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I. COMMITTEE CHARGE

The Ad Hoc Committee on Honors Programs, charged by Provost Linda Katehi, was directed to discern the viability of a plan to improve the college’s James Scholar honors programs by

- developing a foundational freshman honors experience—constituted in designated sections of regular courses, special seminars, co-curricular programming, or other participatory activities—reflective of each college’s distinct mission;

- linking continuing certification of James Scholar status to participation in departmental honors programs, culminating in completion of all requirements for the departmental program; and

- designating capstone honors experiences, available in students’ academic departments or offered by their colleges.

Beyond this, the committee was invited to advise the Office of the Provost on improving information-sharing among honors programs at Illinios, and to interact with various offices with the aim of advancing an appealing, coherent representation of campus, college, and departmental honors opportunities.

II. COMMITTEE MEMBERSHIP

Brenda Clevenger, Assistant Dean, College of Education
Tom Emanuel, Director of Academic Affairs, Institute of Aviation
Jennifer Follis, Assistant Dean, College of Communications
Professor Eve Harwood, Associate Dean, College of Fine and Applied Arts (Fall 2006)
John Hedeman, Assistant Dean, College of Business
Stacey Kostell, Director of Admissions, Office of Admissions and Records
Keith Marshall, Associate Provost for Enrollment Management
Daniel Mann, Director of Student Services and Financial Aid, Office of Admissions and Records
Professor Bruce Michelson, Director, Campus Honors Program
Professor Peter Mortensen, Associate Provost Fellow (Chair)
Professor Umberto Ravaioili, Assistant Dean, College of Engineering
Professor F. William Simmons, Assistant Dean, College of Agricultural, Consumer, and Environmental Sciences
Penelope Soskin, Senior Assistant Dean, College of Liberal Arts and Sciences
Marian Stone, Assistant to the Associate Dean for Undergraduate Affairs, College of Fine and Applied Arts (Spring 2007)
Jennifer Themanson, Assistant Dean, College of Applied Health Studies

III. EXECUTIVE SUMMARY

During the 2006–07 academic year, all colleges offering undergraduate degrees moved to revise their James Scholar honors programs. In Fall 2007, two colleges, AHS and BUS, will implement major changes that have been in development for several years. Two colleges, FAA and LAS, proposed comprehensive changes to their James Scholar programs, and drafted detailed budgets describing the campus and college resources needed for full implementation. Four colleges, ACES, COM, EDU, and ENG, are poised to enhance existing James Scholar programs after additional planning and budgetary
analysis. And AVI is considering steps that would integrate a globally themed capstone seminar into its curriculum. Without exception, the colleges are endeavoring to align their James Scholar efforts with priorities named in the Campus Strategic Plan and reiterated in the committee’s charge. These efforts are summarized in the remainder of this section. Budget proposals are summarized in Section V, Recommendations, and full program proposals, with budget details, appear in Section VI, Attachments.

Programs in the Implementation Phase

In Fall 2007, AHS will implement a revised James Scholar program, which features first-year enrollment in AHS 199, a seminar that focuses “on research and educational themes throughout the college and on James Scholar opportunities.” Ongoing participation requires completion of designated “honors activities” (honors courses and regular courses augmented by Honors Credit Learning Agreements [HCLA]), as well as involvement in a junior-senior sequence of courses grouped to emphasize research, civic commitment, leadership, or international study.

In Fall 2007, BUS’s revised James Scholar program will debut. First-year students will participate in the James Scholar Dean’s Honors Seminar, a monthly meeting with the Associate Dean for Undergraduate Affairs that will take up issues related to business professionalism. A range of new opportunities—many of them leadership oriented—await second- and third-year students. Seniors will participate in research or leadership projects tailored to their major area of interest.

Programs in the Proposal Phase

FAA proposes creating special James Scholar sections of general education courses that will serve majors in the college’s instructional units. Seven courses have been identified for James Scholar designation; if enrollment in them is capped at 25, there would typically be space available for non-FAA James Scholars to enroll. In addition, FAA would like to develop a new course, “Exploration of the Arts,” as an introductory course for new FAA James Scholars. These course-based experiences would augment existing one-on-one encounters with faculty that FAA students enjoy by way of HCLAs. In addition, FAA is prepared to make investments that would underwrite research opportunities for its James Scholars.

LAS began the academic year with a document summarizing “Strategic Planning for Enhanced Honors Opportunities for Undergraduates in LAS (with Particular Emphasis on the LAS James Scholar Program)” already in place. The document provides a detailed budget describing college and campus investments that would provide for first-year, fall-term University 101 seminars for James Scholar Designees; support for departmental honors course development; support for an undergraduate research initiative intended to enhance the James Scholar experience; and support for functions required to administer the college’s James Scholar program effectively. It is fair to say that the LAS document served as a model for the other undergraduate colleges as their leaders planned to align James Scholar efforts with the Campus Strategic Plan.

Programs in the Development Phase

ACES already has a highly developed and extraordinarily well documented James Scholar honors program that features a special seminar, ACES 199, in the junior or senior year, as well as a senior research requirement. The college’s next step is to integrate a first-year seminar into its rich James Scholar offerings.
AVI’s capacity to mount a full James Scholar program is constrained by the prescriptive nature of its curriculum and the relatively small size of its undergraduate population. Still, AVI is eager to provide enhanced experiences for its high-achieving undergraduates, and is contemplating development of a capstone seminar with a global focus.

COM’s move to support first- and second-year undergraduate cohorts is driving development of a four-year James Scholar curriculum. The college’s existing program supported upper-level students who were James Scholars in the colleges from which they transferred; it also provides for enrolled students to declare James Scholar status based on exceptional scholastic achievement in COM courses. The college has developed an initial proposal, based on the Discovery Program model, for low-enrollment, faculty-taught James Scholar seminars that would be foundational to its four-year program.

Faculty and administrative leaders in EDU drafted and discussed a plan for dramatically revising the college’s James Scholar offerings. The college will continue developing its plan during the 2007–08 academic year, with guidance from a new Associate Dean for Academic Affairs.

ENG intends to enhance its James Scholar offerings by instituting multiple sections of an “Introduction to Engineering Research” course that is modeled on PHYS 496, “Introduction to Physics Research.” Instructional responsibility would be shared by science writer specialists, who would focus on ethics and communication, and faculty members, who would present technical content and evaluate student achievement. Following the Physics model, student research developed during the course would be presented at a symposium scheduled at the beginning of the next semester. The new semester’s cohort of student researchers would attend the symposium staged by the previous semester’s cohort.

Other Accomplishments

In early Fall 2006, Bruce Michelson coordinated revision of the “Illinois Honors” website (http://www.uiuc.edu/honors/), a gateway to campus and college honors opportunities for undergraduates. In February 2007, Michelson, John Hedeman, and Penny Soskin presented a session on “Honors Work at UIUC: Aspirations, Options, and Realities” at the Annual Faculty Retreat on Active Learning. Finally, in May 2007, Michelson, with other Honors Deans, engaged OAR representatives in a conversation about better aligning the undergraduate admissions processes with efforts to identify and recruit potential honors students.

IV. COMMITTEE ACTIVITIES AND PROCESS

The committee gathered five times for meetings called by the chair:

- Wednesday, October 4, 2006, 11 a.m.–12:30 p.m., 400 Swanlund Administration Building
- Friday, October 13, 2006, 10–11 a.m., 400 Swanlund Administration Building
- Wednesday, November 1, 2006, 11 a.m.–12:30 p.m., 400 Swanlund Administration Building
- Wednesday, February 28, 2007, 3–4:30 p.m., 300 Swanlund Administration Building
- Thursday, March 15, 2007, 3–4:30 p.m., 300 Swanlund Administration Building

In addition, many committee members met on Wednesday, May 9, 2007, 11 a.m.–12:30 p.m. (382 Office of Admissions and Records Building) with admissions staff to discuss honors-related improvements to the Urbana campus admission form. Bruce Michelson organized this meeting. Also, the chair met individually with most Honors Deans early during the Fall 2006 semester (Jennifer Themanson, September 27; Eve Harwood, September 27; John Hedeman, September 28; Umberto Ravaioli, September
V. RECOMMENDATIONS

1. College requests for campus funding to enhance the James Scholar honors programs are summarized below. Where possible, distinctions are made between recurring and non-recurring expenditures. Relevant college contributions, usually achieved by internal reallocation, are also listed.

Programs in the Implementation Phase

- AHS: Work with Dean Gallagher to augment, as appropriate, the college’s investment in its revised James Scholar program.
- BUS: Work with the Dean Ghosh to augment, as appropriate, the college’s investment in its revised James Scholar program.

Programs in Proposal Phase

- FAA: $70,000 (campus, recurring) for James Scholar sections of existing general education courses, plus required first-year seminar course; $9,800 (campus, recurring) for recognition and enrichment programs. College contribution: $75,000 reallocation of scholarship funds for James Scholars; $1,000 for KCPA events that would benefit non-FAA James Scholars; release time for Associate Dean to develop and teach FAA 190; and additional college oversight for enhanced program.
- LAS: $52,000 (campus, recurring) plus $15,000 (campus, non-recurring) for first-year University 101 seminars restricted to James Scholar Designees. Additional $113,000 (campus, non-recurring) for development efforts related to departmental James Scholar courses and undergraduate research experiences. College contribution: $43,000 (recurring) for an academic professional staff associate to support the Honors Dean, plus $1,200 (recurring) for an annual workshop/luncheon focusing on honors pedagogy, to be developed in collaboration with the LAS Teaching Academy.

Programs in Development Phase

- ACES: $50,000 (campus, recurring) for first-year seminars.
- AVI: Budget for capstone global studies seminar, not yet developed.
- COM: $9,000 (campus, recurring) per first-year seminar (number as yet undetermined), plus support (campus, recurring) for James Scholar program coordinator.
- EDU: $40,000 (campus, recurring) for plan described in attachment, with the understanding that the attached plan will likely be revised in 2007–08.
- ENG: $90,000 (campus/college/departments, recurring) for upper-level departmental research seminars.
2. Even as colleges develop James Scholar offerings that reduce the use of HCLAs, continued attention should be given to HCLAs that students engage in with faculty outside their college. Questions of equity must be considered in making college and campus policy regarding HCLAs and faculty workload.

3. The Honors Deans and Campus Honors Program Director should continue their work with OAR on a number of fronts:

- A routine mechanism for updating the Illinois Honors webpage (http://www.uiuc.edu/honors) should be put into place.

- Sustaining a dialogue on admissions practices will be useful. New topics for this dialogue could include whether print and electronic literature used in the recruitment of James Scholars should incorporate the “I Belong” theme developed by OAR.

4. Efforts to align James Scholar honors activities with campus and college strategic initiatives should continue:

- The *Campus Strategic Plan* was revised during the course of the committee’s work in 2006–07, as were each college’s plan. Elements of the latest college plans should be scrutinized for what they say about directions James Scholar programs might be expected to take as the colleges begin measuring progress toward achievement of stated goals:

  - **ACES** *Goal:* Educate leaders, innovators, and entrepreneurs. *Key success factors:* Increase enrollment of high-achieving and under-represented students; enhance the value of an ACES education.

  - **AHS** *Goal:* Develop Academic Enrichment and Leadership Program. *Key success factor:* Increase opportunities for student enrichment activities. *Key accomplishment:* Developed an enhanced Honors enrichment program for undergraduate students.

  - **BUS** *Goals:* Attract talented and diverse faculty, students and staff; provide an excellent educational experience for students. *Key success factors:* Reduce student/faculty ratio. Attract and retain top students and faculty.

  - **COM** *Goals:* Expand excellence in undergraduate education. Develop scholarly and pedagogical excellence in new and emerging media. *Key success factors:* Attract talented, diverse student applicants with wide range of interests and expertise. Expand number of students engaged in research, participating in internships and professional competitions and being recognized via fellowships, grants, awards and honors. Increase number and scope of courses with global themes. *Key accomplishment:* Established a College honors program (James Scholars, begins Fall 2007).

  - **EDU** *Goal:* Innovation & Continuing Excellence in Core Activities of Research, Teaching & Service. *Key success factors:* Strengthening our capacity as critical provider of professional education preparation and leadership; Recruit/retain highly productive faculty and top students. Establish international education as cornerstone in undergraduate and graduate programs. Create multiple, flexible
pathways for lifewide learning. Utilize new educational technologies to create greater accessibility to wider array of students. Increase recruitment and retention efforts for underrepresented minority students.

- ENG  Goals: Increase diversity of faculty and students; Transform undergraduate engineering education for the 21st century. Key success factors: Attract and retain an excellent and diverse faculty and student body. Engagement of students with new and enhanced educational models.


- LAS  Goals: Increase value of a UIUC undergraduate degree; Decrease student/faculty ratio; Increase small, faculty-taught sections; Increase student quality, diversity and retention; Improved honors, first-year, and international programs. Key success factors: Increase institutional interest in and support for excellence in undergraduate education.

- Related to the campus plan’s emphasis on undergraduate research, the Honors Deans and Campus Honors Program Director should explore links between James Scholar research experiences and experiences that, following campus investments, will become available to undergraduates more broadly across the disciplines.

- Related to the campus plan’s interest in leadership, the Honors Deans and Campus Honors Program Director should continue to explore how programs sponsored by the Illinois Leadership Center might enhance college-based James Scholar honors experiences.

- Related to the campus plan’s emphasis on global citizenship, the Honors Deans and Campus Honors Program Director should investigate what would be entailed in supporting a James Scholar honors semester or summer session abroad, perhaps coordinated with other CIC institutions.

5. In his remarks at the Brilliant Futures campaign kick-off festivities, Chancellor Richard Herman noted that his vision for the university “is the same as Illinois President Edmund James expressed almost a century ago: He said, ‘Let Illinois become one of the holy places in the history of the human spirit . . . great among all the universities which have been, and great among those new institutions which will surpass those of the past. . . . Let it be counted one of the very greatest because it has ministered most to the welfare of mankind.’ ” Herman’s timely mention of James resonates with the committee’s sense that the James Scholar honors programs, as a collective across colleges, would benefit from the advancement of traditions that bring all James Scholars together to engage in activities consistent with James’s vision for the university.

- Sentiment was expressed favoring a campus-wide activity for new James Scholars (or James Scholar Designees), such as a convocation.

- Likewise, there was support for a campus-wide event for graduating James Scholars that would showcase capstone projects, whether related to research, leadership, community engagement, or creative activity.
• Further development of the James Scholar honors programs should adhere to the principles articulated in “Basic Characteristics of a Fully-Developed Honors Program,” a document that represents best practices as defined by the National Collegiate Honors Council (http://www.nchconfers.org/basic.htm).

• Themes for initial and culminating James Scholar experiences could draw from a rich archive of writing by and about James. For example: Edmund Janes James, “The Functions of the State University” [Inaugural Address], Installation of Edmund Janes James, Ph.D., LL.D as President of the University, ed. E. J. Townsend (Urbana, 1906), 131-54; and David Kinley, “Address,” Memorial of the Funeral Services for Edmund Janes James, Ph.D., LL.D., Fourth President of the University of Illinois, 1904-1920 (Urbana, 1925), 17-20.

• As a campus-wide identity for James Scholars evolves, it will be important to understand the college programs’ roots, beginning with the Trustees’ original intention for the programs: see “University Program for Superior Students” and “Appointments of Director and Associate Director of University Honors Programs and of Associate Dean of the College of Liberal Arts and Sciences” [January 20, 1959], Transactions of the Board of Trustees, University of Illinois 34 (1958-60): 276-77. In addition, it may be helpful to refer to early reports on the programs’ successes and challenges:
  o Educational Directions at the University of Illinois: A Statement by the University Study Committee on Future Programs. Urbana: University of Illinois, 1963.

VI. ATTACHMENTS

1. ACES: James Scholar honors program (excerpted from college website), p. 9.

2. AHS: Revised James Scholar honors program (excerpted from college website), p. 18.

4. COM: New James Scholar honors program (excerpted from college website) and brief proposal and preliminary budget, to be further developed in 2007–08, p. 29.

5. EDU: Tentative proposal for revising James Scholar honors program (proposal and budget to be further developed in 2007–08), p. 34.

6. ENG: Proposal (with preliminary budget) for developing upper-level research seminar for James Scholars in ENG departments, p. 38.

7. FAA: Proposal (with detailed budget) for significant revision of James Scholar honors program, p. 41.

8. LAS: Proposal (with detailed budget) for significant revision of James Scholar honors program, p. 46.
Attachment 1

ACES: James Scholar honors program (excerpted from college website).
Welcome to the Official Website of the

ACES James Scholar Honors Program

Fostering a Legacy of Scholastic Achievement Since 1959

The official insignia of the ACES James Scholar Honors Program, designed by Karlie Elliott (2006). The symbol includes the Honors Program's motto (in Latin and English), along with an image of the bronze medallion awarded to seniors upon their successful graduation with James Scholar Distinction.

The northwest corner of Mumford Hall, as photographed on a hazy August morning in 2005. To the right of the entryway is the window of Room 104's "North Annex," where the ACES James Scholar Honors Program is housed. (Photo Credit: Linda Jacobson, Class of 2008)
GENERAL OVERVIEW

The ACES James Scholar Honors Program in the College of Agricultural, Consumer and Environmental Sciences provides a rewarding educational experience for students with exceptional academic skills. It is one of the University's college-specific James Scholar programs and has been established to recognize and encourage the talents of academically outstanding students. The Honors Program is distinct from yet complementary to the College of ACES' Jonathan Baldwin Turner (JBT) Scholarship Program. Both of these programs are open to outstanding individuals majoring in agricultural, consumer, and environmental fields of study.

The ACES James Scholar Honors Program is student achievement driven. Any students meeting objective, published standards of academic achievement may apply to join the ACES James Scholar Honors Program at least four semesters before their anticipated date of graduation. Students in the Honors Program are expected to perform at a superior level throughout their undergraduate careers.
CHAPTER III
Continuation in the ACES James Scholar Honors Program

§ III.0: Introduction

Certification in the ACES James Scholar Honors Program is dependent upon scholars meeting the criteria listed below. All freshmen, sophomore, and junior ACES James Scholars’ academic records are reviewed by the Honors Dean each June to determine their compliance with the following criteria. In addition, freshmen and seniors have their records reviewed each January (see below, § III.2 and § III.5). After each academic review, individual James Scholars receive notification from the Honors Dean of their status within the Honors Program.

Scholars who meet all certification criteria during an academic year will see the designation “Edmund J. James Scholar” appearing on their transcript for that year. Students who do not meet all certification criteria may be retained in the Honors Program if their cumulative GPA remains above 3.40, if they have not accumulated three or more demerits, and if they have not violated any of the other retention policies covered in Chapter IV; however, they will not see the designation “Edmund J. James Scholar” appearing on their transcript for that year.

§ III.1: Certification Criteria for All Students

All ACES James Scholars are required to meet the following criteria to be certified with good standing in the Honors Program for any given academic year.

1. Maintain a minimum cumulative GPA of 3.40 or above. (The cumulative GPA includes all graded undergraduate coursework taken at the University of Illinois and transfer coursework from other accredited institutions.)

2. Successfully complete a minimum of 14 graded hours of in-residence credit on the Urbana campus during each semester. Credit hours earned through advanced placement (AP) or proficiency credit, Guided Individual Study (GIS) courses, community college courses, or summer courses do not count toward the required total. Moreover, grades of CR/NC, S/U, or F are not counted toward the 14-hour total, either. (Although grades earned in GIS courses, community college courses, and summer courses contribute to the cumulative GPA, these types of courses cannot be used to meet the “14 hour requirement.”) Students who are studying abroad, doing an off-campus internship, or student teaching for a semester are exempted from this requirement, provided that they successfully complete 14 graded hours of in-residence credit during the semester that they are present on campus. Students planning to study abroad or do an off-campus internship for a full academic year should consult with the Honors Dean prior to their departure from campus to discuss their plans.

3. Successfully complete an honors activity (see § III.6 for examples). This may consist of an Honors Credit Learning Agreement (HCLA), an honors section of a regular course, a Campus Honors Program (CHP) course, ACES 199 JS: Honors Seminar (for juniors and seniors only), or a special activity requiring effort beyond normal academic requirements, which must be approved in writing by the Honors Dean. A grade of at least “B-” must be earned in any course taken for honors credit to make that course qualify as an honors activity. Please note that an ACES Undergraduate Research Project (usually taken in conjunction with a departmental 396 course) cannot be substituted for an HCLA. All ACES James Scholars, in all four years of the Honors Program, are required to complete one HCLA per academic year. Students who are studying abroad, doing an off-campus internship, or student teaching during one semester of the academic year must meet this criterion during the semester that they are present on campus.
4. Attend the annual ACES James Scholar Honors Symposium in the spring semester. Students who are studying abroad, doing an off-campus internship, or student teaching on the date of the symposium are exempted from this criterion.

- Failure to meet criterion #1 will result in immediate dismissal from the Honors Program, unless the Honors Dean decides to place the student on James Scholar Probation (assuming that the student has met certain established criteria – see § III.9).
- Students will receive one demerit for each of the criteria from #2 through #4 that they fail to meet. Accumulation of three or more demerits will result in permanent dismissal from the Honors Program, regardless of the scholar’s GPA. (See § IV.2.)

§ III.2: The Freshman Year

Freshmen ACES James Scholars must meet all the criteria listed in § III.1 to be certified with good standing in the Honors Program for their first year. Freshmen’s academic records are reviewed by the Honors Dean in both January and June. Scholars who do not earn a GPA of at least 3.25 during the fall semester will be dismissed from the Honors Program in January, whereas students who earn a GPA between 3.25 and 3.39 will be retained in the Honors Program during the spring semester with the understanding that they must attain a cumulative GPA of 3.40 by the end of the freshman year. Freshmen with a GPA of 3.40 or above will be retained until June, at which point their academic records will be reviewed again. Freshmen with cumulative GPA’s below 3.40 after the spring semester will be dismissed from the Honors Program after the annual academic review in June.

§ III.3: The Sophomore Year and Honors Completion Plan

Sophomore ACES James Scholars must meet all the criteria listed in § III.1 to be certified with good standing in the Honors Program for their second year. In addition, all sophomores must prepare an Honors Completion Plan in conjunction with their Departmental Honors Coordinator. The Honors Completion Plan has curricular rigor that exceeds the minimum requirements of specific curricula as defined in the ACES Student Handbook and includes an ACES Undergraduate Research Project (see § V.2) as the pivotal James Scholar experience.

Although the HCP is prepared, approved, and submitted during the sophomore year, its components are fulfilled by James Scholars during their junior and senior years. The HCP is an academic roadmap for a scholar’s final four semesters of undergraduate study, and its successful fulfillment will result in graduation from the College of ACES with James Scholar Distinction. The HCP includes the following components:

1. **Undergraduate Research**: The scholar must undertake a bachelor’s thesis, laboratory project, or design project (worth up to 5 credit hours) in the College of ACES using the appropriate departmental course (usually 396: Honors Research or Thesis). The title (no matter how tentative) of the project and the name of the proposed faculty mentor should be determined as early as possible to ensure that this pivotal James Scholar experience can be completed on schedule. Students should work with their proposed faculty mentor to apply for up to $1000 to support their research work. Funding applications are accepted in ACES Academic Programs during March and October (see § V.2).

2. **Graduate-Level Coursework**: The scholar must successfully complete a 500-level or departmentally designated graduate-level course, which must be listed on the Honors Completion Plan. (Please consult with the Departmental Honors Coordinator for listings of approved courses in each department. A 400-level course may be substituted for a 500-level course with the written approval of a Departmental Honors Coordinator.) A grade of “B-” or higher is required in the 500-level course to fulfill this component.

3. **Senior-Level Coursework**: The scholar must successfully complete at least four 400-level courses with a grade of “B-” or higher, all of which must be listed on the Honors Completion Plan. (Substitut-
tions for 400-level courses may be allowed in some curricula with the written approval of a Departmental Honors Coordinator.)

4. **Honors Symposium Attendance:** The scholar must attend the annual Honors Symposium in both the junior and senior years (unless s/he is studying abroad, doing an off-campus internship, or student teaching in the spring semester).

5. **Poster Presentation:** The scholar must present a poster display based on the Undergraduate Research Project at the annual ExplorACES event hosted by the College of ACES in March.

The indispensable components of the Honors Completion Plan are items #1 and #5. If these are not accomplished, then a student cannot graduate from the College of ACES with James Scholar Distinction. If a scholar fails to complete item #2, #3, and/or #4, then s/he will receive demerits for each item not completed, as follows: one demerit for not completing item #2; one demerit for each course not successfully completed in item #3; and one demerit for each absence from an Honors Symposium in item #4.

Successful fulfillment of the Honors Completion Plan will allow recognition on the final transcript as an ACES James Scholar, along with a certificate of achievement and a commemorative medallion at graduation. Sophomore ACES James Scholars must file one copy of the Honors Completion Plan with the Departmental Honors Coordinator; one copy with the Honors Secretary in ACES Academic Programs; and retain one copy for their records. **The Honors Completion Plan must be signed by the student and the Departmental Honors Coordinator and then submitted to the Honors Secretary three weeks after the start of the priority registration period in April of the sophomore year or four semesters before graduation, whichever comes first. Submitting the Honors Completion Plan after the specified deadline will result in a student receiving one demerit. Failure to submit the Honors Completion Plan to the Honors Secretary by the last day of Finals Week in May will result in immediate and permanent dismissal from the ACES James Scholar Honors Program.**

The Honors Completion Plan may be modified at the scholar’s request with the Departmental Honors Coordinator’s approval (e.g., a different research topic may replace a previous one, or certain courses may be substituted due to unavailability). In such cases, a new Honors Completion Plan should be obtained from the Quick Reference Guide page of the James Scholar website ([http://www.aces.uiuc.edu/Students/ACESJSHPQuickReferenceGuide.shtml](http://www.aces.uiuc.edu/Students/ACESJSHPQuickReferenceGuide.shtml)), filled out by the student, signed by the Departmental Honors Coordinator, and returned to the Honors Secretary for recording and filing.

**§ III.4: The Junior Year**

Junior ACES James Scholars must meet all the criteria listed in § III.1 to be certified with good standing in the Honors Program for their third year. In addition, they should start to fulfill the compo-

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**ACES James Scholar alumna Anna Bishop (Class of 2006) displayed her research poster in Turner Hall during ExplorACES 2006. Anna’s research project dealt with ”Strengths and Weaknesses of a Genetic Locus Discovery Tool.” (Photo Credit: Linda Jacobson, Class of 2008)**
ments of their Honors Completion Plans as early as possible to prevent surprises and disappointments from arising due to missed opportunities.

§ III.5: The Senior Year

Senior ACES James Scholars must meet all the criteria listed in § III.1 to be certified in good standing for the senior year and for graduation with James Scholar Distinction. They must also fulfill their Honors Completion Plans before the close of their final semester on campus. Seniors’ academic records will be reviewed by the Honors Dean in January to ensure that they have cumulative GPA’s of at least 3.40; those scholars with GPA’s below this threshold will be ineligible to graduate with James Scholar Distinction. In addition, the Departmental Honors Coordinators will be responsible for informing the Honors Dean by March 31 of each year if the seniors have fulfilled (or are still in the process of fulfilling) their Honors Completion Plans successfully. Only those seniors who have fulfilled their Honors Completion Plans will be qualified to graduate with James Scholar Distinction from the College of ACES. December graduates will be certified in the following May.

§ III.6: Descriptions of Specific Honors Activities

Following are descriptions of specific honors activities that can be undertaken to fulfill the “honors activity” criterion (see § III.1, above). All ACES James Scholars must successfully complete one honors activity per academic year.

§ III.6.A: Honors Credit Learning Agreements (HCLAs)

The Honors Credit Learning Agreement (HCLA) is designed to enhance the ACES James Scholar experience by encouraging individual initiative to earn honors credit. Use of the HCLA enables ACES James Scholars to complete Honors Program requirements without enrolling in a special honors course or section. By filling out and signing an HCLA form, a student agrees to complete a course-related activity of an extraordinary nature that may be in addition to or in lieu of regular coursework.

Successful completion of the HCLA will be noted on the student’s transcript, with an “H” appearing beside the letter grade for the course. Unsuccessful HCLA attempts will not be noted. HCLA’s cannot be conducted in nongraded courses (CR/NC or S/U). Please note that an ACES Undergraduate Research Project (usually undertaken as a departmental 396 course) cannot be substituted for an HCLA. All ACES James Scholars, in all four years of the Honors Program, are required to complete one HCLA (or an approved equivalent activity) per academic year.

The student is responsible for initiating discussion with the instructor about conducting an HCLA project in a regular course. It is the student’s responsibility to:

1. Develop a plan for the HCLA, describing the work to be done with clarity and precision. **(Caution: Ambiguous HCLA project descriptions can lead to surprises and disappointments!)**
2. Submit the HCLA form to the instructor for approval and signature.
3. Deliver the signed, completed HCLA form to the ACES Honors Secretary by the end of the seventh week of the semester.

Approval and acceptance of HCLA’s are at the discretion of the course instructor. Topics or areas of investigation may also be specified by the instructor.

The proposed HCLA project should be extraordinary in the context of the course in which the student is enrolled. It is within the discretion of the instructor to determine whether HCLA project work is in addition to regular coursework or if it is to be substituted in part for regular coursework.

The HCLA project must be completed by the end of the semester in which the course is taken. The instructor and the student should meet every so often to discuss the student’s progress. A student should expect to devote approximately fifteen additional hours of work time to an HCLA project during the semester in which it is conducted.
The shape of the HCLA project is limited only by the student’s imagination (subject to the professional standards of the discipline) and the approval of the instructor. Possible types of HCLA projects include:
- Research papers (8-10 or more pages in length)
- Essays
- Research for preparing new course units or segments
- Special laboratory experiments
- Stratified opinion surveys
- Course or course unit evaluations
- Research for developing new courses and new teaching methods

If students wish to modify or cancel an HCLA project already in progress, then they must notify the instructor of the course and the ACES Honors Secretary before the last meeting of the course in which the HCLA project is being conducted.

At the end of the semester, the instructor will indicate to the student whether the HCLA project has been completed successfully and will determine whether honors credit is to be granted. Honors credit will be granted for the course if:
1. An “H” grade is chosen in Web for Faculty.
2. The student earns a letter grade of at least “B-.”
3. The student was enrolled in the ACES James Scholar Honors Program during the semester in which the course was taken.

The outcome of each HCLA project will be assessed by the instructor according to professional standards. The instructor may decline to grant honors credit if the HCLA project has not been completed satisfactorily. The instructor is the sole judge of whether honors credit is to be granted.

§ III.6.B: Honors Sections of Regular Courses

Some academic units on campus offer “honors sections” of courses that are designated as such in the Class Schedule (http://courses.uiuc.edu/cis/index.html). These sections are reserved for James Scholars, Chancellor’s Scholars, and participants in other honors programs on the Urbana campus. ACES James Scholars may fulfill their honors activity requirement by enrolling in such designated honors sections and attaining a grade of at least “B-.”

§ III.6.C: Campus Honors Program (CHP) Courses
http://www.honors.uiuc.edu/

The Campus Honors Program offers its own set of honors courses for Chancellor’s Scholars (and, if space permits, James Scholars as well). These courses are listed under the CHP rubric in the Class Schedule. If space allows, ACES James Scholars may fulfill their honors activity requirement by enrolling in a CHP course and attaining a grade of at least “B-.”

§ III.6.D: ACES 199 JS: Honors Seminar
http://www.aces.uiuc.edu/Students/ACES199JSHonorsSeminar.shtml

ACES 199 JS: Honors Seminar is a one-hour, sixteen-week, lecture-discussion course open to junior and senior ACES James Scholars in the spring semester on a first-come, first-served basis. Enrollment is limited to the first 25 students who sign up for the course on UI-Integrate Self-Service (http://apps.willinois.edu/). In spring 2008, ACES 199 JS is scheduled to meet from 4:00-4:50 PM on Wednesday afternoons. This repeatable course, if successfully completed with a grade of at least “B-,” can serve as the equivalent of an Honors Credit Learning Agreement (HCLA).
The Honors Dean serves as the instructor of ACES 199 JS. Seven distinguished faculty members from ACES departments deliver lectures every other week. The lectures deal with topics of contemporary interest from a wide range of ACES-related fields. Each professor’s lecture is discussed in class during the week following its presentation to the students. A seminar paper is written by each student in the course.

For more information on this unique academic opportunity, please contact the Honors Secretary (see § VII.1). The course’s web page (see the URL above) features an archived syllabus and additional information.

§ III.6.E: Alternative Honors Activity Options

Honors credit should preferably be obtained by selecting one of the options described in § III.6.A, § III.6.B, § III.6.C, or § III.6.D. ACES James Scholars who wish to undertake an alternative honors activity are required to consult with the Honors Dean to discuss possible options. The proposed activity should involve extra effort beyond normal academic requirements and must be approved in writing by the Honors Dean before it is begun. Evidence of successful completion of the approved activity must be submitted to the Honors Dean by the end of the semester in order to fulfill the honors activity requirement.

§ III.7: Early or Late Graduation

ACES James Scholars who plan to graduate in more than or less than eight semesters must notify the Honors Secretary of their intention in writing as early as possible so that it can be noted in the Honors Program’s tracking databases. They should also be certain to submit their Honors Completion Plans to the Honors Dean at least four semesters before their anticipated graduation date.

Since studying abroad, doing an off-campus internship, or student teaching might delay graduation under certain circumstances, ACES James Scholars considering such opportunities should consult with their Departmental Honors Coordinator or the Honors Dean to make sure that they can fulfill all the components of their Honors Completion Plans in a timely fashion.

§ III.8: Delayed Annual Academic Reviews

Annual (or semiannual, as the case may be) academic reviews of individual James Scholars may be postponed if some of a given James Scholar’s grades are unavailable for review in January or June.

- ACES James Scholars who are studying abroad, doing off-campus internships, or student teaching will be continued in the Honors Program pending review of their final grades from coursework taken off-campus. This review usually takes place shortly after the midpoint of the semester following the study abroad experience, off-campus internship, or student teaching.
- ACES James Scholars who receive grades of "DFR" (Deferred), "I" (Incomplete), or “NR” (Nonreported) on their semester grade reports will be continued in the Honors Program pending review of the final grades awarded by their instructors. This review usually takes place shortly after the midpoint of the semester following the term in which the courses were taken.

Once all such grades have been recorded, the Honors Dean will evaluate the individual James Scholar’s academic performance and notify that person of her/his status within the Honors Program.

§ III.9: James Scholar Probation

At the close of the annual June review of all freshmen, sophomores, and juniors, the Honors Dean may choose to place some Honors Program students on “James Scholar Probation” for one semester, provided that they meet the minimal criteria described below. James Scholar Probation is not recorded on any transcripts or official University records; it is, however, noted in the Honors Program’s track-
Attachment 2

AHS: Revised James Scholar honors program (excerpted from college website).
The James Scholar Program

The Applied Health Sciences James Scholar Program offers undergraduate students the opportunity to enrich their educational experiences with a wide ranged of honors-based activities. Opportunity to earn honors credit in a number of different settings allow students to work and build relationships with our distinguished faculty, and gain invaluable research experiences unique to the James Scholar Program.

The program provides unique opportunities for participants to further enrich their educational experience through self-initiated projects and activities. Honors activities vary widely and depend on student interest, research opportunities, industry trends and faculty availability. Past participants have assisted faculty on research projects, conducted in-depth studies on a specific topic, and developed an applied solution for a current issue in their field of study.

Participation in the James Scholar Program entitles students to certain academic privileges, including early registration time and extended use of library facilities. In return, participants within the James Scholars Program hold the responsibility of seeking sustained intellectual achievement throughout their undergraduate careers.

For further details on program requirements, eligibility for participation, registration, and common questions please visit:

- Program Requirements for students graduating prior to August 2008
- Program Requirements for students graduating after August 2008
- Program Guidelines for Faculty
James Scholar Overview for Students

The James Scholar Program in the College of Applied Health Sciences is designed for undergraduates who have demonstrated exceptional ability through superior academic performance. Designation by the University as a "James Scholar" recognizes students of extraordinary ability and achievement. Participation in the program provides you opportunities to use your time and talents in ways that can further enrich your educational experience. It entitles you to certain academic privileges, including early registration time and extended use of library facilities, and charges you with the responsibility for seeking sustained intellectual achievement throughout your undergraduate career.

Undergraduate Student Requirements

For students graduating prior to August 2008

All AHS students are notified of the James Scholar Program and requirements at the beginning of each semester. If you meet the requirements and would like to participate in the program, check back on this page by June 30, 2007 for a link to our updated application form.

General requirements for participation in the AHS James Scholar Program are:

- Maintain a 3.5 minimum semester and cumulative GPA
- Earn 14 graded UIUC hours each semester
- Complete TWO honors activities each year (one each semester). Note: completing two activities in one semester is not acceptable and may jeopardize your status as a James Scholar participant.

Transfer Students

(on or off campus, who will graduate prior to August 2008)

Off-Campus Transfer students will be invited to apply if they have a 3.5 GPA at the time of transfer. On-Campus Transfer (ICT) students who earned James Scholar designation in their previous UIUC College will be invited to participate in the AHS James Scholar program.

Ongoing Participation

At the end of the academic year, the Dean’s office will verify the completion of stated requirements. Students who fulfill the requirements will be invited to participate the upcoming Fall semester. If you wish to participate in the James Scholar Program, please, check back on this page by June 30, 2007 for a link to our updated application form.

Note, the College Office will verify the following at the end of the academic year.

http://www.ahs.uiuc.edu/advising/JamesScholars/2007-requirements.htm
• All participants must complete at least 14 UIUC hours each semester
• All participants must have a 3.5 cumulative average in your UIUC courses.
• Completion of two Honors Activities.
James Scholar Overview for Students

The James Scholar Program in the College of Applied Health Sciences is designed for undergraduates who have demonstrated exceptional ability through superior academic performance. Designation by the University as a "James Scholar" recognizes students of extraordinary ability and achievement. Participation in the program provides you opportunities to use your time and talents in ways that can further enrich your educational experience. It entitles you to certain academic privileges, including early registration time and extended use of library facilities, and charges you with the responsibility for seeking sustained intellectual achievement throughout your undergraduate career.

Undergraduate Student Requirements

All AHS students are notified of the James Scholar Program and requirements at the beginning of each semester. If you meet the requirements and would like to participate in the program, check back on this page by June 30, 2007 for a link to our updated application form.

General requirements for participation in the AHS James Scholar Program are:

- maintain a 3.5 minimum semester and cumulative GPA
- earn 14 graded UIUC hours each semester
- Freshman must complete ONE honor activity their freshman year.
- Sophomores must complete TWO honors activities (one each semester). Note: completing two activities in one semester is not acceptable and may jeopardize your status as a James Scholar participant.
- Juniors will be required to elect and complete a four semester option in areas of research, civic commitment, leadership, or study abroad
- Seniors will not be able to participate within the James Scholars program if they were not in the program junior year

Transfer Students

(On- or off- campus, who will graduate after August 2008)

On-Campus Transfer (ICT) students who earned James Scholar designation in their previous UIUC College will be invited to participate in the AHS James Scholar program. Off-Campus Transfer students will be invited to apply if they have a 3.5 GPA and at least four semesters of coursework at the time of transfer. Off-campus transfer students with less than four semesters of coursework remaining must identify their James Scholar option of interest within a one page personal statement/narrative and schedule a meeting to meet with Jen Themanson, Assistant Dean for Academic Affairs. Please schedule an appointment by calling 217-333-2131.
Ongoing Participation
At the end of the academic year, the Dean’s office will verify the completion of stated requirements. Students who fulfill the requirements will be invited to participate the upcoming Fall semester. If you wish to participate in the James Scholar Program, please, check back on this page by June 30, 2007 for a link to our updated application form.

Note, the College Office will verify the following at the end of the academic year.

- All participants must complete at least 14 UIUC hours each semester
- All participants must have a 3.500 cumulative average in your UIUC courses.
- Completion of requirements as specified by year in school.

Getting Started
Initial participation in the program varies slightly depending on your year, transfer status, or previous involvement in the James Scholar program at UIUC. Please select your current academic status to review requirements of the program.

- Freshman Year
- Sophomore Year
- Junior/Senior Year
Attachment 3

BUS: Revised James Scholar honors program (excerpted from college website).
College of Business James Scholar Honors Program

Since at least the 1950's the University of Illinois has encouraged outstanding undergraduate students by offering participation in the Edmund James Scholar Program. The program has changed over the years. At present, each college has a James Scholar Program -- a college-level undergraduate honors program. The programs are named for the fourth president of the University of Illinois, Edmund J. James. James believed scholarship and research are fundamental to human progress, and in the years of his presidency, from 1904-1920, he brought world-class scholars and researchers to the campus, developed many new graduate programs, and fostered a sense of community among faculty and students. His achievements helped to transform the University of Illinois into a campus of international importance.

The College of Business has revised its James Scholar Honors Program for the incoming class of 2011. For students who will enter the College of Business as freshmen in August 2007 as James Scholars, the program description is available below.

James Scholar Honors Program for Class of 2011

For the College of Business Class of 2011, a revised James Scholar Program in the College of Business will promote professional growth in our students and will encourage all students to meet our educational goals.

Components of the Program:

Freshman Year:

Students invited to enter the College of Business as James Scholars as a result of the review of the admissions applications must meet the following requirements to continue as a James Scholar in the sophomore year:

- Successfully participate in the James Scholar Dean's Honors Seminar which will meet monthly with the associate dean of undergraduate affairs. The theme of the seminar will be professionalism. The seminar will meet throughout the year.
- Participate in the winter break Job Shadow program administered by the Office of Business Career Services.
- Beginning in 2009, participate in the Sleeman Leadership Program for James Scholars. The Sleeman Leadership Program will be funded by the Sleeman Gift and will be offered by the the Leadership Center with a special program designed specifically for College of Business freshmen.
- Earn at least 3.3 GPA in 14 graded hours in fall semesters and at least 3.5 GPA in 14 graded hours in the spring semester with a cumulative GPA of at least 3.5.

Sophomore and Junior Years:

Students continuing as James Scholars must complete two of the following options, one during sophomore year and one during junior year and complete the academic requirements to continue as James Scholars.

- Complete two of the following:
  - Participate in an international experience approved by the College of Business Office of International Programs.
  - Earn the leadership certificate sponsored by the Illinois Leadership Center.
  - Tutor College of Business students for 80 hours in one academic year under the supervision of the College of Business Office of Undergraduate Affairs.
  - Successful participation in Illinois Business Consulting.
  - Junior year membership in the College of Business Finance Academy.
  - Junior year membership in the Golder Center for Private Equity Research
  - Successful participation in Social Entrepreneurship Summer Institute (SESI).
• Membership in the Hoeft Technology and Management Minor
• Work as a research assistant for a faculty member in the College of Business

• Earn at least 3.5 GPA each semester in 14 graded hours.

Senior Year

Students continuing as James Scholars into the senior year (fourth year) will be able to graduate with College of Business James Scholar Distinction if they complete the senior year requirements.

Complete one of the following activities in the fall semester of senior year:

• Lyceum Program in Department of Accountancy.
• Finance Academy in Department of Finance.
• Golder Center for Private Equity Research
• A research project with a member of the College of Business faculty.
• Section leader for BUS 101.
• Membership in the Hoeft Technology and Management Minor

Earn at least 3.5 GPA in fall semester of senior year.

Participate as student facilitators in the Sleeman Leadership Conference.

Becoming a James Scholar

Approximately 120 students (including students in the College of Business Honors Program) will enter the College of Business as James Scholars as incoming freshmen based on an individual evaluation of their admissions application to the College of Business.

Students who do not enter the College of Business as freshmen James Scholars may nominate themselves for the James Scholar Program through the end of the first semester of the sophomore year. There are two ways for students who enter the program later to satisfy the freshman year requirements.

• Complete an honors class of at least three credit hours with a grade of B- or better and have a cumulative GPA of 3.5 for the freshman year.
• For students who did not complete an honors class during the freshman year, they must complete three of the four sophomore/junior year requirements and have a cumulative GPA of 3.5 for the freshman year.

Maintaining James Scholar Status

Students whose GPA is not 3.5 for a semester (except the freshman fall semester) will be dropped from the James Scholar Program at the end of the semester when they fail to meet the requirements for continuing as a James Scholar.

Students graduating early must complete all the requirements during the semesters that they are enrolled in the College of Business in order to earn James Scholar Distinction at graduation.

Chancellors Scholars in Campus Honors Program must meet all GPA requirements to maintain James Scholar status, but they may substitute enrollment in two CHP classes for the requirements.
of the sophomore and junior years.

Benefits of the Program:

The College of Business James Scholar Honors Program offers many benefits and privileges to enhance the academic and professional experience of its participating students.

- **Priority early registration.**
- **Dean’s Honors Seminar during** freshman year.
- **Professional development** by attending the Sleeman Leadership Program as freshmen and by participating in the job shadow program.
- **Scholarships** to fund participation in an international program--$200 for each student who meets the James Scholar requirement with an international experience.
- **Participation** in special programs sponsored by the College of Business.
- **Graduation as a College of Business James Scholar** with a certificate of achievement, a commemorative medallion, and the University James Scholar designation listed on your academic record.
- **Guarantee of MBA x 2 Scholarship**


For the College of Business undergraduate classes of 2007, 2008, and 2009, the description and requirements for the James Scholar Honors Program remain unchanged. Information about the James Scholar Honors Program for the classes of 2007, 2008, and 2009 is available below.

Students admitted to the James Scholar Program are characterized by outstanding academic records; high general aptitudes for college work; and reputations for seriousness of purpose, persistence, and self-discipline in educational endeavors. Named for one of the University's distinguished presidents, Edmund P. James, this program recognizes students of extraordinary ability and achievement.

Admission to the James Scholar Program

- **New freshmen:** Each entering freshman who is ranked among the top 10-15% of the applicants for that fall will be a James Scholar designee for his or her freshman year. These students will enjoy the benefits of James Scholar designation during their freshman year. If they complete the requirements noted below, they will earn James Scholar recognition for the year and be a James Scholar designee for their sophomore year.
- **Other students:** Any student who has been recognized as a James Scholar for one academic year will be a James Scholar designee for the following academic year. In addition, any student may nominate him or herself as a James Scholar designee through the College of Business STARS web petition and request program.

James Scholar Recognition

At the end of each academic year the records of all James Scholars and James Scholar designees will be examined. The designation as a James Scholar for the academic year just completed will be awarded to students who meet the following criteria:

- Earned a 3.5 or higher GPA for each of the preceding two semesters and maintained a cumulative GPA of 3.5.
- Completed at least 14 graded hours per semester at UIUC.
- Have completed at least one honors activity in the previous two semesters. Honors activities include (1) completing an honors course or honors section of a course; (2) completing an Honors Credit Learning Agreement in a course; or, (3) studying abroad.
- Students on study abroad programs need to be enrolled in at least the minimum number of hours required by the host institution for full-time status; there is no requirement for the number of
graded hours during a study abroad semester.

Honors Credit Learning Agreement
Any course may be made an honors course by signing an Honors Credit Learning Agreement with the instructor:

- After classes begin, meet with the instructor to determine an additional project in the course that you can do to make this course an honors course. This project should go beyond standard requirements for the course.
- Obtain the Honors Learning Agreement form from 214 DKH; complete the form, including securing a signature from the official instructor of the course; return completed form to 214 DKH.
- Honors credit will be given if a grade of "A," "B," or "S" is earned for the course.
- Deadlines for turning in an Honors Credit Learning Agreement are:
  October 13, 2006 for Fall 2006
  March 9, 2007 for Spring 2007

Benefits of James Scholar designation include early registration privileges, extended use of library facilities, transcript designation, and the opportunity to work closely with a professor of one's choice.

ASSISTANT DEAN FOR HONORS
Dr. John Hedeman, Assistant Dean for Honors, is director of the College of Business Honors. He can be reached at the College of Business at 217-333-2740 and by email.
Attachment 4

COM: New James Scholar honors program (excerpted from college website) and brief proposal and preliminary, to be developed further in 2007-08.
Edmund J. James Scholars program
The College of Communications is developing its own James Scholars honors program for students in the College. In the meantime, a student who transfers into the College from another unit on the Urbana-Champaign campus and is a James Scholar in the previous college at the time of transfer will continue to be listed as a James Scholar in the College of Communications through the end of his or her first spring semester in the College.

- Download the Honors Credit Learning Agreement, (PDF 80k)
- See the procedures and rules for Students and for Faculty
Student honors & awards

Edmund J. James Scholars —
Student procedures and rules

Becoming a James Scholar

Students will be invited to become a James Scholar for the upcoming fall semester after the spring academic review is completed.

Those eligible to join:

- Current College of Communications students who are already certified as a James Scholar
- Current College of Communications students who have completed less than 75 hours and are included on the Dean’s List for the spring semester
- Students who transfer into the College of Communications who are certified by their previous college as a James Scholar
- Students who transfer into the College of Communications for the upcoming fall semester who have completed less than 75 hours, are in the top 20 percent of the incoming class, and who have at least a 3.5 GPA
- Students who transferred into the College during a spring term will fall under the rules of a current student for fall review
- Qualifying students may enter the program for either the sophomore or junior year but not for the senior year alone

If invited to become a James Scholar, you must notify the James Scholar coordinator of your acceptance or denial of the offer by the date specified in your notification letter.

Requirements for remaining in good standing as a James Scholar

- Maintain a semester and cumulative GPA of 3.5
- Take a minimum of 14 graded credit hours each semester
- Complete at least one honors course each academic year which can consist of:
  - taking a Campus Honors course or
  - completing an Honors Credit Learning Agreement (HCLA) with a professor in a course you are registered for or
  - working on an honors project as an independent study with a College of Communications professor
- Students who are studying abroad are exempt from these requirements during the semester(s) they are abroad. Students who are only gone for one semester need to complete the honors course during the semester they are on campus.
- If a student is graduating in the fall, he or she should complete his/her honors course during the fall semester.
- James Scholars status will be reviewed after each spring term, and students will be notified of their continuance or dismissal from the program before the next fall term begins.

HCLA procedures

- Contact the professor who teaches the course you wish to use as an HCLA course.
- Be ready to submit a proposal in which you state the extra work you are suggesting or the project you would like to work on.
- Work with your professor to come to an agreement on a clear and approved proposal.
- Obtain an HCLA form from the Student Services Center in 18A Gregory Hall and have the professor sign the form.
- Attach the approved course/project proposal to the HCLA form and turn it in to the Student Services Center.
- If you will be completing an independent study, you will also need to complete a petition as well as an Independent Study form.
- Notify your advisor when you are completing a campus honors course or HCLA.
- If you will be completing an HCLA for a current course, the HCLA form must be turned in by the end of the fourth week of classes.
- If you will be completing an honors project or independent study, the necessary forms must be turned in by the seventh day of class.

The "H" grade reminder

During the last week of classes, remind your professor that you have been working on an HCLA and he/she will need to designate an "H" grade when entering grades for the semester.

After grades have rolled, check to be sure that you have received an "H" for the appropriate course.

If an "H" was not recorded, contact your advisor who will forward the information to the data and records administrator; your professor will be contacted and asked to complete a Grade Change Form.

Student expectations for completing an HCLA

Be ready to:

- approach your professor with a clear plan describing the work you wish to complete
- complete extraordinary work in the course; it is the discretion of the instructor to determine whether the HCLA project is in addition to regular coursework or if it is to be substituted in part for regular coursework
- complete the project by the end of the semester the course is taken
- meet with your professor every so often to discuss your progress
- devote approximately 15 additional hours of work time to an HCLA project

Consider the following:

- HCLA courses are a unique way to enhance your classroom experience by collaborating with your professor.
- Your options for the course are many and you should base them on your areas of interest.
  - Think about personal or career interests; use your project as an opportunity to research an area of personal interest, make professional contacts, enhance your resume, or give you the opportunity to work with a prospective employer.
  - Think about your professors' interests; ask to participate in their research processes in a variety of settings; be open to their suggestions on project ideas.
- You cannot take an honor’s course CR/NC, and you must receive at least a B- for your professor to give an “H” grade for the class.
- Your instructor may decline to grant honors credit if the HCLA project has not been completed satisfactorily. The instructor is the sole judge of whether honors credit is to be granted.
Provost funds for honors experiences could be modeled after the Discovery program.

Faculty members could make a bid to teach an extra course to James Scholar students. Remuneration could come in salary, or research or travel funds.

As the courses would have a bid process, the campus could have a hand in giving priority to courses that meet campus initiatives, for example, in involving undergraduates in research, in study abroad, in diversity, in leadership, or in interdisciplinary endeavors.

Class size would be capped at 19, but could be as small as 10. The Discovery course scale of $9,000 for a 3-hour course could be a guide.

Provost could offer an Honors experience that involved participation in campus forums, performances and exhibitions. This would mean staffing a coordinator for James Scholar students who sign up for the practicum and attend 15 hours worth of qualified activities for the semester. The coordinator would be host for the students at the events, facilitate discussion directly before or after the experience, and record the participation. This could be an S/U course for zero credit.
Attachment 5

EDU: Tentative proposal for revising James Scholar honors program (proposal and budget to be further developed in 2007-08).
Proposed Revisions to the James Scholars Program  
for the College of Education, UIUC

Executive Summary

Eligibility for James Scholar Program:  
No Change

Ways to Earn Honors Credit:  
Changes

Separate Students into Two Groups:  
Tier I: Pre-Teacher Education
Tier II: Students currently enrolled in Teacher Education

Tier I students can:
- Complete an undergraduate honors course (non-COE) current
- Complete the COE honors course (Zola) current
- Complete a designated honors Section in a COE course current
- Complete an Honors Credit Learning Agreement (HCLA) current
- Participate in an approved Study Abroad experience current

Tier II students can:
- Complete the COE Honors course (Zola) current
- Complete an HCLA current
- Participate in an approved Study Abroad experience current
- (Seniors Only) Complete the Senior Research Experience (SRE) NEW
  - Faculty mentoring of small student groups
  - Research proposal at the end of Fall term; reflection essay Spring term
  - Class dialogues via internet in Spring

Rationale for changes:  
Senior Research Experience (SRE) aligns with COE Strategic Plan goals of 50% undergraduate research by 2010.
Proposed Revisions to the James Scholars Program
for the College of Education, UIUC

Background and Current Practice

Overview
The James Scholar Program is a University-wide program established to encourage undergraduate research and independent study. Students designated as James Scholars are entitled to certain academic privileges, including access to the "stacks" in the library, priority in assignment of registration times and official recognition on the University of Illinois transcript. The program gives a student a special opportunity to explore various topics and to receive recognition for those endeavors.

Eligibility
Students who are eligible to participate in the James Scholar program are contacted by the Student Academic Affairs Office the first week of the fall term. Transfer and continuing students must have at least 3.50 UIUC and cumulative grade point averages. Entering freshmen who are in the top of the College's admitted applicant pool based on their ACT/SAT score and High School rank/GPA (equal to a 3.2 PGPA) are invited to participate in the College of Education James Scholar program.

Ways to Earn Honors Credit
Currently James Scholars can earn honors credit in undergraduate courses by either enrolling in an honors section of a course or by completing an Honors Credit Learning Agreement (HCLA) with the instructor of a course in which the student agrees to undertake a special project. Only courses completed for traditional letter grades may be taken for honors credit. Successful completion of the project earns the student transcript-designated honors credit for the course. To qualify for this certification, eligible students must complete one honors course a semester, obtain a grade of "B-" or better in the course, and maintain UIUC and cumulative grade point averages of at least a 3.50. (Students who are studying abroad for either fall or spring terms must complete one honors course in the traditional manner during the semester they are enrolled on campus. The study abroad semester will satisfy the other required honors course.)
Tier II: Students currently in a Teacher Education program (ECE, ElEd, SpEd)

Students in this group would have the following options available: completing the COE honors course; completing an approved Honors Credit Learning Agreement (HCLA) with the instructor of a course in which the student agrees to undertake a special project; participating in an approved University of Illinois Study Abroad program; or participating in the Senior Research Experience (SRE).

Senior Research Experience (SRE)

In this option, seniors in the Teacher Education program participate in a year long research experience their final year. In the first semester, senior James Scholars enroll in an independent study course (EDUC 499) and meet with a faculty member to: 1) think about what it means to perform educational research, 2) encounter some of the compelling contemporary research questions; and 3) become introduced to different research methodologies. At the end of the semester, students present a brief research proposal listing a set of potential research questions and a rationale for their methodological approaches.

In their second semester, senior James Scholars use their ‘student teaching’ experience in the classroom as a lens through which to further reflect upon their potential research questions. Let me be clear here: in NO way are students to do any research while student teaching. Rather, they are to re-engage their research ideas in light of their practical experiences in educational institutions. Via the internet, students will dialogue with their faculty leader and their peers.

Changes in Cost

With the exception of the SRE, all of the other options are currently in place. To initiate the SRE option, additional costs would be minimal: The Associate Dean will coordinate the program, which may include teaching. If necessary, a graduate assistant could be employed hourly to help facilitate. If this pilot program proves successful, additional funds could then be requested from the Provost’s Office to fund an expansion of the program across the College.

Benefit

The development of a SRE component to the James Scholar program would serve two important purposes: 1) move the COE closer to its goal of 50% of undergraduates involved in research by 2010, and 2) serve as a prototype for facilitating undergraduate research across the College. If the SRE component is successful, it could be expanded to include all Teacher Education students.
Attachment 6

ENG: Proposal (with preliminary budget) for developing upper-level research seminar for James Scholars in ENG departments.
College of Engineering
Proposed enhancements of the James Scholars Honors Program

**Goal:** to promote research experiences for James Scholars in the College of Engineering by instituting an Introduction to Engineering Research class.

**Background:** The Physics Department has instituted a sequence of courses to provide formal training in research and related skills. This was in response to the department's Advisory Board, which suggested the need for teaching student how to communicate and how to work in groups. The first course of the sequence is PHYS 496, “Introduction to Physics Research,” (3 credit hours) taken by junior students in the Spring semester. A portion of the course is devoted to writing, ethics and communications skills, taught by a science writer specialist. Students learn how to write, starting from composing a title and preparing the abstract of a paper, and instruction covers also how to give oral presentations. One of the assignments includes interviewing faculty members in the Physics Department on their research projects and then writing a 2-page article in the style of Scientific American. The technical portion of the course and the grading are handled by a faculty member. PHYS 496 is restricted to Physics majors. Students from other engineering departments constantly inquire about registering for this course, but there are insufficient resources and personnel to allow additional students in. Students interested in continuing with a specific research project are matched with Faculty and have the option to work on a 10 week summer project for credits as independent study. The next course is PHYS 499, Senior Thesis, which is offered in the Fall semester. PHYS 496 is a recommended but not hard requirement for PHYS 499. The students have an opportunity to present their results in a poster presentation to the Advisory Board. In addition, they may present at an Undergraduate Research Symposium held in January, for the benefit of the new students in PHYS 496. Although participation in the Symposium is not a requirement, nearly all students end up presenting their work. Students may receive Composition II credits for either PHYS 496 or PHYS 499. An Undergraduate Research Symposium is also held every Spring semester by the ECE department.

**Plan:** The motivations leading to institution of Phys 496 are valid for all departments in the College of Engineering. However, scaling up of the Phys 496 model for the whole college is not a practical proposition because of the large size of other engineering departments. Since one of the goals of the James Scholars Honors Program in engineering is to increase participation in research activities, there could be an opportunity to add an honors class on introduction to engineering research, specifically for James Scholars. PHYS 496 provides an attractive and successful template for this course. The fraction of students selecting a plan including research for their James Scholar honors contract is small, although many students participate in research activities independently of the honors program. Considering that every year about 750 engineering students are certified as James Scholars, with over 1,000 students at any one time in the program, one may expect a sizable demand for enrollment in this honors course. Implementation could be in stages, with an offering of one or two sections with a limit of 25 to 30 students in each section. In addition, the existing research symposia organized
by a couple of departments could be expanded into a system of symposia, with the requirement for students in the class to attend at least one of them to get acquainted with ongoing research work.

**Cost:** The main cost associated with this offering is the teaching staff. Following the Physics course model, the equivalent of one full time writer specialist and one full time engineering faculty member could staff the course and manage two sections. In addition, a graduate teaching assistant would coordinate the organization of research symposia and help with management of information on research opportunities in the college to assist in the placement of student with research groups. Projected cost for the program should be on the order of $90K for course offerings of two section both in Spring an Fall, including coordination of research symposia. The cost could be absorbed by college, departments and Provost’s office.
Attachment 7

FAA: Proposal (with detailed budget) for significant revision of James Scholar honors program.
Currently the James Scholar program serves about 100 students in our College (ca. 1900 total enrollment). With the exception of those FAA students who are also in the CHP program, all of these students complete an HCLA with a faculty member as their means of demonstrating ‘honors’ experience each semester. The result is that students complete a collection of honors projects in a variety of disciplines including the major, and benefit from one-on-one by a faculty member. There is little coherence to the overall program and no opportunity for sharing ideas and projects with other James Scholars. The chief incentive for our students to remain in the program is the early registration privilege. We see a drop off in participation in the senior year, when this advantage is offset by senior standing.

With support from the Provost’s office, we seek to enhance the visibility and quality of the program for FAA James Scholars. The goals include providing opportunities to interact with James Scholars from other disciplines, structuring a series of honors experiences that build from freshman to senior year, and creating a sense of community among the honors students in our college. An ancillary goal is to enrich the learning of all honors students by opening James Scholar sections in FAA courses to students across campus.

**STRATEGIC GOALS FOR FAA**

**Encourage interaction with other honors students:** Add James Scholar discussion sections to existing courses in the seven college units

The vibrant intellectual community inherent in special courses for honors students is currently available only for the few in CHP. By creating James Scholar sections in general education courses we currently offer, we provide a venue where they can test their ideas against those from other disciplines. Such communal learning experiences will augment the one on one experience provided in the HCLA. We intend that these discussion sections will foster cross disciplinary connections, and act as a seed bed for team projects and research either in the class, or through HCLA’s in subsequent courses.

We anticipate that creating seven James Scholar sections attached to FAA general education courses would benefit James Scholar programs in the other colleges as well as our own students. We would not fill a section of 25 with our own students, and would offer those seats to any JS students across campus. (See Budget item #1).

**Create coherence: Develop a series of honors experiences over four years.**

We intend to provide programming that keeps our James Scholars involved throughout their four years with us, and includes a service learning component as part of the definition of honors in FAA. The requirements also encourage students to study at least one other arts discipline, as part of their general education. The proposal includes:

New required course for Freshman. FAA 190 Exploration of the Arts, an existing course would be redesigned as an introductory course for all James Scholars in the college. An
Associate Dean from the College office would teach the course for approximately 50 students, with TA support. (see Budget Section 1). This course would involve senior James Scholars as mentors with the freshmen, providing examples of their research and honors projects.

Sophomore and Junior Years: Once each year enroll in James Scholar section of a general education course offered in the arts major (where available), and at least one other major in the College of Fine and Applied Arts. FAA 130 Art in International Context will offer a James Scholar section each year and will be recommended strongly. It is team taught by three faculty (ethnomusicologist, urban planner, art historian) and offers an excellent model of approaching global issues from different vantage points in the arts. (See Budget Section 1)

Senior Year: Complete a service learning experience using the arts major to benefit a community group on or off campus. Examples here include participating in the East St. Louis Action Research project, acting as mentor and presenter in FAA 190, designing an HCLA that includes a service component.

Promote identity: fund undergraduate research and enrichment opportunities

Students in the arts typically identify primarily with their home unit (dance, music, architecture etc) and only secondarily with the College and the University as a whole. One goal for our James Scholars is to cultivate appreciation for all the arts, and to engage in interdisciplinary projects and research. Taking classes in the arts outside their major (see above) is one way to achieve this goal. Another is to engage with their peers in other units on service activity, performance or design projects and research. Initiatives to promote a sense of college identity include:

  Provide research/development grants for team projects that involve more than one discipline. Faculty from both units would supervise the project and final result. (Budget item $5000 special grants)

  Create a James Scholar online newsletter, showcasing outstanding projects from students across disciplines. Newsletter could also highlight outstanding faculty interdisciplinary work, opportunities for undergraduate research and scholarship opportunities across campus. (College staff will take on these duties.)

Expand the teaching capacity in FAA to offer arts courses to James Scholars across campus.

  Adding honors courses and sections in arts disciplines will serve two groups of students, the James Scholars in FAA who currently have no shared honors experience, and James Scholars in other colleges who wish to pursue courses in the arts. There is more demand for courses in the arts by the general student population than our college resources can meet. But it would be practical to expand selected general education offerings to include James Scholars from across campus. For the non-FAA students, access to these courses and sections could be another ‘perq’ of participating in such an honors program. ($70,000 recurring included in budget)
Increased visibility and prominence of the James Scholar Program in the College of Fine and Applied Arts

Approximately 50 freshmen are identified each year as potential James Scholars and invited to participate in the program. Traditionally the invitations are extended after the student has accepted the offer of admission to the University of Illinois. We propose to identify them earlier in the recruiting process and use the opportunity to participate in an honors program as a recruiting strategy. These students would then be introduced at the College Welcome Program held just prior to the start of classes in August. Other efforts to increase the visibility and prominence of the program would include:

1. Creation of a James Scholar newsletter, showcasing outstanding projects from students across disciplines. The newsletter could also highlight outstanding faculty interdisciplinary work, opportunities for undergraduate research and scholarship opportunities across campus. The newsletter could be sent to potential students, their parents and their high school college counselors and teachers.

2. Introduction and identification, with Honors Cords, of students who have successfully completed the James Scholar program at Commencement.

3. Krannert Center for the Performing Arts will provide tickets to events at a reduced price for James Scholar participants in FAA.

4. Increased efforts to encourage eligible students to join the James Scholar Program. Currently less than 20% of the students eligible to participate in the James Scholar program on the basis of their cumulative gpa actually do. By increasing the prominence of the program during recruiting and the freshmen years, as well as providing more extensive programmatic activities, we believe increased numbers of students will choose to participate creating a more vibrant and stimulating educational experience for these young men and women.

The attached budget outlines the costs for implementing each part of the proposal. Note that the College will contribute the services of an Associate Dean as instructor for FAA 190, and internal reallocations for scholarships up to $75,000.
Attachment A: Proposal for Strengthening the FAA James Scholar Program

Cost to fund James Scholar sections of existing general education courses

<table>
<thead>
<tr>
<th>Sample Course</th>
<th>Number</th>
<th>TA's</th>
<th>Total Enrollment</th>
<th>James Scholar Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH</td>
<td>210</td>
<td>1</td>
<td>$7,000.00</td>
<td>140 20</td>
</tr>
<tr>
<td>ARTH</td>
<td>115</td>
<td>1</td>
<td>$7,000.00</td>
<td>140 30</td>
</tr>
<tr>
<td>DANC</td>
<td>100</td>
<td>1</td>
<td>$7,000.00</td>
<td>120 20</td>
</tr>
<tr>
<td>LARC</td>
<td>212</td>
<td>1</td>
<td>$7,000.00</td>
<td>50 25</td>
</tr>
<tr>
<td>MUSC</td>
<td>313/4</td>
<td>2</td>
<td>$14,000.00</td>
<td>150 40</td>
</tr>
<tr>
<td>THTR</td>
<td>101</td>
<td>1</td>
<td>$7,000.00</td>
<td>125 25</td>
</tr>
<tr>
<td>UP</td>
<td>116/260</td>
<td>1</td>
<td>$7,000.00</td>
<td>100 30</td>
</tr>
<tr>
<td>FAA</td>
<td>130</td>
<td>1</td>
<td>$7,000.00</td>
<td>60 20</td>
</tr>
</tbody>
</table>

Cost for required freshman seminar course

- FAA 190: 1 $7,000.00 60 30

Subtotal: $70,000.00 945 240

Recognition & Enrichment Programs

- Retreat: 100 $1,800.00 18.00
- Welcome: 100 $1,000.00 10.00
- Undergraduate research: 20 $3,000.00 150.00
- Commencement: 100 $500.00 5.00
- Course support*: 10 $2,000.00 200.00
- Printing/publications: $1,500.00

Subtotal: $9,800.00

Total: $79,800.00

Cost/Benefit

<table>
<thead>
<tr>
<th>College</th>
<th>Students</th>
<th>Cost/student</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAA</td>
<td>100</td>
<td>$389.67</td>
<td>$38,966.67</td>
</tr>
<tr>
<td>Other</td>
<td>140</td>
<td>$291.67</td>
<td>$40,333.33</td>
</tr>
<tr>
<td>All</td>
<td>240</td>
<td>$332.50</td>
<td>$79,800.00</td>
</tr>
</tbody>
</table>

Reallocation within College to support James Scholar Program

- Scholarship program**: 100 $75,000.00 $750.00
- KCPA events: 100 $1,000.00 10.00

Release time for Associate Dean to develop and teach FAA 190

Additional College oversite for enhanced program

*competitive funds available to instructors for support of special JS course components such as field trips, guest speakers, performances, etc.

**internally allocate from FAA Scholarship programs

Sources: Bales, Pillsbury, Schlader
Creative & Performing Arts
Unit Scholarships
Attachment 8

LAS: Proposal (with detailed budget) for significant revision of James Scholar honors program.
Strategic Planning for

Enhanced Honors Opportunities for Undergraduates in LAS
(with particular emphasis on the LAS James Scholar Program)

Developed in connection with the President’s Strategic Planning Process,
College of Liberal Arts & Sciences
University of Illinois, Urbana-Champaign
February 10, 2006

Prepared by

Penny Soskin, Sr. Asst. Dean, LAS
Mary Macmanus Ramsbottom, Assoc. Dean, LAS

Developed with contributions from
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Brian Gaines (Political Science)
A J Hildebrand (Mathematics)
Danuta Shanzer (Classics)

and the

LAS Student Academic Affairs Honors Working Group
Kimberley Alexander Brown, Assistant Dean
Mercedes Fernandez-Ramirez, Assistant Dean
Pamela Greer, Assistant Dean
Ann Mester, Assistant Dean
Sharon Scott, LAS Teaching Academy
Sheri Shaw, Honors Graduate Assistant
student initiatives. James Scholar Designates (JSDs) have access to a variety of programs and opportunities, including
-
semi-annual academic seminars and advanced research projects.

defined honors tracks and upper-level honors seminars. They also include many pre-medical students.

The James Scholar Program in LAS

Graduation Statistics

Schools: A snapshot of the Honors College

Basic Statistics for Honors Programs

- In Fall 2006, 492 of 700 UIC freshman students in Fall 2006 had AP classes in high school, indicating the
- More than 56% (492/700) of UIC freshman students in Fall 2006 had AP classes in high school, indicating the
- In Fall 2006, 492 of 700 UIC freshman students in Fall 2006 had AP classes in high school, indicating the
- In Fall 2006, 492 of 700 UIC freshman students in Fall 2006 had AP classes in high school, indicating the
- In Fall 2006, 492 of 700 UIC freshman students in Fall 2006 had AP classes in high school, indicating the
The LAS Honors Council oversees the development of the LAS James Scholar Honors Program and, together with the LAS Humanities Committee on Scholarships and Honors, reviews applications of top-entering LAS students for merit scholarship awards. The total amount of merit funds distributed to first-year students through this channel is $28-35,000 per annum.

Table 1. First-Year LAS James Scholar Designees, Fall 2000 - Fall 2005

<table>
<thead>
<tr>
<th>Year</th>
<th>JSD Offers</th>
<th>JSD Accepts</th>
<th>JSD Commit</th>
<th>Approximate # Offers</th>
<th>Approximate Offers Awarded</th>
<th>Amount of Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2000</td>
<td>1492</td>
<td>561</td>
<td>37%</td>
<td>70**</td>
<td>30</td>
<td>$1,000</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>1882*</td>
<td>798</td>
<td>42%</td>
<td>70</td>
<td>30</td>
<td>$1,000</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>1304</td>
<td>485</td>
<td>37%</td>
<td>70**</td>
<td>30</td>
<td>$1,000</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>1361</td>
<td>490</td>
<td>36%</td>
<td>70</td>
<td>30</td>
<td>$1,000</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>1333*</td>
<td>485</td>
<td>36%</td>
<td>70</td>
<td>30</td>
<td>$1,000</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>1263</td>
<td>498</td>
<td>37%</td>
<td>70</td>
<td>30</td>
<td>$1,000</td>
</tr>
</tbody>
</table>

* Shifts in SI (Selective Index) and PGPA (Predictive Grade Point Average)
** Additional merit offers made to out-of-state students
+ Each year, 10-12 students receive the awards as recurring for a second year

Programmatic Parameters
James Scholar Program participation and advanced registration privileges depend on a student meeting three main requirements: 1) sustaining the qualifying UIUC GPA of 3.5 2) successful completion of 2 courses for honors credit per academic year and 3) annual certification. Students must progress towards a total of 25 honors cr. hrs. for students to graduate with James Scholar Graduation Honors. JS honors credit is earned either by 1) enrollment in an honors course ‘integrated’ into existing departmental offerings or 2) a contractual Honors Credit Learning Agreement (HCLA) between student and instructor. Additionally, international study, qualifying internships, senior level undergraduate research, and graduate courses are also eligible to substitute for honors credit.

For AY 2004-05, approved honors opportunities were needed for 450 first-year JSDs (485), plus 950 continuing James Scholars and 400 students engaged in stages of the self-nomination process. Each academic year approximately 3,500 academic honors opportunities (seats in integrated honors course, or HCLA add-ons to existing enrollments) must be available if students are to make adequate progress toward meeting the program’s minimum requirements (excludes study abroad, CHP, and departmental upper-level honors courses).

Table 2. James Scholar Honors Academic Opportunities in LAS Fall 2004-Spring 2005

<table>
<thead>
<tr>
<th></th>
<th>Fall 2004</th>
<th>Fall 2004</th>
<th>Spring 2005</th>
<th>Spring 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Registration By course type</td>
<td>Number of Registrations</td>
<td>Student Registration By curricula type</td>
<td>Number of Registrations*</td>
<td></td>
</tr>
<tr>
<td>JSD First-year Honors Courses*</td>
<td>500 (28.6%)</td>
<td>JSDFirst-Year Honors Courses</td>
<td>475 (27.5%)</td>
<td></td>
</tr>
<tr>
<td>Electronic HCLAs</td>
<td>900</td>
<td>Electronic HCLAs</td>
<td>700</td>
<td></td>
</tr>
<tr>
<td>Paper HCLAs</td>
<td>350</td>
<td>Paper HCLAs</td>
<td>550</td>
<td></td>
</tr>
<tr>
<td>Subtotal HCLAs</td>
<td>1250 (71%)</td>
<td>Subtotal HCLAs</td>
<td>1250 (72.5%)</td>
<td></td>
</tr>
<tr>
<td>Totals Honors Registrations</td>
<td>1,750</td>
<td>Total Honors Registrations</td>
<td>1,725</td>
<td></td>
</tr>
</tbody>
</table>

* Reserved for James Scholar Designees for Fall, open for Spring
Vision

In 1999-2000, the LAS Honors Council established “Honors: Academics, Community and Leadership” as the touchstone for a James Scholars Program in which “students [might] feel a part of a community of scholars engaged in intellectual endeavor through diverse interactions and activities.” This vision anticipated current campus strategic planning goals which focus on maintaining quality undergraduate education through excellence in the academic core while embracing new opportunities for student co-curricular engagement and leadership.

Mission/Purpose

The LAS Honors Dean and James Scholar Program will work collaboratively with LAS academic departments and University units to provide leadership in increasing access for honors-level students generally to meaningful curricular and co-curricular experiences throughout their undergraduate careers. Among the components essential to a quality honors experience are regular opportunities for active, collaborative and inquiry-based learning, undergraduate research, and experiential learning via internships and service. An appreciation for diverse cultures and the interface of domestic and international issues, and competencies in reflective leadership in pursuit of the public good should be cultivated. LAS James Scholars and honors graduates should leave Illinois having discovered their voice while at Illinois, ready to make a difference in local, state, national, and international arenas.

Statement of Strategic Intent

- To move the College of LAS into a position of increased advantage with respect to recruitment of a James Scholar Program, College, and departmental honors cohort of diverse and variously-gifted students ready to benefit from challenging curricular and enriched co-curricular opportunities.

- To develop sequences of LAS honors activities and curricular options from first-year through senior year which allow for a progressive and deepening engagement of honors students both within a special community of James Scholar learners and within any field or concentration within LAS.

- To promote the development of agile learners with multiple competencies and avenues to acquired and applied knowledge via internships and leadership experiences, research and creative enterprises, international and community engagement activities.

- To call forth the best efforts of our best students through integrated honors courses, research, senior thesis, capstone, and alternative honors experiences leading to graduation honors, and to act as a crucible for programmatic and curricular innovation of educational benefit to all students.

Strategic Initiatives

I. Organizational Realignment and Redadjustments

- The Honors Dean should be charged with leadership and coordination of all honors initiatives in LAS, acting in cooperation with the LAS Honors Council and academic departments. Responsibilities would include systematic assessment and inventory of honors opportunities (including undergraduate research), recruitment activities, development of pilot programs, on-going support to departments, merit scholarship coordination, and collaboration with the LAS Office of Advancement as well as continuing operational oversight of the LAS James Scholar Program. Additional academic professional support is vital for the Honors Dean to provide effective leadership to meet campus and college goals.

8Currently, the Honors Dean serves as a Senior Assistant Dean in LAS Student Academic Affairs; other models have Honors under an Associate Dean for Undergraduate Education.
The interconnection between CHP and LAS James Scholars programmatically and in student cohorts needs to be examined, discussed, and refined to ensure best stewardship of limited campus resources and as wide an access to special honors learning opportunities as possible.

II. Honors Prospective Student Recruitment Strategies

- Complement OAR recruitment initiatives in support of LAS James Scholars by
  - exploring high school-based relationships for pre-admissions year
  - developing new promotional materials featuring student honors activities (including DVD)
  - initiating a variety of prospective student contact programs to improve yields
  - enhancing Scholars/Illini Days to feature a diverse group of LAS James Scholars

- Increase the number, amount, duration, and impact of first-year scholarship awards by
  - working with LAS departments to coordinate first-year scholarship awards
  - restructuring to speed-up timeframe for selection of first-year merit scholars
  - collaborating with campus units to "bundle" awards earlier in admissions process
  - collaborating with OAR and OSFA to exploit all existing sources for funding
  - partnering with LAS Advancement to increase alumni/donor-based funds
  - establishing a James Scholar Alumni Association

- Expand the diversity of LAS James Scholars by
  - partnering with Academic Achievement Program (AAP) staff to develop a recruitment plan
  - continuing to build upon more inclusive admission criteria as developed in Fall 2004

III. Strengthening LAS Honors Programs

James Scholars Entry Pathways

- Require all first-year James Scholar students to enroll in a first-semester integrated honors section and special honors UNIV 101 section by
  - expanding current honors Fall term course offerings from 400 seat capacity to 700+
  - implementing an LAS James Scholars first-year honors 1-credit UNIV 101 experience

- Improve honors advising by
  - clarifying expectations at summer registration and during first-semester "business" meetings
  - collaborating with the General Curriculum Center and academic departments
  - creating a stronger web presence for LAS Honors
  - partnering with LAS academic support programs for PAP/EOP, so that all beginning honors first-year students in these programs are assigned to a specially-designated Graduate Counselors in AAP or GCC.

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9 Reorientation of admission criteria for James Scholars assigning greater weight to qualitative factors resulted in an improvement in entering JSD group diversity in Fall 2005 to 1.3% African-American and 1.9% Latino/a.

* Indicates areas where details are provided in the "Implementation and Resources" section, pp. 8-9.
Establish recruitment protocols, streamline entry levels, and foster retention partnerships for students wishing to self-nominate to become James Scholars after matriculation by

- refining the application process for all self-nominating students
- partnering with AAP/GCC to encourage students of color to self-nominate as James Scholars

For Continuing Students in James Honors

- Promote a coherent, consistent, and honors experience attractive to diverse audiences by
  - fostering "Honors: Community, Academics and Leadership" to focus honors opportunities
  - reducing over-reliance on Honors Credit Learning Agreements (AY04-05 2000+) and increasing honors designated courses in general education and departmental curricula.
  - developing honors credit hours in connection with study abroad and graduate (500) courses
  - using student focus groups/advisory groups for program assessment and development

- Expand and encourage opportunities for inquiry-based and applied learning experiences by
  - collaborating with LAS academic departments and faculty to increase and enhance the availability and visibility of undergraduate research opportunities
  - seeking to increase funding for the LAS James Scholar Research Awards (currently $1400)
  - inaugurating and coordinating an LAS honors undergraduate research event
  - adopting undergraduate research as a qualifying honors experience for James Scholars
  - continuing collaboration with the Kids in Chemistry academic outreach in C-U schools.

- Promote expanded internship opportunities and the internationalization of honors by
  - establishing an honors credit-bearing internship for junior and senior level James Scholars employed as peer learning interns in first-year seminar sections (LAS 100/101/102)
  - promoting College-facilitated option for awarding of academic credit for qualifying internships
  - developing criteria for students to obtain honors credit hours while studying abroad
  - designating special sections of the Global Studies LAS 101/102 to count for honors credit

- Continue to foster leadership competencies for LAS James Scholars by:
  - establishing closer connections with the Career Center and the Leadership Center
  - sponsoring programming [e.g. field trips, service-learning] associated with HCLAs
  - encouraging, and recognizing, all opportunities for civic and community service

For Upper Level and Senior Students

- Strengthen the competitiveness of LAS honors students for top-level graduate and professional placements and scholarships by working toward 5-year goals of
  - creating additional upper-level, departmentally-based honors or capstone experiences
  - introducing a senior capstone/thesis requirement for James Scholars Graduation Honors
  - requiring 20% of coursework to be in an honors mode for James Scholars Graduation Honors
  - increasing numbers of students graduating with the College Latin Honors (5/06 11.3%)
- increasing the number of students graduating with Departmental Distinction (13%)
- increasing levels of students graduating with James Scholar Graduation Honors (9.29%)
- working with LAS Advancement to increase the number of upper-level scholarship awards
- exploring support for a campus-wide office for national scholarships (Truman, Goldwater)
- supporting departments in creating more upper level scholarships
- collaborating with departments in end-of-year celebrations recognizing undergraduate scholarship and award winners.

Promote innovation and enrichment of learning opportunities for all LAS students by
- operationalizing the work of LAS Pathways into a tangible co-curricular certificate program
- cultivating connections with LAS Alumni, the Career Center, the campus and C-U community
- continuing to support LAS student involvement in Illinois Leadership programs
- collaborating with LAS faculty on the Leadership Center Committee to develop a series of mini modules which would allow incorporation of leadership studies into academic courses in support of an intercampus Leadership minor

Competitive Benchmark Analysis

National criteria for superior Honors Programs include:
- an honors curriculum featuring special courses, seminars, colloquia and independent study
- the participants' undergraduate work, usually 20% to 25% must involve work in honors courses
- the program should effectively engage all kinds of college work for the degree (e.g. general education, area of concentration or departmental specialization, pre-professional)
- the program should be visible and highly regarded, providing models of excellence for students, faculty, and the institution

In CIC institutions
- Purdue also has a small, centrally-based campus honors program modeled on our Campus Honors Program. UIC, Indiana, Michigan State, Ohio State and Penn State all have Honors Colleges ranging in size from 1,800 to 4,500 students. Minnesota is shifting to an Honors College model.

- The University of Michigan [http://www.lsa.umich.edu/honors/](http://www.lsa.umich.edu/honors/) has a selective Honors Program in the College of Science and Letters comparable in size to our LAS James Scholars; it operates out of a self-contained, refurbished academic unit, with a new student lounge and meeting space opened in 2003 by alumni gifts. The program employs several professional staff, provides multiple programs and services, sponsors many integrated honors courses, and has an optional residential component.

- The University of Wisconsin (Madison) has a centralized Honors Program housed in the College of Liberal Arts and Sciences (1,500 students). A Provost's office grant ($27K) facilitated an eight-month assessment of the Honors Program in 2001 which included systematic surveying of current students, faculty, and alumni of the program. A March 2002 Report offered multiple recommendations: 1) build community among faculty offering honors courses 2) fine-tune the administrative loci of the program 3) address under-funding and understaffing of the Program 4) expand honors curriculum offerings

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5) develop an identifiable Honors space. These challenges occurred despite annual funding of $180,000 in the hands of the Honors Council since 1991, $138,000 of which was used in AY 2001-2002 specifically to provide incentives to departments to develop honors courses. The Program has over a hundred honors courses, has 4 FTE of faculty/administrative professional rank, and awards 20 Summer Honors Thesis Grants of $2,000 each per annum. Conceptually, the Wisconsin's program appears a hybrid of our CHP and LAS James Scholars.

Our UIUC-LAS James Scholar Program does not fare well in comparison with our direct CIC competitors: 1) our students use HCLA-add ons to existing courses for two-thirds to three-quarters of their JS honors work 2) honors-designated sections, rather than courses specifically designed for honors students, make up most of our JS honors course curricula 3) no financial incentives have been available to encourage departmental participation and honors course development 4) current professional staff is able and dedicated, but unable to pursue programmatic and resource development or honors assessment and coordination across LAS due to inadequate staff support and multiple competing responsibilities; research grants to our students run only about ~ $1,400 total per year, supporting a maximum of 6 students (versus Wisconsin's $40,000 of disbursements to 20 students).11

SWOT Analysis

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<tr>
<th>SWOT</th>
<th>LAS Honors Program</th>
</tr>
</thead>
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<tr>
<td>Strengths</td>
<td>1. The academic departments and faculty, many of whom share a high national and international reputation, make LAS/UIUC a sought-after undergraduate destination for talented Illinois students as well as offering strong potential for increased commitment to honors education via a range of inquiry-based and creative course experiences.</td>
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<tr>
<td></td>
<td>2. For a number of years the LAS Honors Program has collaboratively promoted enrichment opportunities for James Scholars to include study abroad, research, internships, public engagement, and leadership experiences.</td>
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<tr>
<td></td>
<td>3. Based on the strength of their academic and leadership experiences, LAS honors graduates are well prepared for and accepted into the best graduate and professional programs across the country.</td>
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<tr>
<td>Weaknesses</td>
<td>1. Inconsistency and reduction in the quantity and quality of honors academic offerings has lead to diminished options and challenges for honors students leading too many to rely on Honors Credit Learning Agreements 'add ons' to meet honors requirements.</td>
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<tr>
<td></td>
<td>2. Increasing operational demands on staff systems in the Honors Program due to the heavy reliance by James Scholars on Honors Credit Learning Agreements (along with pressure from non-honors eligible students) results in reduced time for the core honors students.</td>
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<td>3. Diversity in James Scholars remains a challenge; 'Honors at UIUC' is confusing to students.</td>
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<tr>
<td>Opportunities</td>
<td>1. Increased, required honors offerings for incoming honors students would provide an enriched experience as well as offer a vehicle to build an honors community.</td>
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<tr>
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<td>2. Honors alumni should be cultivated for student growth and scholarship support.</td>
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<tr>
<td></td>
<td>3. Honors is an ideal place for intellectual and operational (student systems) experimentation.</td>
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11Faculty Honors Committee: “The Letters and Science Honors Program: Self-Study.” March 1, 2002 (University of Wisconsin-Madison). The report includes a helpful comparative table of CIC institutions (CHP represents UIUC). Wisconsin, serving 1600 students, has staffing levels of 4 FTE including a 50% Faculty Director, 1 Asst. Dean, Project assistant, 5 FTE advising, and office assistants; Michigan State, serving 1,800 students has 9.5 – 10 FTE and Michigan, serving 1,800 has staffing of 7.5 FTE including an Associate Director, an Assistant Director, a Scholarship Director, and 4 FTE administrative support. Penn State, serving 1,800 students, has 12 FTE (which includes support for their residential component) including a Dean, an Asst. Dean, 4 Coordinators (for Recruitment/Selection, International Programs, Student Research, and Alumni Relations) and several administrative assistants. Our LAS James Scholars Program also serving 1,800 students, has one Senior Asst. Dean working with two staff secretaries, plus a (.25) part-time GA.
SWOT

<table>
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<th>Threats</th>
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<tr>
<td>1. Other institutions -- including other UIUC colleges -- heavily recruit the same talented prospective students of all classes and have merit packages available to attract them.</td>
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<tr>
<td>2. Budgetary shortcomings and departmental changes have cut into the ability and will to create enriched and meaningful honors opportunities at all levels.</td>
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<td>3. Challenges administrative leadership in recent years to focusing on the needs of the students at the core of the honor programs due to other distractions (i.e., pressures from non-honors students, technology changes, limitations in operational systems) and inadequate professional staff support.</td>
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Connection to University and Campus Goals

**Educate for Leadership in a Global Environment** by

- Increasing student engagement with faculty in research or creative activity.
- Strengthening honors programs that draw and serve our most capable students:
  - **Five-Year Goal**: All James Scholar participants will engage in
  a) a freshman honors seminar and b) senior culminating experience (internship, etc.)
- Creating opportunities for civic engagement and/or community-based learning....
- Expanding participation in study abroad experiences.

**Enhance the Quality and Diversity of Undergraduate Students** by

- Increasing students in the top 10% of their high school class from 50% to 75%
- Increasing the diversity of our undergraduate students
- Increasing merit aid necessary to recruit the most promising students

*(UIUC Campus Strategic Planning, January 2006)*

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Implementation and Resources

According to a poll of UIUC associate deans, 1,379 of our Fall 2005 UIUC undergraduate first-year matriculants entered as James Scholars. Of these, 498, or 36.1%, were in LAS. Recommendations follow for targeted allocation of $180,000—36% of the total allocated for the James Scholar initiative in the UIUC Strategic Plan—to ensure deep and lasting educational enhancements for all of our honors students, working out from enhancement of the LAS James Scholars core.12

**LAS First-Year James Scholars Fall Term UNIV 101 Seminars**13

- Increase the number of LAS James Scholar courses/sections/labs to include a minimum of 34 - 35 integrated honors courses offered fall term for exclusive enrollment by LAS JSD first-year students.14

- Associate each honors-designated section/course/lab with a specially-developed LAS JS Honors UNIV 101 section focused on the theme of "Honors: Academics, Community, Leadership," earning 1 cr. hr. and satisfying the LAS UNIV 101 requirement, to be taught by LAS academic professionals with an ideal enrollment of 18 students and a maximum enrollment of 25 students. *(Campus R - $52,000)*

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12 This is a low estimate of LAS ‘share’, as it is based on first-year James Scholar distribution which greatly overestimates the proportion of ENG students when looking at overall program distribution. Areas are designated as "R" for recurring where continued support is absolutely necessary for program initiation vs. non-recurring (NR).

13 A faculty-taught seminar model was discussed and rejected as too costly and difficult to staff, given the traditional teaching demands already placed on LAS departments. Providing 34 – 3 cr. hr. special first-year courses, with faculty remuneration at the rate of $7,000 per course, would provide the needed 600 seats, but at the full $238,000 per annum.

14 Building from the current base of 22 sections/labs in 12 disciplines, adding an additional 6 disciplines.
Provide incentives and support to faculty, instructors, and APs teaching LAS JS Honors-designated courses/sections/labs through an annual workshop/luncheon focused on honors pedagogy developed in collaboration with the LAS Teaching Academy.  

(LAS R - $1,200)

Provide start-up support for First-Year James Scholar Honors UNIV 101 course website development and instructional materials.  

(Campus NR - $15,000)

**LAS Departmental Honors Course Development**

Maintain current capacity of 250 - 300 James Scholar seats in JAS honors-designated sections for spring term; increase if possible, to assist first-year students in achieving honors credits without HCLAs.

Provide **one-time incentives to departments** offering JS honors-designated courses in the fall and spring term AY 07 – 08 to be directed to overall departmental honors course development, of $500 per designated section, for a maximum of 60.  

(Campus NR - $30,000)

For a three-year period, offer **summer instructional grants** for which departments may apply (set figure of $5,000) for development of LAS upper-level honors courses, seminars, undergraduate research or senior capstone curricula to serve their majors interested in honors opportunities. Three available per year, for a total of 9.  

(Campus NR - $45,000)

**Undergraduate Research**

For a period of three-years, offer additional, competitive summer undergraduate research grants for James Scholar students to bring total from $1,400 to $5,000 p.a.  

(Campus NR - $10,000)

Provide seed money for an LAS workshop on faculty mentoring of undergraduate researchers, and for development of an LAS undergraduate research website including faculty mentoring information, a clearinghouse for undergraduate research opportunities, links to national undergraduate research opportunities, etc.  

(Campus NR - $16,000)

Provide seed money for LAS Undergraduate Research Day events, awards, and publications  

(Campus NR - $12,000)

**Administration and Operations**

Hire 1FTE Academic Professional Staff Associate to work with the Honors Dean in developing the Honors UNIV 101 curriculum, coordinating honors-course scheduling, coordinating and supervising AP-staff teaching LAS James Scholar first-year sections; assisting with faculty workshops, website development and undergraduate research day coordination; helping to inaugurate a systematic survey and inventory of LAS honors activities + basic operational budget.  

(LAS R - $ 35,000 + 8,000)

**Summary of Resources Needed and Proposed Sources**

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May and August 2005 Data
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*N/A indicates that information not available in College records; will require further inquiry to departments or data request to ATLAS. [MMR]