “Student Center SIS.”
   3. Click on My Academics and Grades.
   5. Select the Institution, Southeast.
   6. Select the Academic Program.
   7. Select the Report Type; click Process Request.

2.) Keep track of your progress on the advising check sheet that fits your Program track. You’ll find these check sheets on the pages following this one in the manual and also in your Honors Program folder on Box. A hard copy of your check sheet will remain on file in the Honors Office. It will be updated at least once per academic year, and a copy will be scanned and emailed to you for your records.

3.) At any time you may contact the office and have them help you to plan out your remaining requirements. This is the best way if you are unsure about how to proceed or if you think the AAR might be in error.
Indiana University Southeast Honors Program
Advising Check Sheet
Tier I: University Honors Minor

General Requirements

I. Presentation of Project (choose at least one):
   _____ Presentation at Regional/National Conference
   _____ Presentation at IUS Student Conference
   _____ Presentation at Brown Bag event (scheduled at least one semester in advance)
   _____ Public Performance/Display (such as a BA/BFA installation)

II. Portfolio Requirement:
   _____ Develop and maintain an Electronic Portfolio: At the minimum, a completed assignment and metacognitive letters
c   _____ should represent each HP and/or MIS course taken. Students should contact the HP or their Honors instructor for more details.

III. Service Learning:
   _____ Completion of at least one Service Learning activity (for students entering at or after the 2016-17 academic year)

Course Requirements*

I. Tier One Required Courses:
   _____ HON-H 103 (3)
   _____ HON-H 104 (3)

II. Tier One Project (H103/H104 Project):
   _____ Research, Applied, or Service-Based (0)

III. Tier One Electives (choose any 2 of the 4)**:
   _____ HON-H 306 (3)
   _____ HON-H 306 (3)
   _____ HON-H 307 (3)
   _____ HON-H 307 (3)

Graduation Requirements***

_____ Meet with Director AT LEAST 8 weeks PRIOR to the end of your final semester
_____ Email titles of all Honors projects to HP staff prior to meeting with the Director
_____ Complete Electronic Portfolio, including:
   _____ Writing Samples: projects and materials from ALL Honors classes
   _____ Speaking: H103 presentation with metacognitive letter, H104 presentation with metacognitive letter
   _____ Reflective (Metacognitive) Essay: a personal reflection of your experience in the HP
Any other pertinent materials which you feel represent or reflect your work in the HP.

(Graduation Requirements, Continued)

Maintain regular and consistent participation and development within the Honors Program. Examples of such participation, which should be communicated to the Honors Program offices, include:

- Service learning, which will ideally give students direct experience with issues they are studying in their academic curriculum, and will allow them to apply academic knowledge to issues and needs within the community. Students are encouraged, but not required, to develop these service learning activities under the auspices of the Honors Program.
- An internship, which will ideally give students the concrete work experience, under professional supervision, in an area related to the student’s academic discipline or career interest.
- Students should ideally communicate with the Career Development offices about internship preparation and processes early in their academic career.
- Academic travel, including Study Abroad, during an academic semester or year.
- Working with the Honors Program Student Advisory Board (HPSAB) in undertaking activities designed for the betterment of the Honors Program, and in service to the Indiana University Southeast community.
- Engaged and productive participation at such things as: Common Experience Book Discussions, Film Nights, and Honors Program recruitment events.

*Students wishing to vary from any of the above requirements must submit a course substitution form to the Honors Program for approval. Ideally, this process will take place before the course is taken.

** Students may take one course, 300-level or above, as an Honors contract course (refer to page 19 of the Honors Manual). Doing so requires the permission of the faculty member and the Honors Program Director, as well as the submission of all paperwork according to the schedule outlined in the Honors contract application.

***Students approaching graduation should alert HP staff of their intended graduation at least one semester PRIOR to their graduation. For example, students graduating in December should inform the HP offices no later than the start of August.
Indiana University Southeast Honors Program
Advising Check Sheet
Tier II: University Honors Scholar

General Requirements

I. Presentation of Project (choose one):
   ______ Presentation at Regional/National Conference
   ______ Presentation at IUS Student Conference
   ______ Presentation at Brown Bag event (scheduled at least one semester in advance)
   ______ Public Performance/Display

II. Portfolio Requirement:
   ______ Develop and maintain an Electronic Portfolio

III. Service Learning:
   ______ Completion of at least one Service Learning activity (for students entering at or after the 2016-17 academic year)

Course Requirements*

I. Tier Two Electives (choose 2 of the 4)**:
   ______ HON-H 306 (3)
   ______ HON-H 306 (3)
   ______ HON-H 307 (3)
   ______ HON-H 307 (3)

II. Tier Two Students Must Choose and Complete the Requirements of One of the Three Honors Tracks:

1. Research Minor Track:
   Students working on the Honors Research Minor should enroll in at least one hour of HON-H 400 each semester that the project is in progress.
   ______ HON-H 400 (1-3)
   ______ HON-H 400 (1-3)

2. Individualized Track:
   Students working on the Individualized Track should enroll in at least one hour of HON-H 495 each semester that the project is in progress.
   ______ HON-H 495 (1-3)
   ______ HON-H 495 (1-3)

3. Discipline-Based Track:
   Discipline-Based Honors are currently available in select academic departments at Indiana University Southeast. For information on availability and requirements in your major, contact your school or department office.

   III. Tier Two Project:
   ______ The Culmination of Work in the Honors Track (0)

Graduation Requirements***

________ Meet with Director AT LEAST 8 weeks PRIOR to the end of your final semester
________ Email titles of all Honors projects to HP staff prior to meeting with the Director
________ Complete Electronic Portfolio, including:
   ______ Writing Samples: projects and materials from ALL Honors classes
   ______ Speaking: evidence of speaking/project presentation
   ______ Reflective (Metacognitive) Essay: a personal reflection of your experience in the HP
Any other pertinent materials which you feel represent or reflect your work in the HP.

(Graduation Requirements, Continued)

Maintain regular and consistent participation and development within the Honors Program. Examples of such participation, which should be communicated to the Honors Program offices, include:

- Service learning, which will ideally give students direct experience with issues they are studying in their academic curriculum, and will allow them to apply academic knowledge to issues and needs within the community. Students are encouraged, but not required, to develop these service learning activities under the auspices of the Honors Program.
- An internship, which will ideally give students the concrete work experience, under professional supervision, in an area related to the student’s academic discipline or career interest.
- Students should ideally communicate with the Career Development offices about internship preparation and processes early in their academic career.
- Academic travel, including Study Abroad, during an academic semester or year.
- Working with the Honors Program Student Advisory Board (HPSAB) in undertaking activities designed for the betterment of the Honors Program, and in service to the Indiana University Southeast community. Engaged and productive participation at such things as: Common Experience Book Discussions, Film Nights, and Honors Program recruitment events.

*Students wishing to vary from any of the above requirements must submit a course substitution form to the Honors Program for approval. Ideally, this process will take place before the course is taken.

** Students may take one course, 300-level or above, as an Honors contract course (refer to page 19 of the Honors Manual). Doing so requires the permission of the faculty member and the Honors Program Director, as well as the submission of all paperwork according to the schedule outlined in the Honors contract application.

***Students approaching graduation should alert HP staff of their intended graduation at least one semester PRIOR to their graduation. For example, students graduating in December should inform the HP offices no later than the start of August.
Indiana University Southeast Honors Program
Advising Check Sheet
University Honors Fellow

General Requirements

I. Presentation of Project (choose one):
   _____ Presentation at Regional/National Conference
   _____ Presentation at IUS Student Conference
   _____ Presentation at Brown Bag event (scheduled at least one semester in advance)
   _____ Public Performance/Display

II. Portfolio Requirement:
   _____ Develop and maintain an Electronic Portfolio: At the minimum, a completed assignment and metacognitive letters should represent each HP and/or MIS course taken. Students should contact the HP or their Honors instructor for more details.

III. Service Learning:
   _____ Completion of at least one Service Learning activity (for students entering at or after the 2016-17 academic year)

Course Requirements*

I. Tier One Required Courses:
   _____ HON-H 103 (3)
   _____ HON-H 104 (3)

II. Tier One Project (H103/H104 Project):
   _____ Research, Applied, or Service-Based (0)

III. Tier One Electives (choose 2 of the 4)**:
   _____ HON-H 306 (3)
   _____ HON-H 306 (3)
   _____ HON-H 307 (3)
   _____ HON-H 307 (3)

IV. Tier Two Electives (choose 2 of the 4)**:
   _____ HON-H 306 (3)
   _____ HON-H 306 (3)
   _____ HON-H 307 (3)
   _____ HON-H 307 (3)

V. Tier Two Students Must Choose and Complete the Requirements of One of the Three Honors Tracks:

1. Research Minor Track:
   Students working on the Honors Research Minor should enroll in at least one hour of HON-H 400 each semester that the project is in progress.
   _____ HON-H 400 (1-3)
   _____ HON-H 400 (1-3)
   _____ HON-H 400 (1-3)

2. Individualized Track:
   Students working on the Individualized Track should enroll in at least one hour of HON-H 495 each semester that the project is in progress.
   _____ HON-H 495 (1-3)
   _____ HON-H 495 (1-3)
   _____ HON-H 495 (1-3)

3. Discipline-Based Track:
   Discipline-Based Honors are currently available in select academic departments at Indiana University Southeast. For information on availability and requirements in your major, contact your school or department office.

   VI. Tier Two Project:
   _____ The Culmination of Work in the Honors Track (0)
**Graduation Requirements***

_____ Meet with Director AT LEAST 8 weeks PRIOR to the end of your final semester

_____ Email titles of all Honors projects to HP staff prior to meeting with the Director

_____ Complete Electronic Portfolio, including:

  ____ Writing Samples: H103 reading response and metacognitive letter, H104 final research paper and metacognitive letter, final essays/projects from all HP seminars

  ____ Speaking: H103 presentation with metacognitive letter, H104 presentation with metacognitive letter, documentation of final project presentation (PowerPoint, etc.)

  ____ Reflective (Metacognitive) Essay: a personal reflection of your experience in the HP

  ____ Any other pertinent materials which you feel represent or reflect your work in the HP.

_____ Maintain regular and consistent participation and development within the Honors Program. Examples of such participation, which should be communicated to the Honors Program offices, include:

- Service learning, which will ideally give students direct experience with issues they are studying in their academic curriculum, and will allow them to apply academic knowledge to issues and needs within the community. Students are encouraged, but not required, to develop these service learning activities under the auspices of the Honors Program.

- An internship, which will ideally give students the concrete work experience, under professional supervision, in an area related to the student’s academic discipline or career interest.

- Students should ideally communicate with the Career Development offices about internship preparation and processes early in their academic career.

- Academic travel, including Study Abroad, during an academic semester or year.

- Working with the Honors Program Student Advisory Board (HPSAB) in undertaking activities designed for the betterment of the Honors Program, and in service to the Indiana University Southeast community. Engaged and productive participation at such things as: Common Experience Book Discussions, Film Nights, and Honors Program recruitment events.

*Students wishing to vary from any of the above requirements must submit a course substitution form to the Honors Program for approval. Ideally, this process will take place before the course is taken.

** Students may take one course, 300-level or above, as an Honors contract course (see page 19 of the Honors Manual). Doing so requires the permission of the faculty member and the Honors Program Director, as well as the submission of all paperwork according to the schedule outlined in the Honors contract application.

***Students approaching graduation should alert HP staff of their intended graduation at least one semester PRIOR to their graduation. For example, students graduating in December should inform the HP offices no later than the start of August.
How do students remain in the Honors Program?

**Students in Good Standing** maintain regular enrollment in HP classes (generally 3 semesters out of every 4), regularly participate in HP events and activities, and maintain a GPA of at least 3.3. In addition, students should update their e-portfolio each semester and visit with the Honors Program Director (in a scheduled meeting) at least once per semester. Students should also make progress toward their degree by maintaining a required course load (at least 12 credit hours for full time students, and generally at least 6 credit hours for part time students) and making progress toward their degree by successfully completing a minimum of 75% of total attempted coursework.

**Inactive Students** are those who have not been enrolled in an Honors class for two consecutive semesters and do not maintain regular communication with Honors Program Staff. Inactive Students who do not respond to communication requests will be dismissed from the Honors Program after two consecutive semesters of inactivity.

Students will be placed on **Academic Probation** if their GPA falls below 3.2. Students placed on Academic Probation are expected to hold a half-hour conference with the Honors Program Director to discuss plans for future academic success. If the student’s GPA does not improve after two consecutive semesters, the student will be suspended. **Suspended** students may be able to enroll in Honors classes with the approval of the Director, but students will lose priority registration privileges. Students suspended for more than two consecutive semesters without showing evidence of improvement will be dismissed.

In each of the circumstances detailed above, prompt communication with the Honors Program Director and Honors Program Staff is essential. Students will receive notification of any change in standing within three weeks of the conclusion of each semester; such notifications will be sent via email.
IUS Honors Program
Honors Contract Course
Information for Students

Purpose, Commitment, and Credit Hour Limit
1. The Honors Contract enables qualified students to engage in Honors work in courses not specifically designed as Honors courses. The student who enters into an Honors Contract with a faculty member will engage in work clearly beyond what is required for a regular undergraduate course, typically culminating in a final project.
2. Both students and faculty should carefully weigh the time and work commitment an Honors Contract entails. Faculty members are under no obligation to agree to an Honors Contract. An Honors Contract does not free a student from any regular class work.
3. The Honors Contract course appears on your transcript with the notation that it was taken for Honors credit. **Only 300-level courses and above are eligible to be considered as an Honors Contract course.**
4. You must complete your Honors project by the end of the semester once you have submitted your Honors Contract application to the Honors Program Office. You should contact the Honors Director immediately if you encounter any difficulties completing your contract.

Definition and Examples
5. The Honors Contract is an opportunity to add deeper, broader, or more creative course content to a non-honors class. Simply increasing the quantity of course work does not constitute an Honors Contract.
6. Honors Contracts can include—but are not limited to—the following examples:
   i) Completing an independent project that employs the research methods taught in the course
   ii) Writing a research paper that expands upon a topic covered in the course or is related to the course
   iii) Producing teaching materials, such as creating a test, new handouts, or a PowerPoint presentation for a course
   iv) Researching a topic and teaching a class session to share your findings
   v) Designing and completing a special project, performance, or product

Procedures and Deadlines
7. You should talk to your professor about an Honors Contract prior to the beginning of the semester or as soon as you receive a syllabus. Discussions with the professor and the Honors Director are necessary for clarifying the appropriateness of the project, but the ultimate responsibility for the design of the Honors Contract belongs to you. Honors Contract forms are available on the Honors Program website at https://www.ius.edu/honors-program/ or by emailing the Honors Office at iushp@ius.edu.
8. Once you and the faculty member agree on a project, you should complete the form, obtain the necessary signatures, and submit it to the Honors Program no later than the end of the third week of classes during fall or spring semesters or at the end of the first week of summer session classes. Early submissions are highly encouraged.
9. The Honors Program staff will contact you to let you know if your Honors Contract is approved or needs revision.
10. The Honors Program will send the list of students pursuing Honors Contracts to the Registrar’s Office following the submission deadline.
11. “Above Class Taken for Honors Credit” will appear on your transcript below the title of the course as soon as the Registrar’s Office processes the list.

Honors Credit
12. To receive Honors credit, you must receive a grade of “B” or better in the class for which you completed an Honors Contract. While the course may count toward your degree if you receive a grade lower than “B,” it will not count toward the honors Notation.

Guidelines for Completion
13. Give the instructor the document titled “Honors Contract Information for Faculty.” Be as specific as possible in describing your Honors Contract project. If you are completing an Honors Contract designed by the professor that appears on his/her course syllabus, simply attach a copy of the syllabus for your project proposal.
14. Your description must include the specific topic for your project and a timetable for completion.
15. Collaborative Honors Contracts are allowed. However, you and your collaborators must identify a strategy that will enable your professor to grade the work of each member of your team separately at the end of the semester.
16. You will submit your completed project to your instructor for evaluation. Projects are NOT submitted to the Honors Program, but you must upload materials pertaining to your Project to your Electronic Portfolio.

This document, originally posted by the IUPUI Honors College, has been modified with permission to suit the needs of the IU Southeast Honors Program.
1. The IUS Honors Contract is designed to enable qualified students to engage in Honors work in courses that are not specifically designed as Honors courses. The student who registers for an Honors Contract in your class will be doing academic work beyond what is normally required of a student in your class in addition to the regular work. All Honors Contract work should be completed by the end of the semester, and the student’s grade should be reported at the end of the semester when grades are due. Students must complete their Honors project once they have submitted their Honors Contract application to the Honors Program office.

2. **Definition and Examples**
The Honors Contract is an opportunity to add deeper, broader, or more creative course content to a non-honors class. Simply increasing the quantity of course work does not constitute an Honors Contract. Honors Contracts can include—but are not limited to—the following examples:
(a) Completing an independent project that employs the research methods taught in the course
(b) Writing a research paper that expands upon a topic covered in the course or is related to the course
(c) Producing teaching materials, such as creating a test, new handouts, or a PowerPoint presentation for a course
(d) Researching a topic and teaching a class session to share findings
(e) Designing and completing a special project, performance, or product

3. The Honors Contract work is not a substitute for regular work. To receive Honors credit, the student must complete the work for the course as well as the Honors Contract and receive at least a B (not a B-) in the regular classwork and in the Honors Contract.

4. Honors Contracts must be completed and returned to the Honors Program office (KV235A) by the end of the third week of the semester or the end of the first week in summer. However, early submission is strongly encouraged. The Honors Program Council will review all contracts, and Honors Program staff will notify each student of approval or the need for revision. The faculty member is responsible for determining the criteria for evaluating the student’s Honors Contract work, but Honors staff and the Honors Director can provide clarification and existing Honors guidelines if requested.

5. The Honors Program sends the list of students pursuing an Honors Contract to the Registrar’s Office following the submission deadline for students. The students will remain on the regular course rosters, and faculty will assign one grade at the end of the semester which will serve as both the Honors grade and the grade for the course. The weight of the Honors project in calculating the final grade is determined by the faculty member. “Above Class Taken for Honors Credit” will appear on the student’s transcript below the title of the course as soon as the Registrar’s Office processes the list.

6. No instructor or department is required to accept Honors Contracts. Departments may choose to set up specific guidelines to be followed by all students doing Honors Contracts in courses within the department. If such policies are established, please inform the Honors Program Office.

7. For more information, please contact Dr. Angela Salas, Honors Program Director, at amsalas@ius.edu or 812-941-2196.
INSTRUCTIONS
This application and all supporting materials must be submitted to the Honors Program Office (KV235A) by the end of
the third week of classes during the fall and spring terms or by the end of the first week for summer session study.
However, early submission is strongly encouraged. Please include:
   ___ A copy of the course syllabus
   ___ A typed description of the proposed project which includes your specific topic and a timeline for completion.
   ___ Once you have submitted this form and your contract is approved, you MUST complete your Honors project.
If you have not completed it by the end of the semester, you have two options: 1) Withdraw from the course
completely, or 2) Ask your instructor for an Incomplete and finish the project as soon as possible.

Please initial each line above to indicate that you have read and agree to these terms.

STUDENT INFORMATION
Name: ___________________________       Student ID Number: ______________
University Email: ____________________       Secondary Email: ______________
Major: ___________________________       Honors Tier (I or II): ______________
Completed Honors Courses: ___________________________

COURSE INFORMATION
Term (Fall, Spring, Summer I, or Summer II): ___________       Year: __________
Department: ______       Course #: ______       Class #:_______       Credit Hours: _____
Time: ___________       Day(s): ___________       Bldg: _________       Room: _________
Course Title: __________________________________________
Faculty Signature: ___________________________       Printed Name: ___________________
Faculty Email: ___________________________       Campus Address: ____________________

HONORS PROGRAM APPROVAL (TO BE COMPLETED BY THE HONORS PROGRAM STAFF)
Date Materials Received: _________________       Date Materials sent to Council: _________________
Council Feedback: ___________________________________________
Date Approved: ___________________________       Director’s Signature: ___________________________

Upon approval, the Honors Program will request that an Honors section be created by the IU Southeast Registrar
for this course. It will appear as “For Honors Credit” on your IU Southeast Transcript.

IU SOUTHEAST HONORS PROGRAM
812-941-2196
IUSH@IUS.EDU
1.) What’s an E-portfolio?

Like a traditional portfolio, an electronic portfolio is meant to serve a number of purposes, including the following:

1) To permit students to archive and review their own work and see the arc of their development throughout the semester and throughout college (i.e. as a writer, a thinker, a researcher, and a public speaker);
2) To permit students to think systematically about their goals as learners, and about the ways they might best meet these goals;
3) To permit HP faculty members and external reviewers to view and review student work, seeing students’ development over time, as well as to communicate with individual students and other faculty members about student development;
4) To provide a basis for evaluating the effectiveness of the Honors Program curriculum in helping students understand and meet the Honors Program’s Student Learning Outcomes (SLO).

What are the IUSHP’s Student Learning Outcomes (SLO)?

Every course in the Indiana University Southeast Honors Program, from Honors H103 to Honors H-495, is designed to foster student growth and development in the areas listed below. It is our intention that Honors Program students will graduate from Indiana University Southeast as solid critical thinkers, clear writers, and effective public speakers.

Additionally, the Honors Program gives students numerous opportunities to develop their capacity to sort through information, understanding the difference between credible sources and those that are not, and to develop their ability to manage multi-step projects from conception to completion.

Critical Thinking (CT): Honors students will exhibit cross-discipline-based higher order thinking skills, the ability to select and organize credible evidence to support converging arguments, and the ability to solve academic problems using strategies appropriate to the task at hand.

Writing: Honors students will create and construct written works in various academic modes in order to communicate clearly, knowledgeably, and effectively.

Speaking: Honors students will develop speaking skills in order to communicate clearly, knowledgeably, and effectively, and to express ideas and concepts in multiple formats.

Project Management (PM): Honors students will conceive, plan, and execute a high-quality research, creative, or applied capstone project in the appropriate disciplinary or multi-disciplinary context.

Information Literacy (IL): Honors students will be able to acquire, analyze, evaluate, and disseminate information and will use this information ethically.

Service Learning (SL): The Honors Program derives its working definition of Service Learning from the Civic Engagement and Teamwork definitions provided by the Association of American Colleges and Universities (AAC&U):

“Civic Engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.”

“Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make on team discussions).”

Service Learning Projects will be embedded in the coursework of H103 and H104 for Tier I students, and Tier II students may select and complete their own Service Learning Project, pending approval from the Honors Director.
### Where these Outcomes will be introduced (I), reinforced (R), mastered (M), and assessed (A):

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<thead>
<tr>
<th>Course</th>
<th>CT</th>
<th>Writing</th>
<th>Speaking</th>
<th>PM</th>
<th>IL</th>
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<tbody>
<tr>
<td>Honors 103</td>
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<td>Honors 104</td>
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<td>Honors 307</td>
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<tr>
<td>Honors 400</td>
<td>MA</td>
<td>MA</td>
<td>MA</td>
<td>MA</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Honors 495</td>
<td>MA</td>
<td>MA</td>
<td>MA</td>
<td>MA</td>
<td>A</td>
<td>A</td>
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</tbody>
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### Where Direct Assessment will take place (for program review and to assess curricular effectiveness):

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<th>CT</th>
<th>Writing</th>
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<th>PM</th>
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What’s a Metacognitive Letter?

The best definition of “metacognitive” we’ve found comes from the Oxford English Dictionary, which defines it as: “Awareness and understanding of one's own thought processes, especially regarded as having a role in directing those processes.” The earliest uses of the word are below, and we’ve placed the most pertinent explanation in bold-face:

1972 L. R. GLEITMAN et al. in Cognition 1 161 The lower-order process often proceeds without any metacognition... Examples of meta-cognition in memory are recollection...and intentional learning. 1977 Child Devel. 48 1/1 Metacognition refers to the individual's knowledge concerning his own cognitive processes, and the development of such self-awareness in children has become a topic of considerable interest. 1981 Monogr. Soc. Res. Child Devel. 46 No. 5. (serial no. 192) 3 Metacognition means knowledge and cognitive activity that takes cognitive phenomena as its object. 1999 Korean Jrnl. Thinking & Problem-solving 9 85 Theoretical perspectives from different areas of psychological studies... are presented, to demonstrate the construct utility of metacognition.

Basically, metacognition involves being aware of yourself as a learner, and learning how to modify your learning processes to achieve the best possible end. Metacognition requires self-knowledge, goal-setting, time-management, analysis, and taking responsibility for your own learning.

A metacognitive letter is your opportunity to reflect upon any artifact (i.e. a document, video file, or presentation) you will be loading into your e-portfolio. Ideally, you will have one artifact to reflect each of the Honors Program Student Learning Outcomes (see page 22).

You’ll address at least some of the following things:

1) The development of the artifact, including the revision process, for instance, or the research you undertook as you developed your ideas;
2) The strengths of the artifact;
3) The things that disappointed you as you polished the artifact for inclusion;
4) Your goals for your next project. For instance, will you work on making eye contact with your audience in future speeches? Will you widen the net in your next research undertaking, being more attentive to the quality of the research materials you’ve isolated? Will you remember that Student “Z” was the best peer-reviewer you’ve ever had, and make sure to stay in contact with Student “Z” as you complete your next projects?
5) What you’ve learned in the process.
2.) **Accessing/editing the e-portfolio**

**How Does a Student Add Artifacts to the E-portfolio?**

All E-Portfolios are housed on Box, a secure, cloud-based storage system. Students may access and edit only their own portfolios, and Honors Program staff will work to ensure that all current Honors students have portfolio access.

Your portfolio may be accessed from any computer or mobile device with a stable internet connection, provided you have a current IU username and password.

To access your portfolio, go to box.iu.edu. Enter your IU credentials (Username and Password) as prompted. You may wish to enroll in IU’s Two-Step Login (Duo) for added security. For more information, click here: [https://kb.iu.edu/d/aluu](https://kb.iu.edu/d/aluu). *Note: All student employees are required to use this security feature.*

Once you reach your Box homepage, you will see a blue folder labeled as follows:

**Last Name, First Name (Honors E-Portfolio)**

*NOTE: Please DO NOT change the title of this folder! All materials will go inside that folder.*

You can find detailed instructions for editing and maintaining your files in Box in IU’s Knowledge Base databases. For help getting started, go here: [https://Kb.iu.edu/d/bccq](https://Kb.iu.edu/d/bccq).

If you have any problems connecting to your E-portfolio, please contact the HP Office at iushp@ius.edu or 812-941-2196. You may also phone the IT Help Desk at 812-941-2447.
E-Portfolio Checklist

To access your e-portfolio, log on to box.iu.edu and open the blue folder labeled as follows:

Last Name, First Name (Honors E-Portfolio)

Once you’ve accessed your portfolio, you need to be sure it includes (at a minimum) the following:

**For Honors Research Minor (Tier I) Students:**

___ Writing Samples: include final essays or projects from ALL HP classes.

___ Critical Thinking: writing or speaking assignment from any Honors course that best represents the development of your critical thinking skills.

___ Speaking: H103 presentation(s) with metacognitive letter, H104 presentation(s) with metacognitive letter.

___ Reflective (Metacognitive) Essays: All H103 and H104 students are required to write metacognitive essays reflecting on certain learning outcomes (including Service Learning in addition to those listed above), as well as their overall experience in these classes. In addition, we suggest that you write a metacognitive essay for each additional Honors class. Finally, you will write a comprehensive essay at the conclusion of your Honors career to serve as a personal reflection of your experience in the HP.

___ Any other pertinent materials which you feel represent or reflect your work in the HP.

**For Tier II (University Honors Scholar) Students:**

___ Writing Samples: include final essays/projects from ALL HP classes.

___ Final Project: include final project findings and summaries

___ Reflective (Metacognitive) Essays: You will write a comprehensive essay at the conclusion of your Honors career to serve as a personal reflection of your experience in the HP. In addition, we suggest that you write a metacognitive essay at the conclusion of each of your Honors classes and at the conclusion of your selected Service Learning activity (see page 22 of the Honors Manual).

___ Any other pertinent materials which you feel represent or reflect your work in the HP.

**Tips for both Tiers:**

You may organize your portfolio with folders labeled according to course title or semester. Please do not upload materials without organizing them. You may leave your reflective essay unfiled – just be sure to name the file “Reflective Essay” so that it can be easily identified.

If this sounds complicated, please don’t fret – just think of the e-portfolio as a place to showcase your best and brightest work from your HP experience. For instance, if you gave a particularly stunning presentation in one of your HP seminars, you may wish to upload your PowerPoint slides or presentation notes as a reflection of that experience. In similar fashion, if you presented one of your Honors projects at a research conference, you may wish to include your reflections on that experience.

*The HP Office Staff is always available should you have questions or concerns about this requirement. Please don’t hesitate to send an email (iushp@ius.edu) or drop by the office (KV235A).*
Honors Project Proposals

The following format should be used when planning to do work toward the Honors Research Minor or Individualized Honors Track. All proposals must be reviewed and approved by the Honors Program Director, generally in consultation with the Honors Council.

Procedure: Student should submit a complete research proposal of no more than six (6) double-spaced, typed pages written with the educated lay reader in mind. The proposal should include a title and the following elements clearly labeled:

1. Statement regarding the significance of the project; explain why it is important and what difference the results will make.

2. Statement of hypothesis, research question, or creative objective in a form appropriate to the discipline in question.

3. Detailed statement of methods and plan of work, including a timetable. Provide appropriate research risk documentation if relevant.

4. Statement of the applicant’s qualifications and training to carry out the project.

5. Name of faculty mentor (The Honors Director may serve in this capacity).

6. A signed letter of support from the faculty mentor evaluating the student’s ability to carry it out in a timely manner and indicating what role the mentor will play.

*Please note that a limited number of Undergraduate Research Fellowships are available each semester through the Office of Academic Affairs. More information is available on their website: https://www.ius.edu/academic-affairs/research/student-research.php

**Any project that involves human subjects must be approved through the Office of Academic Affairs. For more information on research compliance, visit their website: https://www.ius.edu/academic-affairs/research/research-compliance.php
Faculty Mentors and Mentees

There is no one “best” way for a faculty member and student’s working relationship to be, and the Indiana University Southeast Honors Program has no interest in making blanket generalizations or “mandatory requests” of those faculty members who kindly agree to mentor Honors Program students through their research, applied, or service projects. In the interest of offering some guidance, however, we do have some suggestions and observations that we hope will make the Honors project process clear and frustration-free.

**Principle 1:** Honors Program students are responsible for their own learning, and their mentors are not required or expected to define the student’s task, ride herd on the student, or chase after any student for missing assignments.

**Principle 2:** Honors Program students should rely on their mentors for their expertise and wisdom as professionals. A student may present a proposal, and, should the mentor find it too broad, too narrow, or based upon faulty premises, that mentor should certainly raise concerns and/or objections.

**Principle 3:** Honors Program students are to present their mentors with proposals, methodologies, and a timeline for work to be done. Mentors should feel free to suggest revisions in all these documents, based upon their own experience and expertise. Ideally, such proposals are offered to mentors prior to the term in which the work is to be undertaken, in order that the project may take place throughout the semester.

**Principle 4:** Honors Program students are to offer mentors updates as frequently (or infrequently) as their mentors suggest is appropriate. In addition, students should schedule and attend a minimum of two appointments with the Honors Program Director during the course of the semester.

**Principle 5:** During the regular academic year, each credit hour of project or research should equate to 5 hours of work on the project. During the summer, that number should be adjusted upward, to the area of 10 hours of work per credit hour. Thus, students and mentors should compare the scale of the student’s project to the number of credit hours the student is undertaking.

**Principle 6:** There will be opportunities for students to share their progress with other student colleagues. Students should consider these opportunities mandatory, and should attend with a willingness to help create and maintain a scholarly community; thus, students should be prepared to listen to each other, ask questions, and offer and entertain suggestions.

**Principle 7:** The mentor will please send the Honors Program Director a note near the end of the semester, detailing his or her observations about the quality of the student’s work, the diligence with which the project has been undertaken, and any suggestions about what needs to be done before the project can be said to be complete. The Director will take these letters, the student’s participation in group meetings, the student’s submission of assignments, and the student’s attendance at meetings with the Director into account in assigning a grade to the student for the semester.

**Principle 8:** The student, the mentor, and the director of the Honors Program should show appreciation and respect for each other’s time and efforts on behalf of the student’s educational experience. The director, for instance, will endeavor to answer questions promptly, and to serve as a resource for both the faculty mentor and the student. Students and faculty members will ideally have a vital working relationship, in which students learn both the facts and protocols of their discipline, while also growing in an understanding of themselves as members of an academic community.
The Honors Program Community:

How Can You Get Involved?

HPSAB
The Honors Program Student Advisory Board (HPSAB) frequently organizes student events, including movies, fundraising events, and volunteer activities.

The purpose of the Honors Community is to provide a social network that promotes the following for its members through their collegiate and professional careers:
- Personal and social development
- Academic growth
- Development of professional skills and contacts

Facebook!
The Honors Program has a Facebook Group Pages (“IU Southeast Honors Program”) which we welcome and invite you to join. It’s a great way to stay “plugged in” to Program events and activities, both social and academic.

HP Activities & Events
HP Events vary from semester to semester. Past events include: Religious Discussion Forum, Professor’s Pick Film Night, Game Nights, Academic Conferences, and Graduate School Prep Workshop.
Mentoring
The Honors Program encourages both incoming and returning students to acquaint themselves with the IU Southeast Center for Mentoring. We are also pleased to offer an informal, internal mentoring system within the Honors Program: any interested incoming student may request to be mentored by a current Honors student. The Hutton Honors College at IU Bloomington has posted the following description of mentoring, and we encourage all mentors and mentees to follow these guidelines:

Mentors are not academic advisors, counselors or close personal friends - although mentor and mentee pairs becoming friends is a possible outcome. Rather they serve new students as immediate contacts on campus who are able to help them adjust to life at IU and give them hints on how to take full advantage of all the resources and opportunities that exist on this large and complex campus - including tips on courses and professors, activities, organizations both on campus and in the community, and studying to succeed.

Mentors and mentees are paired according to academic and extracurricular interests, and mentors serve as a personal guide to the Program and the university. For more information, please write to iushp@ius.edu.

Interested in serving as a mentor?
Returning students in their second year (and beyond) in the HP are encouraged to consider serving as peer mentors for incoming students. HP mentors are:

- **Personable and helpful**: Mentors are a friendly face and a helpful contact during the transition to university life.
- **Courteous and reliable**: Mentors should answer questions in a timely fashion and in a courteous manner. Mentors are not expected to have answers for every question, of course, but should be able to help direct mentees to the proper contacts when such questions should arise.
- **Interested and engaged**: Mentors are actively involved in HP events and activities.

If you would like to serve as a peer mentor, please write to iushp@ius.edu.
MEHA!

The Mideast Honors Association is comprised of honors colleges and programs from the following states:

- Eastern Illinois
- Indiana
- Northern Kentucky
- Southern Michigan
- Ohio
- West Virginia

One of the perks of being an Honors Program member is the opportunity to attend the annual MEHA Conference. Past conferences have been held in Indianapolis, Indiana; Dayton, Ohio; and Ypsilanti, Michigan.

What do HP students have to say about MEHA?

Glynnis Bernier-Clarke:

Attending MEHA was an important part of my college experience. The highlights of the conference included building relationships with my fellow honors program students. As a non-traditional student who has a busy home and professional life outside of school, it had previously been difficult to form many peer bonds. Presenting my own research I had worked on for an entire academic year was extremely rewarding. Also, taking in other sessions such as links between autism and gender dysphoria, the civil-rights movement, and existentialism in the novel Moby Dick was both informative and enlightening. Plus, exploring the city of Grand Rapids, Michigan, was an absolute treat; during our free time a group of us were able to visit an excellent art museum. I have nothing negative to say about the experience, and feel a stronger connection with my peers and my school as a result, as well as feeling more at ease with participating in similar activities in the future.
Jenna Lacy:

The 2014 MEHA conference was a wonderful opportunity for me to gain research and presentation experience in a professional environment, insight into a wide variety of topics, and experiences conversing with many goal-oriented and forward-thinking students. The MEHA conference pushed me to grow both academically and personally and I feel that I am a stronger researcher, communicator, and presenter.

Given the diverse backgrounds of my audience, I focused on creating a presentation that would be well understood by a non-expert audience. As a result of this preparation, I received overwhelmingly positive feedback. When audience members were given the chance to ask questions, I was so impressed with the specificity of each question asked. Their feedback showed me that I accomplished my goal of communicating a multifaceted topic effectively. When questioning ended, several additional students approached me and expressed a deep interest in learning more about my work and wanted to know where they could go to read more about it. One such individual explained that she struggled with the very rare duel diagnosis on which I presented. This was a very emotionally imprinting moment for me because she expressed gratitude for my work and a genuine concern that her condition is under-researched. She expressed that she struggles on a day-to-day basis with the consequences of receiving a late diagnosis and ineffective treatment. I could never have predicted this experience to take place at MEHA or anywhere else and it is a memory that I will never forget. It reaffirmed that my work is meaningful and I am doing it well. I am grateful to MEHA for providing an environment that allowed this kind of meaningful experience among many others to take place.

Mitchell Seiter:

Being given the opportunity to attend the April 2014 MEHA conference in Grand Rapids, Michigan, is mostly likely going to be one of my best memories in my academic career. At this conference I was better able to learn about several of my honors colleagues on a more personal and academic level. Also I was able to learn about a new city that I had never been to and able to see several attractions in the area. Most importantly though I was given the opportunity to present a research paper I have been working on for almost two semesters.

Being a freshman college student with a limited income I am not presented many opportunities to travel to new place, especially with so many good people. One of the first things I was able to do after checking in was go visit one of the nearby museums. I and a few of my colleagues went to this museum and it was definitely a unique experience. We were able to see several unique exhibits which showed the past of Grand Rapids, as well as several exhibits that showed wildlife native to the state of Michigan.

Also being at MEHA I was not only able to connect better with those from my own school but several other universities as well. I made several new friends from Delta University and University of St. Francis. It was interesting to learn how other schools’ Honors programs are set up and how they are similar and different than our own.
Honors Program Graduates: Where are they now?

The Honors Program at Indiana University Southeast has helped me to develop my skills in a way that makes me feel prepared to tackle the obstacles that await me after graduation, including graduate school. I have learned how to interact with my classmates in the classrooms and have taken away the most benefit from class discussions and readings, rather than just listening to lectures as a bystander. My time management skills have vastly improved and I am now a much more adept speaker, researcher, and writer. I have been able to use these skills in my current jobs outside of school and will soon display my improved speaking skills at the IUS student conference. I also received an Honors scholarship that allowed me to focus more on my schoolwork and spend less time working. I will always be thankful for the opportunities this program has allowed me to take part in and value this experience above all else as an Indiana University Southeast student. My plans after graduation include attending graduate school and pursuing a degree in occupational therapy with a focus on autism.

--Kaylen Blesch, Psychology Major, May 2017 Graduate

I felt that the Honors Program was a great asset to add to my undergraduate career. During my first two years at Indiana University Southeast, I was conditioned to think only in a business-oriented way for all of my classes. However, with the Honors Program I was able to think outside of that box and explore different disciplines that may actually help me down the road. It also gave me the ability to properly write research papers, which was something I had never done before. After graduation, I am planning to move to Bedford, Indiana, with my family. Once settled, I hope to pursue a career in Marketing in the Bloomington area.

--Hannah Burcham, Business Major and Outstanding Business Student for 2017

My experience in the Honors classes challenged me to think with an interdisciplinary perspective (which I loved) and I think that has expanded my vocabulary for writing, especially creative writing. Hopefully I will be able to employ this perspective in future research as well. I will be taking a break from school after graduation, but I plan on attending graduate school in cognitive neuroscience eventually. In short, I’m going on adventures after graduation.

--Jordan Eastridge, Neuroscience Major, May 2017 Graduate
The woman who I am today, is not the woman who I intended to be because I have accomplished so much more. Being in the Honors Program gives me a sense of pride, and dignifies all of the hours I have spent researching and educating myself on a variety of disciplines. Even though I am not going directly into medical school upon graduation I find that it is better that way. I now have a chance to continue the evolution of my medical knowledge in a graduate program and obtain a masters degree which will make me an even more competitive candidate upon application to next year’s incoming medical class. I will take with me a new perspective and a novel approach to psychiatry with the intention of promoting a holistic approach to the way we view mental illness. I have been accepted into the College of Health Sciences Clinical Psychology Program Class of 2022 at Midwestern University, Downers Grove campus, where I will begin my studies in fall 2017.

--Paula Eddleman, Neuroscience Major and Outstanding Neuroscience Student for 2017

I do consider myself a better researcher and writer because of my time in the Honors Program, and perhaps a better speaker as well, although not as much on the latter. Like I mentioned previously, up until Honors Program projects I had never had to conduct thorough research. I had never used a library database to look up scholarly articles - and I never would have known where to even start! I consider myself a better writer because of the practical things I learned in Marty Rosen’s H103 class. For example, we learned how to make our sentences flow one to the next better, learned to remove “-ing’s” from the end of words to be more precise, etc. That knowledge has been useful in my work and academics. After graduation, I will continue working at the Leadership Louisville Center in Marketing. I’ll also dive into building my own calligraphy business and pursuing a call to evangelism and ministry. In November, I will celebrate by traveling to Paris, France and Barcelona, Spain for 2 weeks.

--Katlyn Gibson, Business Major and Outstanding Business Student for 2017

I can wholeheartedly state that being a part of the Indiana University Southeast Honors Program has been the most impactful part of my college experience. Not only has the HP opened up the doors to many professional and personal friendships, but it has also given me the confidence and support I needed to succeed. I believe I have changed tremendously as a person from when I first enrolled in classes at IUS as a second-semester freshman, and I owe my success to the HP. I have recently accepted a position teaching at Henryville Elementary School, my alma mater.

--Brittany Goode, Elementary Education Major, Spring 2017 Graduate
The Honors Program allowed me a space to flourish and to be a more confident individual, student, and leader—a feat I would have thought near-impossible entering the Honors Program my freshman year. The Honors Program allowed me the opportunity to work with my peers and fellow Honors Program Members, as well as with outside organizations, such as the Honors Council and other student organizations. The Honors Program showed me that individuals can promote and inspire change, especially when they work with groups of like-minded, driven individuals. The HP taught me the practical skills of communication, and how to work with others. The Honors Program taught me to rely on others, and that it’s not a weakness to do so; and that it is okay to be seen, and to express my opinion. After graduation, I’ll be attending NYU for their Masters in Museum Studies program, starting fall 2017.

--Katelyn Ragsdale, Psychology and Fine Arts Major, Outstanding Fine Art Student for 2017

Overall the Honors Program has taught me a lot with materials I wouldn’t have anticipated. I needed a break from all of the sciences and a challenge. It wasn’t easy juggling some of the classes, but I sure would do it again if I had the opportunity. The Honors Program is a great program and I wouldn’t be the person and thinker I am without it. I absolutely loved it and I would recommend it to everyone. I have been accepted to dental school at the University of Kentucky, where I will begin my studies in fall 2017.

--Hugo Sanchez Juan, Biology Major, May 2017 Graduate

The Honors Program has done more than just challenge my thinking and help me set goals. The Program allowed me to make friends in the midst of ongoing challenges in my personal life. I appreciate Dr. Salas and the rest of the Honors Program faculty and students for being so welcoming. I’m also appreciative of the way Dr. Salas encouraged me to set my goals high, but also achievable. With that type of encouragement, I was able to build up my self-esteem. I want to extend my gratitude to this program for helping me be a better thinker and providing a space for me to voice my own opinions. I will be working in the transplant ICU at Jewish Hospital in Louisville. I plan on getting my CCRN, and after a few years I plan on becoming a travel nurse.

--Jocelyn Schlegel, Nursing Major, Spring 2017 Graduate
The Honors Program has been the best part of my collegiate experience, and I have grown as a human being because of it. I have made friends that I feel will be a part of my life for the rest of my life. The program has enhanced my life academically due to placing me in a classroom setting with peers that challenged me, professors that challenged me, and course curriculum that also challenged me. These factors allowed me to see the perspective of others and allowed me to have a deeper understanding of subject matter taught. After graduation, I plan to take time to breathe. I’m interested in policy reform and am seeking a position as a criminal justice analyst.

--Laura Schook, Outstanding Criminal Justice Student for 2017

Honors classes afforded the opportunity to learn about subjects that I would otherwise never have been exposed to in great depth. Some of the ones that I can still remember included subjects on ongoing slavery in the US, a skin condition known as Lichen Planus, optical illusions, the special period in Cuba, and even my own project of constitutional liberties. Being exposed to more subjects has made me a better scholar and more open-minded person as I begin to go out into the world. I believe it is important to be exposed to a myriad of topics that affect our world even if they are ones that are not directly related to us, or hold a special interest.

--Mitchell Seiter, Mathematics Major, May 2017 Graduate

The variety of courses offered by the Honors Program was an enriching component. The different courses all had unique topics that would sometimes be a little outside the norm for your average college class. As a result, these classes offered unique challenges that I might not have gotten elsewhere. From leading a seminar discussion on a complex topic to learning Zen meditation, I developed a diverse set of skills. I feel these classes greatly contributed to me being a well-rounded student. Ultimately, I’m grateful for the opportunity to have been apart of the Honors Program. My experiences in it have had a significant and positive impact on me, both as a student and as a person. In contending with my personal difficulties and the rigors of college, my time in the Program wasn’t always an easy one. Indeed, it was often quite the challenge. Yet even still, I believe I was able to turn this challenge into a strength. Combined with the specialized and sometimes unconventional methods of learning the Program offered, it’s been one of the most important components of my college education. Looking back on everything, I can say I’m proud of the accomplishments I’ve made as a student in the Honors Program. After graduation, I’m considering going to grad school to earn a PhD in research psychology.

--Chris Singleton, Psychology Major, Spring 2017 Graduate
Reading Gilman and Shaw in an Honors seminar prompted me to become more aware of what was going on in the world around me. Since I have a tendency to get lost in my own head, this development is important: the Honors Program woke me from an apathetic slumber and drew my attention away from fictional characters, forcing me to focus on real people that I might one day be able to help. Since I took those seminars, I have begun to care about my fellow human beings, whereas before I was more interested in my novels and anime. For once, I am awake and invested in the world I live in: I want to learn how to make a positive difference. After graduation, I plan to start and finish a story. After that, I’ll be searching for a day job as I begin seriously working on pursuing a career as a freelance fiction writer.

--Sara Tirsway, English Writing Major, May 2017 Graduate

My time in the Honors Program has been quite rewarding. The program has encouraged me to be a more vigilant student and thoughtful humanitarian. I have presented my research at two conferences and taken many valuable classes and that will help me in whatever I decide to do after graduation. My Honors project is a proud accomplishment that I have made during college; it is something that I will continue to study and brag about for the rest of my life. I do not feel that I have been able to immerse myself fully into the program due to joining late in my academic career, but I have reaped many rewards that I will carry with me through graduation and beyond. Since I joined the Honors Program, I have become a better student in all of my classes. It has encouraged me to learn more, study harder, and to get better grades. As of right now, I plan to continue my career in Human Resources after graduation. I don’t currently have any plans for graduate school, but I am open to it in the future.

--Olivia Troutman, Psychology Major, Spring 2017 Graduate

I am incredibly thankful for my time in the IU Southeast Honor’s Program. I have been so blessed by the diligent faculty and intelligent students, who have challenged me to grow academically and personally. In particular, I am thankful for the selfless, persistent leadership of Dr. Salas. From the beginning, she accepted me into the program and gave me the tools to succeed. Since then, she has willingly met with me at numerous points to give advice and encouragement. I sincerely appreciate her personal care and devotion to her students. I am planning to study for and pass the CMA (Certified Management Accountant) exam within the next year, while working for a local accounting firm. I will likely go to graduate school in the near future as well, but that has yet to be determined.

--Jonathan Wright, Business Major, May 2017 Graduate
I will go on to get my Masters in Library Science at this point, and I’m looking forward to hanging my diploma in my office at work. I will retain the friendships I’ve made on campus, with both the professors and the other students. I had a paper I wrote for an Honors course published, and I had the opportunity to learn some sword technique from another Honors course. I went to two conferences and presented papers. The amount of confidence I have obtained from being an Honors student is invaluable, as I do credit this with being successful in my current job and knowing that I will be OK, on my own, as a strong, independent woman. I would not trade my time in the program for anything. My only regret is that by being an adult student on her own, I wasn’t able to participate in as many things as I would have liked to. I would have loved to do the volunteer activities, game nights, more conferences, more dining with Dr. Salas, etc. But my schedule didn’t allow for it, sadly. My life is better for having been an Honors student, and it is a badge I wear proudly and loudly.

--Theresa Berry, May 2016 Graduate

As my time and experience with IUS and the Honors Program draws to a close this May, I cannot help but reflect on my own personal growth, academically and mentally, and what the university, my mentors, and the Honors Program have done to help me realize my true potential. I have grown so much as a person, and I will take each and every experience with me into the next chapter of life. A heartfelt thank you to the Honors Program for having confidence in me, and allowing me to join when I was not at my academic best, but for recognizing my potential to grow as a student and as a person. This Program is much more than an academic honor, it is a personal honor and an amazing educational experience which I feel like every student would benefit from. After graduation, I accepted an Animal Control Officer position with Louisville Metro. Though I’m taking a break from school, I plan to apply to the University of Louisville’s dual PhD Program for Law and Social Work and to continue working closely with the Southern Indiana Human Task Force.

--Kirsten Black, May 2016 Graduate, Outstanding Student in Criminal Justice

Overall, the Honors Program helped me step out my comfort zone. From presenting at the Southern Regional Honors Conference as a freshman, to volunteering at Dare to Care, to becoming the Campus Life Representative for HPSAB, I was challenged academically by completing my independent research project, and I fostered so many great relationships with my classmates. My biggest advice to anyone entering the Honors Program is to get involved! Go to game nights and movie nights. Get to know your fellow Honors students; everyone in the program is great! Also, go get help from Dr. Salas and Ms. RDF. They will help you if you have lost your way. I plan to take what I learned in the Honors Program with me, as I start my teaching career and attend graduate school at Bellarmine University in the Literacy Specialist Endorsement Program. I have to thank the Honors Program for enriching my learning while at IUS and helping me achieve my goals.

--Amanda Coomer, May 2016 Graduate, IACTE Future Educators Award Recipient
Starting out in the program, I went to my classes, end of semester celebrations, and occasionally I went to a meeting or a game night. I found that as I got more involved in the program, the more I enjoyed it. The transition to college from high school was difficult for me because of how involved I was before and then having to start all over. The Honors Program helped me get involved on campus and in the community. I started volunteering and meeting new people who had a desire to also be involved. When I finally joined HPSAB, I felt I made my Honors experience complete. As I look back on graduation, I am satisfied with my college experience and my experience in the Honors Program. I plan to use the skills I’ve learned first to get a job in my field. During this next year I plan to start the graduate school process. I wanted to start right out of undergraduate work, but I felt I didn’t have enough time for the application process, plus I wasn’t even sure of what I wanted to study. I am looking forward to this next step, although I am nervous about it. The “real world” seems so uncertain, but I’m ready to try it out.

--Morgan Heldt-Davis, May 2016 Graduate

The Honors Program changed my college experience in ways that I could not have predicted when I first signed up. I am so thankful for the opportunity to have been allowed to join the Program because the classes I took from the Program were the highlight of the last four years. As I reflect back on graduation, the benefits of the Honors Program become ever clearer to me. The Honors Program gave me access to classes that I otherwise would never have been able to take, and I must say that the Honors Program helped to prepare me for my future. In university, in general, students are trying to better themselves for their future careers or for grad school. My university experience in total accomplished those goals, but the Honors Program especially prepared me. In every class, especially the final project class, I was pushed to my limits. For every final paper or presentation, I found myself staggering at the breaking point. I never went over the cliff of despair, however; instead, I rose to places which I thought beyond my grasp. Reflecting on my Honors experience made me realize and remember where I started: shy, awkward, wanting to learn more, and fresh out of homeschooling. Now I am more open socially, still awkward but pleasantly so, invigorated with new ideas, and ready to depart on my next journey into grad school and the “real world.” Thank you Honors Program for the opportunities, laughter, guidance, and exceptional education. You’ve given me encouragement and assurance that I can make it and accomplish all of my goals. In Fall 2016, I began my studies at Indiana University Bloomington for my Master’s in Library Science.

--Lydia Lutz, December 2015 Graduate, Outstanding Student in English

The Honors Program has been such a great part of my experience at Indiana University Southeast that I could not talk about my undergrad career without mentioning the Honors Program. The Program has been instrumental in my academic and personal development. The staff and teachers have been some of my greatest advocates, helping me to complete research projects and grants. My fellow Honors Program students have become my allies in planning events, and they’ve also become my friends. The Honors Program was the first campus group to contact me and I remember feeling anxious about working with the Program, because I was not sure what to expect. I could not have predicted that the Honors Program would become an academic home for me. I will truly miss going to Knobview 235C where I was welcome, where I could quietly sip coffee and study or read, and where I could meet with my mentor or the friendly office staff. I hope to visit in the future and continue to be a friend to the Honors Program, partnering with the staff and students so that other students can have even more support than I had. In fall 2016, I began my Fulbright English Teaching Assistantship in Galicia, Spain. Once my Fulbright experience is completed, I will pursue a Masters in Modern Languages at University College Dublin.

--Jazmin Trejo Oliver, May 2016 Graduate, IACTE Future Educators Award Recipient
In reflecting upon my college experience, I can say that the Honors program has played a pivotal role in the quality of my education. I feel like the Honors program gave me much more of a university experience than I had before joining. Before joining the Honors program, I simply went to my classes, tried to do well, and carried on with the rest of my life. Joining the Honors Program has helped me to feel like part of a community. I have spent more time on campus and gotten to know both peers and faculty. I also was able to participate in two conferences and represent my school. This has all enabled me to make the most of my college experience. Had I not had the guidance and structure of the Honors Program, as a non-traditional student, I would not have had the opportunity to have this college experience that I missed in my late teens and early twenties. I would have completed my degree, but would have not been a part of campus life. As a single working mother I have not been able to participate in Honors activities as much as I might have liked, but I have attended the opening and closing of the school year events as well as two conferences and a couple discussions. It was participating in stuff like this that made me get a sense of community out of my college experience, which has been a great benefit and made college much more memorable for me.

--Glynnis Bernier-Clarke, 2015 Graduate, Outstanding Student in English Literature

My only regret regarding the Honors Program is that I did not join it sooner. I feel so lucky to have been a part of such an enriching, supportive program. The HP truly enhanced my college career, and prepared me for my professional life upon graduation. While studying in the honors program, I was able to take graduate level courses with sometimes no more than eight students in a class. During which I was challenged to come to class every day and discuss in-depth a menagerie of thought-provoking topics--from Mindfulness to Jesus of history. These in-class discussions were among the most engaging times of my life.

Beyond the graduate level courses, personal connections and meaningful support from professors, HP staff, and so on, I believe that the Mid-East Honors Conference (MEHA) was the height of my Honors Program experiences. Attending MEHA required extensive research on a topic of my choosing, which I then presented to students and professors from various other Honors Programs in the region. Not only did this prepare me for post-graduation, it also allowed me to grow closer with many of my fellow students, and learn a great deal about an array of fascinating topics from dedicated experts. I will always have fond memories of the adventures that were shared at MEHA.

The IUS Honors Program allows for all levels of student engagement; whether you're able to join the HP Student Advisory Board or you come to the frequent game nights, the IUS HP will find a place for you. It provides two of the greatest aspects every college student needs--support and camaraderie.

--Rebecca Egger, 2015 Graduate

If I had to use one word to describe my time in the Honors Program, I would say that the Honors Program has been enlightening. It has been enlightening in many ways. The Honors Program has given me chance and an opportunity to become someone I was meant to be. It has given me the tools and skills to succeed academically, as well as, socially. The Honors Program classes, teachers, and classmates have opened a world of unique chances and diversity that I did not have in my small town growing up. In addition, the Honors Program helped me branch out and get involved throughout the campus and showed me I could do many more things in college then just go to class. I began my graduate studies in Fall 2015 at Middle Tennessee State University, and I graduated with my Masters degree in May 2017.

--Emilie Johnson, 2015 Graduate
The time I spent working with the Honors Program enhanced my university experience, both academically and personally, to a much greater degree than I could have envisioned. The Honors Program guidance I received, especially from Dr. Salas, and exposure to specialized course work (outside of my major) challenged me to get out of my comfort zone, reexamine familiar concepts, and explore new ones. The feedback I received always voiced my strengths, gave me clear direction for future improvement, and was a force of encouragement above and beyond that of which I had typically experienced elsewhere. I am especially grateful when skills were brought to my attention that I did not know I had. As a result of receiving constructive and positive feedback, I began to experience the synergetic effect of competence and confidence improving each other within me. One of the most important awakenings I had was the awareness that I was experiencing the “spillover effect” and was conscious of it for the first time. It became apparent that improving one area of my life spilled over and improved the rest. This realization may not have occurred nor may I have gained the skills to reflect on it as quickly as I did, had I not been positively guided and educated by the Honors Program.

The most important part of my Honors Program experience was that it offered opportunities to do meaningful work, such as promoting at the Honors Program at Campus Open House, volunteering at Dare to Care, and gaining research and presentation experience at MEHA. I believe that the most profound learning opportunities I experienced during my time with the Honors Program occurred when I stepped out of my comfort zone. I learned the value of proactivity and also how to be proactive the right ways. Through these experiences, I have learned about my deepest strengths and I have realized that I have a natural social fearlessness that is key to my future success as a leader. When I attended MEHA, I realized that when I spoke about what I knew, people listened. Uncovering this ability and utilizing it in the future will continue to bring everything I have ever wanted into my life.

--Jenna Lacy, 2015 Graduate

From my acceptance to now, I have nothing but positive experiences and total relief to report. From the beginnings in H103/104 when I had the great pleasure of meeting Professor Dement and a fantastic class (even though I was much older) to my current enrollment in my last Honors course, “Mindfulness,” I have been very blessed through all of it. Even though there were times of craziness and seemingly wild stress and challenges, I knew that it would be to my benefit to see them through. It felt like I was somewhere I finally belonged, and should have been 4 years ago, it felt like starting again. My first few classes with HP literally taught me how to handle public speaking. And although I am still not perfect, and never will be, I do remember those times with the video camera and Professor Dement nudging me to make eye contact more.

The MEHA conferences and IUS student conferences were a fantastic and invaluable opportunity to showcase your thoughts and ideas with like-minded individuals. MEHA Columbus was one of the best experiences of my college career at IUS and I will never forget it. I met someone who I consider to be one of my closest friends and who will continue to be for some time, Michele Hop-Ganev. I was able to explore bookstores, art museums and restaurants with students who were as equally excited as I was. I was able to laugh hysterically with my roommate back in my hotel room after running through my presentation for the hundredth time and still getting stuck at the same place. She helped me stay focused and calm, which I am still appreciative for (Melanie Smith). Just an awesome experience and one I would have never had, had I not applied to join HP.

There is one other thing about the HP program that I should mention. And that is what happens off-campus. Aside from having the awesome chance to volunteer both at Wicked and at La Sylphide at the KY Center for Performing Arts—being an Honors student is something you carry with you. I am 29 years old and I have had a very complicated life. Sometimes I have bad days, as we all do, and life starts to feel suffocating. Whether it be bills, unexpected expenses, rent, work drama or family drama- I always hang on to who I have become through IUS. When everything else feels out of place or unexpected, I take solace in the fact that I have been driven to do my very best on campus. That motivation does carry over, it does hold meaning in my personal life.

I do not think it is an exaggeration to say that IUS renewed and gave me a rebirth of sorts in the world of academic life. The Honors Program served to encourage, challenge and confirm my choices to commit myself to the highest standard of academic excellence that I could possibly achieve. Aside from this, the people, classes and moments I have experienced will carry on long after I graduate. I am currently serving as the Director of Customer Development at Neuronetrix in Louisville, Kentucky. --Jessica Mullins, 2015 Graduate
Elmo is self-described as three-and-a-half years old and characteristically refers to himself in the third person.

After becoming a regular guest on The Rosie O'Donnell Show, Elmo began touring the talk-show circuit. He has appeared on Martha Stewart Living and Martha, The Tony Danza Show, Rove Live, Wait Wait...Don't Tell Me!, and The View. Elmo and a developmental expert gave babysitting tips on the June 18, 2005 episode of Teen Kids News. He has also appeared on Emeril Live, helping Emeril make (non-alcoholic) eggnog during a Holiday Special shown in December, 2008. Kevin Clash and Aaron Neville were also guests on this show. On a special episode of Oprah called "The Faces Behind The Famous Names," Kevin Clash and Elmo appeared at the same time.

Elmo was the star of the 1999 full-length, theatrically-released motion picture Elmo in Grouchland. He also starred in the film Elmo Saves Christmas.

Elmo also appeared in a fifth season episode of The West Wing along with his friends Zoe and Big Bird. In that episode, Elmo received a medical checkup from Abbey Bartlet, the First Lady (who was making a guest appearance on Sesame Street), and cheekily questioned her about the validity of her medical license.

Elmo is the only non-human or puppet ever to testify before the U.S. Congress. At the request and with the assistance of Rep. Duke Cunningham, he testified before the House Appropriations Subcommittee on Labor, Health and Human Services, and Education in April 2002, urging support for increased funding in music education.
Since becoming the Mascot of the Honors Program in 2007, Elmo has accompanied Honors students to each MEHA Conference and has attended several HP events.

His cheerful attitude and perpetual smile are a constant encouragement to HP students, and his intellectual curiosity is unparalleled.
Honors Program Staff

Dr. Angela Salas
Honors Program Director
KV235B; amsalas@ius.edu; 812-941-2196

Dr. Salas, a Professor of English, has been teaching since 1989 and has been at IU Southeast since 2006. She enjoys reading, running, and rescuing Elmo from compromising situations.

Dr. Rebekah Dement Farmer
Honors Program Activities Coordinator
KV 235A; rdement@ius.edu; 812-941-2196

Dr. RDF teaches both introductory and upper-level Honors courses. She has an MA in English Literature and a PhD in Humanities, and she is an Adjunct Faculty Member in the English department and in the Honors Program. She enjoys teaching, learning, reading, and attempting to keep various flowering plants alive.
HON-H400/H495 Student Attendance Contract

I, ________________________ , do hereby acknowledge that, per the requirements of this course, I am expected to attend monthly group meetings with Dr. Salas and my classmates. I also understand that I am required to schedule a minimum of two individual meetings with Dr. Salas during the course of the semester in which I am enrolled.

________________________________
Student Signature

________________________________
Director’s Signature

________________________________
Date
Honors Student Membership Contract

I, __________________________, do hereby acknowledge that I have reviewed the material contained in the HP Student Manual. I understand that as a member of the Honors Program, I am asked to meet the following goals:

- Participate in HP activities;
- Take HP courses;
- Keep my e-portfolio up to date;
- Ask for help or clarification when I need it;
- Meet with Dr. Salas as requested;
- Respond to HP Office Staff when requested;
- Remain an active participant in the program and on-campus;
- Do my best to develop as a student, even if I sometimes run up against daunting challenges.

In addition, I understand that Honors students are required to:

1) Maintain at least a 3.3 Cumulative GPA.
2) Maintain the required course load. Full time students must maintain an enrollment of at least 12 IUS credit hours per semester, and part time students must enroll in at least 6 credit hours per academic year.
3) Demonstrate progress in the Honors Program each semester by:
   a. Taking an Honors course and/or
   b. Making progress on an Honors Project, be it a departmental honors project, or an honors research project, or a self-designed honors project and/or
   c. Remaining an active part of the Honors community.
4) Visit with the Honors Program Director (in a scheduled meeting) at least once per semester.
5) Make progress toward their degree by successfully completing a minimum of 75% of total attempted coursework.
6) Update e-portfolio each semester.

Failure to uphold the above standards will result in probation from the Honors Program. As participants in the Honors Program, students are permitted only one probation.

________________________________
Student Signature

________________________________
Director’s Signature