

Davidson Honors College Handbook for Students 2014-2015



University of Montana – Missoula

Table of Contents

Section One - Introduction to the DHC

Welcome to the Davidson Honors College	3
Message from the Dean	3
DHC Mission and Values.	4
History of the DHC	5
The Office for Civic Engagement	6
DHC Admission Requirements	7
Benefits of the DHC	7
Academic Advising in the DHC	9
Honor Societies	10

Section Two - DHC Faculty and Staff

The DHC Faculty Advisory Board	11
DHC Staff	12

Section Three - Academic Requirements

General Requirements	15
DHC Student Learning Outcomes	17
Requirements for First-Year Students	18
Requirements for Sophomores	19
Requirements for Transfer Students	19
Requirements for Juniors	20
Requirements for Seniors	20
Research Publication	21
Graduation Requirements	21
The Honors Class Schedule	22
What to Expect in Honors Courses	22
Selecting Courses	25
Advising Expectations	25

Section Four - Scholarships and Opportunities

Prestigious National Scholarships	26
University of Montana Scholarships	29
DHC Opportunities	30

Appendix A: Checklist of DHC Requirements34

The Davidson Honors College

Handbook for Students

2014-2015

Revision date: June 2014

Cover Photo: The Global Grizzlies visit with children at the school in Balewa, Nepal, during their medical service trip to Nepal in July 2013. From left to right: Laura Bricklin, Pratibha Phuyal (a Nepali doctor who accompanied the group), Lauren Stauffer, Kristen Hoon, Maddie Small, Tessa Paulson, Christian McCurdy, Zac Bruer, Hannah Syrenne, and Taylor King. Not pictured: Chris Rice. Photo by Chris Rice. For further information about the [Global Grizzlies](#), see page 33 of this handbook.

Introduction to the Davidson Honors College

Welcome to the Davidson Honors College

This handbook offers a general overview of the Davidson Honors College programs, activities, and academic requirements. It will help students to understand the history and purpose of the DHC and find answers to questions they may have about their privileges and responsibilities as members of the DHC.

This handbook is updated annually by DHC faculty and staff. We hope that you will find it informative, and that you will take full advantage of the many opportunities available to students in the DHC.

Message from the Dean

Welcome to students in the Davidson Honors College! We in the Davidson Honors College are proud and delighted that you have elected to spend your college years with us, and we shall do our best to make them stimulating and profitable ones.

As a member of the Davidson Honors College, you will pursue an intensive Honors curriculum within a larger research university. While you will be part of a small college of about 600 students, all of whom excel in academics, you will also be part of the University of Montana student body of 15,000 from wonderfully diverse geographic and cultural backgrounds.

I believe every student in the Davidson Honors College should be conversant with the great books and the great ideas that have shaped the historical development of world civilization. I would like to provide every member of the Honors College with opportunities for leadership, civic engagement, experiential learning, and original research. I look forward to becoming acquainted with students of all majors in the Davidson Honors College, and I am always glad to meet with individual students for advice, conversation, and discussion of books, ideas, and current events.

Please feel free to contact me, or any member of the Honors College staff, if you have questions or need more information about the Davidson Honors College. Best wishes for success!

Sincerely yours,

James McKusick

Dean

Davidson Honors College

DHC Mission and Values

Mission of the Davidson Honors College

The Davidson Honors College serves as a center and a symbol of the University's commitment to excellence in undergraduate education. As part of its mission, the DHC:

- offers an enriched program of liberal arts education for outstanding students of all majors;
- fosters both intellectual and civic values: inquiry, discovery, knowledge, and imagination, as well as responsibility, community, leadership, and service; and
- provides support for instructional innovation, and for the best possible teaching and learning circumstances for participating faculty and students.

Vision Statement

The Davidson Honors College aspires to become a program of national distinction, recognized as one of the most comprehensive and innovative Honors programs in the nation.

Core Values

- **Academic Excellence** – We seek excellence in all of our educational endeavors, both inside and outside the classroom.
- **Leadership** – We encourage the development of moral and responsible leadership.
- **Intellectual Freedom** – We recognize and protect full freedom of inquiry, teaching, research, discussion, study, publication, and, for artists, the creation and exhibition of works of art.
- **Integrity** – We adhere to principles of truth and honesty, and we resolve to act in an honorable, ethical, and professional manner.
- **Diversity** – We support diversity, tolerance, and community among students, faculty, and staff.
- **Sustainability** – Our programs and activities promote the conservation of natural resources, social justice, and sustainable development.
- **Civic Engagement** – We strive to serve as citizens of our local, regional, state, national, and global communities.

History of the DHC

Originally founded in 1981, the Honors Program at the University of Montana began its life in a small office in Corbin Hall with a part-time director, Classics Professor **John Madden**, and a part-time program coordinator. Over the next decade the number of students in the program grew from a few dozen to approximately 300. In 1991, following a lengthy planning process and approval by the UM Faculty Senate, the UM Administration, and the Board of Regents, the Honors Program was transformed into an Honors College. Professor John Madden was selected as the College's first Dean. The new Honors College was housed in a small third-floor office in Main Hall, where Dean Madden and the College's program coordinator worked with the increasing number of students who wanted to take advantage of the academic and social opportunities the College could offer them.

Volunteer Action Services was founded as a program of the Honors College in 1992 as a means to engage students in community-based volunteer opportunities and academic service learning. **Pat Murphy** served as the founding director from 1992 to 1995. **Andrea Vernon** has served as its director since 1997.

Volunteer Action Services became the Office for Civic Engagement in 2001 to more accurately reflect its academic engagement work.

Joan Wenke worked with distinction as Administrative Associate in the DHC from 1992 to 2004. Her knowledge, skills, and personal traits gave her the special ability to help hundreds of students and parents feel welcome to the DHC community and to provide excellent staff support to her co-workers. She went about her work each day with grace and a deep sense of pride for our mission and goals.

To help accommodate the increasing numbers of students, the College hired **Linda Gillison** to serve as the first academic advisor in 1995. In that same year **Karen Kaley**, who had worked for several years in the School of Journalism, joined the Honors College staff as assistant to the Dean, general advisor, program coordinator, and business manager. Linda Gillison left her position in the DHC in autumn 1997 to take up a tenure-track position in Classics, and **Sean O'Brien**, Lecturer in Philosophy, was selected to replace her as faculty advisor.

In spring 1996, thanks to a large gift from UM alumni **Nancy and Ian Davidson**, and with the support of many other alumni and friends, the Honors College and its 500 students were able to move into a marvelous new building located on the Oval just southwest of Main Hall. At that time, it became officially known as the Davidson Honors College. Due to the building's exemplary facilities, the DHC has since become a favorite location for many campus events, lectures, workshops, receptions, and courses, and has played a central role in the life of the campus.

When founding Dean John Madden announced his retirement in the spring of 1998, the Davidson Honors College was positioned to meet the challenges of the future. In July 1999, **Gerald Fetz**, German Studies Professor and Chair of Foreign Languages and Literatures, became Dean. During his tenure the Davidson Honors College continued to grow and prosper; Dean Fetz presided over a remarkable expansion in the range and diversity of Honors courses offered at UM, and he spearheaded the development of a new Honors core course, *Ways of Knowing*. In spring 2003, Dean Fetz moved across campus to serve as Dean of the College of Arts and Sciences, a role that he fulfilled with great distinction.

Assistant Provost **Betsy Bach**, Professor of Communication Studies, stepped in to become Interim Dean of the Davidson Honors College from 2003 to 2005. During her tenure the DHC carried out a comprehensive self-study and successfully completed its first external program review. Some important outcomes of this review process included the formation of a new Faculty Advisory Board, composed of representatives from every college and school at UM, and the formation of a Student Advisory Council. Both of these advisory groups have played an essential role in the subsequent development and governance of the DHC.

In July 2005, **James McKusick** became the third dean of the Davidson Honors College. He also serves as Professor of English at the University of Montana. In response to a growing need for professional advising and mentoring in the DHC, the half-time faculty advisor position was reconfigured as a full-time position, and in August 2005 **Laure Pengelly Drake** was hired as the DHC's first Director of External Scholarships and Advising. Laure has mentored candidates for such prestigious awards as the Goldwater, Marshall, Mitchell, Rhodes, Truman, Udall, and Jack Kent Cooke scholarships. **Marissa Lehner** joined the DHC in 2013 as Administrative Associate after her predecessor, Andi Armstrong, moved across campus to a position in the School of Business Administration. Marissa continues the tradition of providing excellent assistance to students, faculty, and staff in the DHC and to the larger campus community.

The Office for Civic Engagement

[The Office for Civic Engagement](#) (OCE) is honored to serve as the University of Montana's primary agent of community activism and civic responsibility. The OCE operates as a program of the Davidson Honors College and is housed on the lower level of the DHC building in room 015. The OCE offers many opportunities for students to volunteer at various organizations on the UM campus and in the Missoula community.

Every semester the OCE hosts a Volunteer Fair on campus where students can learn more about different volunteer options in the Missoula community and meet with local nonprofit organizations recruiting volunteers. Students can search for volunteer positions in Missoula on UM's [Student Jobs website](#) by clicking on "Volunteer". Students can also choose to participate in one of many [volunteer projects](#) facilitated by the OCE throughout the school year such as the tutoring program for local elementary schools, Service Saturdays and the Alternative Breaks program. The OCE also offers several AmeriCorps national service positions and work-study opportunities for students, including the Alternative Breaks Coordinator position and general volunteer coordinator positions.

In addition to extracurricular volunteerism, the OCE assists students to enhance and complement their academic experience through community engagement. Students may enroll in academic [service learning](#) courses, an [Online Program in Nonprofit Administration](#), or elect to complete a minor or certificate in Nonprofit Administration from the [Nonprofit Leadership Alliance](#) (formerly American Humanics).

Visit our website, stop by our office, or call 243-5531 for more information about the OCE and its programs: www.dhc.umt.edu/oce

DHC Admission Requirements

Students applying for admission to the Davidson Honors College should show clear evidence of academic talent and motivation. Generally, a minimum high school GPA of 3.5 is expected, as well as an ACT score of 27 or higher, or SAT combined score of 1800 or higher. These criteria are not absolute, and highly motivated students are encouraged to apply. Applications are particularly welcomed from older or non-traditional students, and students from varied racial and ethnic backgrounds. College transfer students with a record of strong academic performance (GPA of 3.5 or higher) are likewise welcome to apply.

Presidential Leadership Scholarships

The Presidential Leadership Scholarships are the University of Montana's premier academic scholarships, recognizing outstanding talent, leadership, academic performance, and contribution to the community. These awards are renewable for four years, subject to satisfactory performance by the student. Each scholarship includes a full or partial tuition waiver, the value of which varies according to the amount of tuition each year. Presidential Leadership Scholarship applicants must be recent high school graduates who have not previously enrolled as regular college or university students.

Benefits of the DHC

Belonging to the DHC has many benefits, including priority registration for Honors courses, Honors housing, and membership in the Honors Student Association.

Priority Registration

Davidson Honors College students have special priority to register for most Honors courses using CyberBear. Honors students do not need an override for most Honors courses. To register for an Honors course, just wait until you are eligible to register for courses for the next semester, and then add the Honors course(s) to your schedule on CyberBear. Even if an Honors course is full, you can still add your name to the waiting list on CyberBear.

Honors students have priority registration in Honors courses during the first two weeks of advance registration. After the first two weeks of advance registration, all UM students can register for Honors courses by requesting permission to enroll at the DHC front desk.

There are a few departmental Honors courses that require an override ; these courses are marked "consent of instructor required," and you should contact the instructor to obtain permission to enroll.

Honors Housing

DHC students are given priority to live in Knowles Hall, the Honors residence hall. Students who are sophomores and above are eligible to apply for Honors housing in Pantzer Hall. Requests for Honors housing must be submitted no later than April 1.

The Davidson Honors College Building

Thanks to the generosity of Ian and Nancy Davidson, we are most fortunate to have our own Honors College building. This is the Honors home, and it helps us build a wonderful sense of community. The DHC offices are housed in the building, along with our classrooms, the Ephron Student Lounge, a large kitchen, and a small-group study room/computer lab. The entire DHC (including the lounge) offers wireless Internet access. Think of this building as your home-away-from-home!

Study Facilities

Honors students are encouraged to spend their free time in the Ephron Student Lounge, which is quiet and conducive to study and relaxation. A small-group study room is also available in the DHC, with study tables and four computer workstations to which DHC students have priority access.

Interaction with DHC Faculty

Honors College faculty members are committed to teaching and mentoring DHC students both in and outside of the classroom. The small size of Honors courses encourages this relationship. As a result, Honors College faculty members are an excellent source of advice, help, and recommendations for students pursuing scholarships, study abroad, and other academic opportunities. We encourage you to get acquainted with your Honors College faculty members. Office hours for all visiting DHC faculty are posted outside DHC 106, and all regular UM faculty members have their office hours posted in their home departments. Drop by during faculty office hours to ask a question, seek advice, and get better acquainted.

Honors Student Association

The DHC has an active Honors Student Association (HSA), which is the core social and extra-curricular arm of the DHC. All DHC students are automatic members of the Honors Student Association and invited to participate in all of the group's social, service, and academic activities. HSA events include "popcorn with the professor" gatherings, movie nights, Undergraduate Research Night, and community service activities such as Trick-or-Eat and Valentines for Peace. Visit the DHC website for further information on the HSA: www.dhc.umt.edu/currentStudents/honorsStudentAssociation.php

Student Advisory Council

Up to twelve Honors students serve on the Student Advisory Council, a group that meets with the Dean at least once per semester. The Council serves as a sounding board for the Dean, presents ideas and suggestions, and helps develop courses and set policy. Students interested in serving on the Council are encouraged to contact the Dean. Appointments are for one year, beginning in the autumn semester, and are renewable. For further information on the Student Advisory Council, and profiles of current members, visit www.dhc.umt.edu/currentStudents/advisoryCouncil.php

DHC Website and E-Mail List

It is our goal to keep in communication with you, so please be sure to visit the DHC website (www.dhc.umt.edu), where you can find all sorts of information, including course descriptions, information on scholarships, and DHC updates.

We also send out to all DHC students a weekly e-mail message that contains current news, announcements, updates, and reminders. For this reason, you are required to use your University of Montana e-mail account; please check it regularly so you don't miss any important information.

Academic Advising in the DHC

The DHC serves as the primary academic advisor for all Honors students who have not yet declared a major. We also provide academic advising to Honors students who have declared a major, although those students should also consult regularly with an academic advisor in their intended major. All Honors students are encouraged to visit with their DHC advisor at least once per semester in order to discuss their progress toward completion of their academic requirements.

The main purpose of academic advising in the Davidson Honors College is to assist students in the development of meaningful educational plans compatible with their goals, focusing on the following activities:

- assisting students in developing an educational plan and evaluating their progress toward life goals and objectives;
- assisting students in gaining
 - decision-making skills that pertain to their educational, career, and personal goals;
 - access to campus and community resources that will enhance educational success;
 - enhanced understanding of their abilities, interests, aptitudes, and limitations; and
- providing accurate and timely information about institutional policies, procedures, resources, and programs.

These advising responsibilities are shared by four professional advisors in the DHC: **James McKusick**, DHC Dean, **Laure Pengelly Drake**, Director of External Scholarships and Advising, **Karen Kaley**, Assistant to the Dean, and **Erin Brown Saldin**, DHC faculty member. All DHC students are welcome to consult with any of these individuals. We work closely with the Undergraduate Advising Center and with many academic departments to coordinate and enhance our advising activities.

Each of the four DHC advisors has some specialized advising responsibilities. **James McKusick** serves as the primary advisor for Presidential Leadership Scholars and for pre-medical students enrolled in the DHC. **Laure Pengelly Drake** advises students who are candidates for prestigious external scholarships. **Erin Brown Saldin** is especially well-qualified to advise students who are majoring in English Literature, Creative Writing, and other liberal arts disciplines. **Karen Kaley** provides general advising assistance to DHC students and meets with every DHC student prior to their graduation from UM to review the DHC Graduation Checklist.

To schedule an appointment with your DHC advisor, students should simply walk into the DHC main office and request an advising appointment from **Marissa Lehner** at the front desk. During advance registration periods, advising sign-up sheets will be available at that location. The DHC has an open-door policy for any Honors student who wishes to consult with a DHC advisor at any time, on a walk-in basis.

Additional informal advising is provided to all DHC freshmen during their first autumn semester through their enrollment in **HONR 120, *Introduction to Honors***, a required one-credit seminar intended to offer students an introduction to Honors education and engage them in the social and intellectual life of the university community. The instructor and Honors student mentor in each HONR 120 seminar will be readily available for informal advising and mentoring.

Honor Societies

Because of their outstanding academic records, many DHC students are invited to join Honor Societies at the University of Montana. The Honor Societies of **Alpha Lambda Delta** (for freshmen) and **Phi Kappa Phi** (for juniors and seniors) are housed within the Davidson Honors College, although they are open to all qualified UM students (not just DHC students). DHC staff can provide information about many other Honor Societies at UM, including **Mortar Board** and **Golden Key** (for outstanding students of all majors). In addition, many reputable Honor Societies are specific to a single academic discipline, such as Lambda Pi Eta (Communication Studies) and [Pi Sigma Alpha](#) (Political Science). We would certainly encourage you to consider joining such an Honor Society if you are invited.

If you are invited to join an Honor Society that is not listed above, we advise you to consult the website of [the Association of College Honor Societies](#) (ACHS). ACHS publishes a set of guidelines, "[How to Judge the Credibility of an Honors Society](#)." In general, you should only consider joining an Honor Society if you receive the invitation from a reputable source whose identity you can verify, such as a local UM chapter officer. If you are still uncertain, please consult with an academic advisor in the Davidson Honors College.

There are many distinctive [benefits of Honor Society membership](#), as described by ACHS:

"Honor Society members are people – like you – with similar interests and high achievements. They are eager to advance scholarship, ethics, and professionalism in their academic disciplines. Though achievement is its own reward, earning your Honor Society key or pin demonstrates that you have accomplished something that makes you special and puts you at the top of your chosen field. Having an Honor Society listed on your résumé provides a tangible sign of your academic success."

Students often ask whether joining an Honor Society is “worth the money.” If a student has been invited to join one of the prestigious Honors Societies mentioned above, this is not a difficult question. The first-year initiation fee to join an Honor Society is not prohibitively expensive; in most cases, it costs less than a single new textbook, and it often includes an invitation to attend a reception or banquet where you can chat with your favorite faculty members, network with other high-achieving students, meet distinguished visitors, and receive personal congratulations from top University administrators. It’s an achievement that you (and your parents and family) will greatly enjoy and always be proud of!

The Davidson Honors College Faculty and Staff

The DHC Faculty Advisory Board

The mission of the Davidson Honors College Faculty Advisory Board is to advise and support the DHC in its effort to be a center of excellence in undergraduate teaching and learning at the University of Montana-Missoula. The Board and its members:

- offer advice to the College's dean, especially with regard to curricular decisions and the setting of standards for admission and graduation;
- provide, when requested, supportive mentoring of DHC students;
- participate, when appropriate, in DHC programs and activities; and
- help recruit exceptional students to the DHC and the University.

Organization and Terms:

The Faculty Advisory Board membership shall consist of exemplary faculty from the College of Arts and Sciences and from each of the professional schools. The Board will meet at least once each semester, and will work with the DHC Student Advisory Council when appropriate.

Faculty Advisory Board Members:

Albert Borgmann, Regents Professor, Philosophy
Bruce Bowler, Professor, Chemistry
Paul Dietrich, Professor, Liberal Studies
Jerry Evans, Professor, Information Systems and Technology
Ashby Kinch, Associate Professor, English
Martin Marko, Assistant Professor, Modern & Classical Languages & Literatures
Jakki Mohr, Regents Professor, Management and Marketing
Liz Putnam, Associate Professor, Biomedical & Pharmaceutical Sciences
James Randall, Associate Professor, Music
Robert Saldin, Associate Professor, Political Science
Dan Spencer, Associate Professor, Environmental Studies
Bill Woessner, Regents Professor, Geosciences

DHC Staff

The work of the DHC is overseen by Dean **James McKusick** in collaboration with Director of External Scholarships and Advising **Laure Pengelly Drake**, DHC faculty member **Erin Brown Saldin**, Assistant to the Dean **Karen Kaley**, and Administrative Associate **Marissa Lehner**.

Andrea Vernon, Director for the Office for Civic Engagement is also an important DHC staff member.

Presented below are personal statements by each of these individuals.

James McKusick, Dean (james.mckusick@umontana.edu)

James McKusick is Professor of English and Dean of the Davidson Honors College. He completed his B.A. at Dartmouth College, and his M.A., M.Phil., and Ph.D. at Yale University. He was a faculty member in the English Department at the University of Maryland, Baltimore County, from 1984 to 2005; during that time he served as Chair of English, and later as Director of the Honors College. His research and teaching interests include British Romanticism, literary theory, environmental studies, and the history of science. His books include *Green Writing: Romanticism and Ecology* (2000, second edition 2010), *Faustus: From the German of Goethe, translated by Samuel Taylor Coleridge* (2007), *Literature and Nature: Four Centuries of Nature Writing* (2001), and *Coleridge's Philosophy of Language* (1986). He has also published more than twenty articles and over two dozen reviews in such journals as *Eighteenth-Century Studies*, *English Literary History*, *European Romantic Review*, *Keats-Shelley Journal*, *Modern Philology*, *Nineteenth-Century Contexts*, *Romantic Circles*, *Studies in Romanticism*, *University of Toronto Quarterly*, and *The Wordsworth Circle*.

Over the last decade, McKusick's scholarship has pioneered the development of a new kind of literary criticism, known as ecocriticism. This approach to the study of English and American literature seeks to uncover the intellectual roots of the modern environmental movement in the nature writing of earlier historical periods. In *Green Writing: Romanticism and Ecology*, he argues that the English Romantic poets created a new, holistic way of perceiving the natural world, an essentially ecological understanding of nature, which profoundly influenced the later history of science and culture.

James McKusick has been the recipient of grants and scholarships from the National Endowment for the Humanities, the Andrew W. Mellon Foundation, the Fletcher Jones Foundation, and the Maryland Humanities Council. He currently serves as President of the Wordsworth-Coleridge Association and as Executive Director of the John Clare Society of North America. He also serves as President of the Honor Society of Phi Kappa Phi at the University of Montana.

At the University of Montana, James McKusick serves as a member of the Pre-Medical Advisory Council, the Service Learning Advisory Board, the First Year Reading Experience Committee, and the Climate Change Studies Steering Committee. He is faculty advisor for the Global Grizzlies.

Laure Pengelly Drake, Director of External Scholarships and Advising
(laure.pengellydrake@umontana.edu)

Laure Pengelly Drake was born in Missoula, Montana, and attended Hellgate High School. She completed a B.A. in history from Carleton College and an M.A. in history from the University of Montana; she is A.B.D. on a Ph.D. in history from the University of Rochester. Her dissertation research concerns the relationship between religion and politics in the early New Left.

Laure served as a VISTA volunteer in the early 1980s in southern Idaho. She has taught in Idaho, the Czech Republic, and at the University of Montana in the Liberal Studies Program and the Davidson Honors College. She served as executive director of the Poverello Center and as associate director of Montana Campus Compact. She worked as a grants specialist at UM's Office of Research and Sponsored Programs. Currently, Laure is the Director of External Scholarships and Advising at the Davidson Honors College. Her duties also include directing the Schwanke Honors Institute for high school students, advising Alpha Lambda Delta and Phi Kappa Phi honors societies and the Honors Student Association. She is responsible for developing the DHC Study Abroad program and has had the pleasure of leading several great trips to Ireland during winter session. She volunteers with the Program Committee for the MOLLI life-long learning organization, Habitat for Humanity, the Campaign for Human Development, and other organizations. Laure is delighted to have the opportunity to work with engaged students and faculty members.

Erin Brown Saldin, DHC Faculty Member and Academic Advisor (erin.saldin@umontana.edu)

Erin is a Lecturer in English and serves as faculty member and academic advisor in the Davidson Honors College. She completed a B.A. in English from Carleton College and an M.F.A. in creative writing from the University of Virginia, where she was a Henry Hoyns Fellow in fiction. Erin's work has been selected for *The Best New American Voices 2009*, and she has received the RRofihe Trophy in Fiction. In 2010, she was awarded PEN/Northwest's Margery Davis Boyden Wilderness Residency, and spent half a year living along the Rogue River in the Klamath mountains of Oregon. Her short stories, reviews, and essays have appeared in *Fivechapters*, *Open City*, *The New York Times*, *The Northwest Review*, and others. Her debut novel for young adults, [*The Girls of No Return*](#), was published in 2012 by Arthur A. Levine/Scholastic Books. In addition to writing for both adults and young adults, Erin is also interested in Service Learning. A former Peace Corps and current hospice volunteer, she feels passionate about engaging with the wider world, and seeks to share that enthusiasm with her students.

Karen Kaley, Assistant to the Dean (karen.kaley@umontana.edu)

Karen Kaley came to Missoula to attend the University of Montana in 1974. She had an emphasis in early childhood development and graduated with a B.A. degree in 1979. She has been learning and working at UM for forty years and has an extensive knowledge of the university. As a student, she worked for the Montana Cooperative Wildlife Research Unit. She eventually accepted a full-time staff position in the Wildlife Biology Program and then worked in the School of Journalism for about 13 years. In 1995, Karen joined the staff in the Davidson Honors College. She is Assistant to the Dean, Program Coordinator, and a general advisor to Honors students who have not yet declared a major. She continues to enjoy the opportunity to work with students, faculty, and staff from every unit around campus.

Marissa Lehner, Administrative Associate (marissa.lehner@mso.umt.edu)

Marissa came to Missoula from her hometown of Laurel, Montana, for her first year of college at UM in 2008. She completed internships with the Sierra Club and the PEAS farm. Marissa graduated from UM with a B.A. in Environmental Studies and a minor in Irish Studies in 2012.

Marissa has been working at the Davidson Honors College since March 2013. She volunteers with the Sierra Club, AniMeals, and MT Alpha Cycling Team. Her favorite thing about her work is helping students, so don't be shy about coming to her with questions or concerns.

Andrea Vernon, Director, Office for Civic Engagement (andrea.vernon@umontana.edu)

Andrea Vernon joined the Davidson Honors College in 1997 as the director of Volunteer Action Services and since 2001 has served as director of the Office for Civic Engagement. Andrea feels very fortunate to work with UM students who have a high level of commitment and motivation to get involved and make a positive difference in their community through volunteerism, service learning, national service, and nonprofit leadership. The students' energy and enthusiasm is contagious!

Andrea has worked in the service learning and volunteerism field for the past twenty years. She received her undergraduate degree in sociology from California State University Long Beach, her master's degree in sociology and a doctorate degree in Educational Leadership (both from UM). Her doctoral studies focused on student affairs and higher education administration.

Colleen Kane, Program Manager, Office for Civic Engagement (colleen.kane@umontana.edu)

Colleen Kane is originally from Michigan and arrived in Missoula in 2008 to join the Davidson Honors College as the Student Programs Manager of the Office for Civic Engagement. She feels incredibly fortunate to have landed in such an amazing community and continues to be impressed by the commitment and engagement of the students at UM. She received a B.A. in English from Western Michigan University and then served two AmeriCorps terms in Indiana and Washington before getting her M.Ed. from Western Washington University in 2007. She helps connect students to their community through managing volunteer projects, coordinating AmeriCorps National Service programs, teaching service learning and nonprofit studies courses, and advising internships, independent study courses, and student groups. She loves helping students find their passions and get involved!

Academic Requirements

General Requirements

Every student enrolled in the DHC is required to complete *a minimum of seven three-credit Honors courses, plus HONR 120, Introduction to Honors, in order to fulfill the DHC graduation requirements.*

Students must enroll in HONR 121L, *Ways of Knowing*, during their first year in the Honors College. During their senior year, students in the DHC must complete a [Senior Honors Research Project](#), which will count as one of the required Honors courses. The rest of the Honors curriculum is elective; students may enroll in any available three-credit Honors courses to satisfy the DHC graduation requirements. Honors courses may also be used to fulfill General Education and major requirements.

A list of Honors courses is published every semester, and students are encouraged to obtain a list from either the DHC website or the front desk of the DHC. Approximately 40 courses per semester are designated Honors courses. Information on what is expected in Honors courses can be found elsewhere in this guide.

All DHC students must maintain a cumulative Grade Point Average of at least 3.0 to remain as a “DHC student in good standing.” First-semester, first-year students who fall below a 3.0 GPA receive a warning letter from the Dean indicating that their status in the DHC is in jeopardy if they do not improve their grades during their next semester. Probation letters are sent to all other students with GPAs below 3.0; students with GPAs below 3.0 for two semesters are *suspended* from the DHC. All students who receive such warnings are contacted and strongly encouraged to make an appointment to talk with either the Dean or the Director of External Scholarships and Advising.

Of the seven required Honors courses, up to two can be outside-of-classroom experiences. These outside-of-classroom experiences **must carry academic credit**; they may consist of the following:

- **A study abroad experience.** The Davidson Honors College regularly offers Study Abroad opportunities; see the Honors course schedule for details. In addition, UM has a number of study abroad trips. See the websites for [International Programs](#) and [Modern and Classical Languages](#). Winter session and one-semester study abroad experiences will count as one DHC course requirement; two semesters abroad will count as two DHC courses.
- **A service learning course.** Service learning is a method of teaching and learning in which students, faculty, and community partners work together to enhance student learning by applying academic knowledge in a community-based setting. Student work addresses the needs of the community while meeting instructional objectives through service work and critical reflection. [A complete list of service learning courses](#) is available on the DHC website.

- **An internship.** Internships enable students to integrate classroom learning with professional training and practical job experience. An internship must carry academic credit in order to count in fulfillment of DHC course requirements. Recent placements include the Missoula Children’s Theater and Forward Montana. Local, regional, and international internships are available through Internship Services; see www.umt.edu/internships and <http://ie3global.ous.edu/campus/um>
- **A Washington Center internship.** The Washington Center offers internships and academic seminars for students of all majors in Washington, D.C. Recent placements include the U.S. Senate Finance Committee and the Environmental Protection Agency. Interested students should consult with Andrea Vernon (OCE Director) or Rob Saldin (Associate Professor of Political Science), who serve as the UM campus liaisons for the Washington Center. For further information, see www.dhc.umt.edu/opportunities/washingtonCenterInternship.php
- **Independent study.** The Davidson Honors College offers students the opportunity to engage in independent study and undergraduate research under the supervision of a faculty mentor. Any DHC student in good academic standing may propose an [Honors Independent Study Project](#) by approaching a faculty member and asking him/her to supervise the project for independent study course credit (HONR 192, 392, or 492). The faculty member must be willing to evaluate and grade the student’s project, and the student must develop a project of sufficient scope to justify the agreed number of credits. Further information is provided on the [Honors Independent Study Project Approval Form](#). In addition, students may count independent study projects taken for credit in their major department as outside-of-classroom courses in fulfillment of DHC requirements.
- **Peer tutoring and practice teaching.** Students may count peer tutoring courses such as CHMY 397 *Teaching Chemistry*, or practice teaching courses such as EDU 395 *Field Experience*, as outside-of-classroom courses in fulfillment of DHC requirements.
- **Fieldwork programs.** Students may count fieldwork courses offered by such programs as [Wilderness and Civilization](#) and the [Wild Rockies Field Institute](#) as outside-of-classroom courses in fulfillment of DHC requirements.

Bear in mind that a student can count a **maximum of two outside-of-classroom experiences** (as listed above) as Honors courses in fulfillment of DHC requirements. These outside of-classroom experiences must carry academic credit.

How to Construct Your Own Honors Course

Because the Davidson Honors College is committed to student engagement in learning, we offer the opportunity for students to collaborate with faculty in developing their own Honors courses. Any DHC student in good academic standing may make a regularly scheduled 3- or 4-credit course into an Honors course by approaching the faculty member teaching that course and asking him/her to grant one credit of independent study (HONR 192, 392, or 492) to do additional coursework. The faculty member must be willing to evaluate and grade the student’s independent study work, and the student must complete additional assignments (such as additional reading, writing, fieldwork, research, or community service) to earn the additional credit. **Students are limited to a maximum of two “construct-your-own” Honors courses** toward the seven Honors courses required by the DHC for graduation as a University Scholar. The [Construct Your Own Honors Course Approval Form](#) is posted on the DHC website.

Special Exceptions for Two-Credit Honors Courses

The Davidson Honors College requires students to complete seven three-credit Honors courses in order to fulfill the DHC graduation requirements. Generally, two-credit Honors courses cannot be used to fulfill DHC requirements. However, as a special exception, the following writing-intensive courses can be counted as Honors courses in fulfillment of DHC requirements:

- AHHS 394 *Medical Profession Preparation and Overview/Honors* (2 cr.)
- HONR 291 *History and Culture of Ireland* (2 cr.)
- HONR 291 *Leadership Forum* (2 cr.)

The University Scholar Designation

A student who completes the one-credit *Introduction to Honors* course and seven three-credit Honors courses (including *Ways of Knowing* and the [Senior Honors Research Project](#)), and maintains a 3.0 cumulative grade point average and a 3.4 cumulative grade point average in his or her major will receive the **Davidson Honors College—University Scholar** designation at graduation. Those graduating with this distinction will receive the **University Scholar** designation on their diploma and wear a maroon honor cord at the graduation ceremony. Students wishing to graduate with Honors or High Honors must fulfill the academic requirements established by their major department for that designation.

A worksheet for recording Honors courses can be found in **Appendix A** of this *Handbook*. Additional copies are available in the DHC. It's a good idea to record your Honors courses on this sheet every semester, so you can chart your progress toward completion of the DHC requirements.

DHC Student Learning Outcomes

Given our mission, the DHC is committed to offering students the additional resources, challenges, and encouragement to be active and collaborative learners. DHC students are expected to:

- be intellectually curious;
- develop skills in critical thinking, analytic reasoning, and problem solving;
- increase their abilities to write and speak effectively;
- acquire skills and habits of community and public service;
- develop research and life-long learning skills and habits.

It is your job as a DHC student to apply these learning outcomes to every course in which you enroll. We will ask you to report on your progress with regard to these outcomes in your annual self-reports.

Requirements for First-Year Students

Required Courses

All DHC first-year students are required to enroll in two DHC courses designed just for them:

- **HONR 120 – *Introduction to Honors***, is a one-credit course that provides an overview of Honors education and the University of Montana-Missoula. The course is designed to develop community, introduce students to the essentials of a liberal arts education, and provide students new opportunities (such as participating in community service and engaging in a cultural activity). HONR 120 meets once a week for one hour, and is led by faculty members who volunteer their time. Each course also has an upper-class student mentor. Because it is a one-credit course, HONR 120 does *not* count toward the seven required Honors classes.
- **HONR 121L – *Ways of Knowing***, is a three-credit course that explores various answers to the question: How do we know what we think we know? This course draws from philosophy, science, literature, and the history of religion in assessing approaches to knowing the divine, the world, and the self. Readings include works by Plato, Aristotle, Descartes, Shakespeare, William Wordsworth, Emily Dickinson, Charles Darwin, and Rachel Carson. This course fulfills both the “L” (Literary and Artistic Studies) Perspective and a “W” (Writing) course for the General Education Requirements. All DHC students must enroll in this course during their first academic year at UM. It counts as one of the seven required Honors courses.
- **An Honors section of LSH 151L or LSH 152L (*Introduction to the Humanities*) may be counted as equivalent to HONR 121L.** These Liberal Studies courses offer a general survey of the field of Humanities in Western civilization, with reference to non-Western analogs, since antiquity. The course has a strong writing emphasis and requires students to work with primary texts. This course substitution would be especially appropriate for students who intend to major in the Humanities, including such disciplines as English, History, Liberal Studies, and Modern and Classical Languages.

The First-Year Reading Experience

Each year, the University of Montana selects a [First-Year Reading Experience](#) book to be read by incoming first-year students. All DHC students are expected to come to campus having read the book and are required to attend **Honors Convocation**, a grand welcoming celebration for first-year students in the DHC that provides insight into the first-year book. The book chosen for the First-Year Reading Experience is discussed in HONR 120 and other Honors courses throughout the autumn semester.

Recommended Spring Semester Course for DHC Freshmen

HONR 122E *Ways of Knowing II* (3 cr.) is offered in the spring semester. Prerequisite: HONR 121L (*Ways of Knowing*) or LSH 151L or LSH 152L (*Introduction to the Humanities*). This course traces the major Western ethical traditions, examines the influence of those traditions in normative political theory, and provides dramatic illustrations of the moral life. **DHC freshmen and sophomores are encouraged to take this course**, since it fulfills both “E” (Ethics & Human Values) and “Y” (American & European) General Education designations. It also counts as one of the seven required Honors courses.

DHC Self-Report Form

Every spring semester, DHC students have the opportunity to provide us with an update on your activities and feedback about your experience. All DHC students (with the exception of graduating seniors) are required to fill out an annual self-report form to help us keep track of your academic progress. You will need a copy of your UM transcript in order to fill out the form. To complete this online survey, go to <http://www.dhc.umt.edu/currentStudents/studentForms.php#forms1> and click on the link to the form. Please submit your Self-Report form online before the end of April each year.

Completion of the annual Self-Report Form is mandatory for all DHC students (except graduating seniors). DHC students who do not complete their annual self-report will be suspended from membership in the DHC. So please be sure to complete this task before the end of April each year.

Requirements for Sophomores

Sophomores in the DHC are expected to make regular progress toward completion of their Honors College course requirements. Be sure to complete the **DHC [Self-Report Form](#)** before the end of April each year (see previous paragraph). Typically, DHC sophomores will enroll in one or more Honors course(s) per semester, although the pace will vary according to individual interests and major program requirements. Sophomores are especially encouraged to stay in touch with their DHC advisors, participate in Honors Student Association events, and be active members of the DHC community.

Requirements for Transfer Students

Transfer students accepted into the DHC are expected to complete seven three-credit Honors courses, one of which must be HONR 121L (*Ways of Knowing*). They must also complete the [Senior Honors Research Project](#), which will count as one of the required Honors courses. Of the additional courses required, two may be study abroad experiences, service learning courses, or internships, and two may be [Construct-Your-Own Honors Courses](#).

Transfer students are exempt from the requirement to enroll in HONR 120, *Introduction to Honors*. Nonetheless, many transfer students choose to enroll in HONR 120, since it offers a helpful introduction to Honors education and provides outstanding opportunities to become acquainted with Honors students and faculty.

Students may count Honors courses, study abroad experiences, service learning courses, or approved internships taken at another institution (up to a maximum of two such outside-of-classroom experiences) toward these DHC requirements. Please schedule an appointment with the DHC Dean or Director of Advising to determine which of your transfer credits will count as Honors courses.

Requirements for Juniors

Like their sophomore counterparts, DHC juniors are required to complete the [DHC Self-Report Form](#) before the end of April each year. During the spring semester of their junior year, DHC students should start planning their [Senior Honors Research Project](#), consistent with the requirements outlined below. A good way to get started is to meet individually with a faculty member in your major discipline to explore potential research topics.

Requirements for Seniors

Senior Honors Research Project

To qualify for graduation from the Davidson Honors College with the "University Scholar" distinction, DHC students must fulfill a set of academic requirements, one of which is the [Senior Honors Research Project](#). Students should begin thinking about and planning for their project during the junior year, discussing possibilities with a faculty member or members in their major discipline(s) as well as with the Dean or Director of Advising in the DHC. These projects may take a wide variety of forms and culminate in a thesis, a creative work, a performance or exhibit, an original scientific report, a community service project, etc., depending on the student's major or majors. Interdisciplinary projects (involving the integration of perspectives from different fields) are welcome and encouraged, provided that the student is well-grounded in the methodology and subject-matter of the relevant disciplines. The Dean and the Director of Advising will be pleased to discuss the possibilities in more detail with DHC students at any time.

Regardless of the discipline(s), topic(s), or nature of the project, all Senior Honors Research Projects must include the following elements:

- Each project must involve a significant ***original research*** component.
- Each project must involve some kind of written ***interpretation and analysis***, even when the main focus of the project is on performance, exhibition, software or media design, creative writing, service learning, practicum, or internship. This document should be appropriate in length and kind to the nature and topic of the project and the disciplinary area(s).
- Each project needs to be supervised and evaluated by a **UM faculty member** who will serve as the student's mentor throughout. A department chair's approval and signature is required for non-tenure-track faculty.
- Each project must conclude with a ***public presentation*** of the results. Several venues are available for these presentations: at symposia or conferences on campus and off, as well as in forums organized for this specific purpose by the DHC. **Unless students have made prior arrangements to present in other venues by February 1 and had them approved in advance, they must apply to and present at the UM Conference on Undergraduate Research (UMCUR).**
- All students who complete the Senior Honors Research Project are required to submit an electronic copy of their undergraduate thesis or final paper to the DHC, using the [Honors Research Project Template](#) as a formatting guide. **Submission deadline:** the last day of classes in the semester of your graduation from UM. Send your thesis or final paper to: dhcthesis@umontana.edu

The [Senior Honors Research Project](#) is intended to provide DHC students with a substantial, challenging capstone experience that encourages them to work diligently and creatively in collaboration with a faculty mentor over an extended period of time. These projects should challenge students to draw on knowledge and life experiences that they have attained throughout the course of their education, and apply them to an in-depth investigation of the topic chosen. Many projects will grow out of work begun or interest sparked in a course or other academic experience prior to or during the junior year.

During the junior year, but *no later than September 15 of the senior year*, each student must present a short proposal for the [Senior Honors Research Project](#) to the Dean of the Davidson Honors College for approval. Juniors and first-semester seniors are strongly encouraged to enroll in a research methods course in their major discipline (if a suitable course is available).

Students must complete the [Senior Honors Research Project Proposal Form](#) and have it approved by the Dean prior to commencing work on the project. Students are strongly encouraged to meet with the Dean or the Director of Advising to discuss the project prior to submitting the form to the DHC for final approval.

Research Publication

Students in the Davidson Honors College engage in cutting-edge research and creative activity in many different academic disciplines. Under the direction of their faculty mentors, approximately 100 seniors each year engage in programs of original research and creative work in the form of a senior Honors thesis or professional paper. DHC students are offered the opportunity to publish their Senior Research Projects as [electronic documents on the Mansfield Library website](#). The Davidson Honors College strongly encourages the wide dissemination of research results and scholarly inquiry.

Undergraduate theses and professional papers completed in fulfillment of the Davidson Honors College Senior Research Project requirement are eligible to be considered for publication by the Mansfield Library through the electronic **Undergraduate Thesis and Professional Paper (UTPP)** project. Electronic publication is entirely optional and is not a DHC graduation requirement. If a student wishes to submit an undergraduate thesis or professional paper for publication by the Mansfield Library, then a second faculty reader is required. For further information, please consult the [Procedures and Criteria for Publication of Undergraduate Research](#).

Graduation Requirements

In the semester before you intend to graduate from UM, you must schedule an exit interview in the DHC to verify graduation as a University Scholar. In addition to the official university graduation papers that you must file with the Registrar's Office, you must also complete a DHC graduation review. Please stop by the DHC office to pick up the appropriate graduation forms, and we will schedule an appointment for you to review them with a DHC advisor. Alternatively, you can download the [DHC Graduation Forms](#) (you will need to fill out the [Graduation Checklist](#) as well as the [Senior Survey](#)). In either case, it's vitally important to schedule an appointment to review your graduation requirements with a DHC advisor in the semester BEFORE you intend to graduate.

The [Senior Survey](#) is an assessment tool used to solicit feedback and insight from seniors about their DHC experience. It provides a final opportunity for the DHC faculty and staff to determine how well we have met the Student Learning Outcomes articulated above, and it enables the DHC to engage in continuous improvement. Graduating seniors are NOT required to complete a self-report form; the Senior Survey is the only questionnaire that graduating seniors need to complete. We very much appreciate the participation of our graduates in the ongoing DHC assessment process.

The Honors Class Schedule

We typically build the [Honors class schedule](#) a year in advance. Most Honors courses to be offered during autumn semester are determined the autumn before they are taught; spring semester courses are selected as much as 14 to 18 months in advance. We offer DHC required courses on a regular basis to ensure that they are available to DHC students. Other courses are offered every semester, particularly if they are lower-division courses that fulfill General Education Requirements. Still other courses are offered only once a year, or on an alternate-year basis, depending upon enrollment in previous years. If you know of a course that you'd like to see offered as an Honors course, please make the Dean aware of your desire; similarly, if you have suggestions for faculty whom you'd like to see offer an Honors course, pass your request to the Dean.

The quickest and easiest way to see the Honors course schedule is to go to the [curriculum page of the DHC website](#). The course schedule is posted there as soon as it is finalized, and it is updated frequently. In addition, hardcopies of the Honors course schedule can be obtained from the DHC main office.

What to Expect in Honors Courses

Students enrolling in Honors courses often have questions about what is expected in our classes. Although each Honors course is different, we offer the following guidelines for both students and faculty on what to expect.

Pedagogy and Curriculum

- **Honors courses are generally taught in a seminar format** (20 students). Students are expected to be active learners, engage in extensive writing, discussion, and hands-on scientific laboratory or creative work, read original texts or documents, and work at a more advanced or intellectually sophisticated level than would be expected of students in a non-Honors course at a similar level and with a similar topic.
- **Honors courses are more challenging**, with greater intensity, depth, and student engagement than one might find in a similar non-Honors course. Honors courses don't necessarily entail a greater quantity of reading and writing assignments, but they certainly and legitimately might have higher expectations of student performance, particularly in the quality and degree of student participation in class discussion, group projects, and independent research.

- **Honors courses incorporate primary source readings with textbooks.** Rather than read only derivative sources of information in the field, students should have the opportunity to engage the most important thinkers in the field in their own words.
- **Honors courses integrate active learning with other approaches.** Honors instructors provide students with plenty of opportunities to engage actively with the course material through lively, well-planned discussions, debates, simulations, small-group work, hands-on experiments, and case studies.
- **Honors instructors set clear learning expectations.** Each Honors instructor clearly articulates the course objectives and the expectations for individual assignments.
- **Honors courses incorporate opportunities for independent research and co-curricular activity.** When relevant, Honors courses provide the chance for students to gain the essential library research skills of the discipline addressed in the course (introduction to key reference materials, sources and methods, documentation system, and discussion of ways to find and evaluate appropriate sources). Additionally, Honors courses should include, where appropriate, co-curricular activities such as field trips, speakers, film showings, visits to exhibits, combination social-academic gatherings, and service learning.
- **Honors courses sequence assignments** so that on each assignment, students apply previous knowledge to new ideas and thus become increasingly sophisticated learners and knowers.
- **Honors courses focus on enduring and emerging issues and problems in each field.** Rather than emphasize only the acquisition of knowledge outside the context in which it will be used, students in Honors seminars are often asked to complete assignments designed around real-world issues and problems. In this way, they experience the compelling challenges typically faced by professionals in their disciplines.
- **Honors courses enable students to understand the characteristics of excellent work in the academic discipline.** Honors instructors help students to understand the assumptions, methods, types of evidence, means of organizing information, appropriate language, purposes, and ethical implications of the work done in their fields. They invite students to consider how these conventions differ from those in other fields.

The Students and the Professor

- **Students are actively involved in the seminar.** Honors students are constantly encouraged to seek new information, integrate it with what they already know, organize it in meaningful ways, and have the chance to explain it to others. They explore, research, make choices, and explain, and these activities help them develop an expert understanding of the discipline.
- **Students take responsibility for their own and others' learning.** Honors faculty help to ensure this outcome by setting aside some time in class to discuss the roles and responsibilities that both students and the professor should assume in the course. They encourage students to engage one another in discussions and to hold each other accountable for participating actively and constructively in class activities and discussions.

- **Honors courses are taught by highly qualified faculty members** who provide the students with the opportunity, tools, intellectual foundation, and encouragement to become motivated, self-disciplined, and independent learners.
- **The professor serves as coach or facilitator, rather than the sole authority or expert.** Honors instructors guide students so they can come up with their own questions and answers and provide feedback to other students.
- **Professors provide regular opportunities for feedback and assessment.** They offer continuous feedback to students so that students make steady improvements in performance. Feedback to students is often provided through discussion with peers and the professor, through the use of criteria describing excellent work, or through summaries of student responses to in-class surveys. Honors instructors also incorporate into the course opportunities for students to offer them feedback on the course through questionnaires, letters or e-mails, discussion, mid-term evaluations, and course evaluation forms.
- **Grading for Honors courses should be rigorous but fair,** based on clearly articulated expectations. Honors course students should not be given any grade advantage simply because they are enrolled in an Honors course, but neither should they be penalized. Many Honors students are rightly concerned about grades because their educational goals include law and medical school, etc., and those institutions (for better or worse) care about grades. These are legitimate concerns, and it is the instructor's responsibility to communicate the expectations required for success. Especially in first-year Honors courses, a graded assignment should be returned to students by the fourth week of the course. In all Honors courses, students should be held to high and clearly articulated standards.
- **The professor and students respect and value one another.** Honors faculty members enhance mutual respect between themselves and students by treating them like adults, allowing them to take risks, meeting with them individually, and involving them in making certain decisions regarding class direction.

Note: These Honors course guidelines were adapted from the University Honors Program at the University of New Mexico and subsequently revised by DHC faculty.

Selecting Courses

Selecting courses can appear to be a daunting and challenging task. If you already have a specific major or academic program in mind, advisors from that area as well as from the Honors College will work with you to develop a set of appropriate courses for your first year. If you are undecided about a prospective major or just wish to keep your options open for a semester or two—which is not a bad idea—then the University’s General Education Requirements (GERs) provide a good framework for constructing your first-year schedule. Scheduling several GERs during your first year provides a good solid footing as well as the opportunity to take courses that you would not otherwise take. We recommend that you view your first year as an opportunity to explore new disciplines, stretch beyond your comfort zone, and take advantage of the breadth of courses and activities that the DHC and the University have to offer.

Many students find the University’s GERs difficult to navigate. Review the GER checklist and consult with a DHC advisor. Use this checklist to keep track of your general education coursework.

Advising Expectations

All students enrolled in the DHC are strongly encouraged to see a DHC program advisor every semester to keep us apprised of your progress. Although all DHC students will have an advisor in their major area of study, we would appreciate talking with you as well. It is a way for us to keep in touch with the approximately 600 of you who are Honors College students. We can also assist you with your General Education Requirements. For further information on advising, see above, Section One, “Academic Advising in the DHC.”

Advanced Placement (AP) and International Baccalaureate (IB) Courses

Many students entering the Davidson Honors College have AP and IB courses to transfer. Your transferable AP and IB courses will be posted on your UM transcript as soon as the university has received an official report of your scores. To request that your AP score reports be sent to the University of Montana, call 888-308-0013 or visit the [AP website](#). The University of Montana awards college credit to undergraduate degree students on the basis of official score reports from the Advanced Placement Program/College Board. Credits awarded are assigned a grade of AP3, AP4 or AP5 depending on your exam score. AP exams are awarded pass credit only; they will not affect your UM grade point average. Exams that do not meet the minimum score are not posted on the University of Montana transcript.

For current information on AP and IB credits and course equivalencies, go to:
<http://admissions.umt.edu/admissions/advanced-credits/ap.php>

Scholarships and Opportunities

Prestigious National Scholarships

The DHC coordinates many competitions for prestigious national scholarships, along with several on-campus scholarships. For more information on these prestigious awards, visit the Director of External Scholarships and Advising in the DHC, and check out the [DHC website](#). For a school of our size, the University of Montana-Missoula has received more than our share of these awards. We have received more Udall Scholarships than any other institution in the country. UM students have been awarded the Marshall, Mitchell, Gates Cambridge, Madison, Jack Kent Cooke, Truman, Goldwater, Rhodes, and Alpha Lambda Delta scholarships, as well as the Phi Kappa Phi fellowship and *Glamour's* Top 10 College Women award.

All of these national scholarships require months, if not years, of planning and preparation for a successful application. If you are potentially interested in applying for one of these scholarships, please consult with the Director of External Scholarships and Advising well in advance of the deadline printed below. It is never too early to begin the conversation; outstanding freshmen and sophomores are warmly encouraged to visit the [DHC website](#) and then meet with the Director to get started on the planning process.

The Fulbright Scholarship

The [Fulbright Foundation](#) awards grants to outstanding students for study and research abroad. Students receiving the Fulbright must have completed an undergraduate degree before beginning their Fulbright year. Interested students are encouraged to contact Professor Liz Ametsbichler (406-243-5001) in the Department of Modern and Classical Languages and Literatures for more information.

The Goldwater Scholarship

The [Goldwater Scholarship Foundation](#) awards up to \$7,500 per academic year to exceptional student researchers who plan to pursue a career in math, science, or engineering. Sophomores and juniors (students who have one or two years of school remaining in which to use the award) may apply. Look for an early autumn submission deadline for the UM stage of the competition.

The James Madison Memorial Fellowship

[The James Madison Memorial Fellowship](#) will award up to \$24,000 to students planning to pursue “master’s degree level graduate study of the framing and history of the US Constitution.” College

seniors and graduates who intend to become secondary school teachers of American history, American government, and/or social studies are eligible. The UM application deadline is early in spring semester.

The Marshall Scholarship

[Marshall Scholarships](#) finance young Americans of high ability to study for a degree in the United Kingdom. At least forty Scholars are selected each year to study either at graduate or occasionally undergraduate level at an institution in the United Kingdom in any field of study. Each scholarship is held for two years. The Scholarships were founded by an Act of Parliament in 1953 and commemorate the humane ideals of the European Recovery Program (Marshall Plan). They are funded by the Foreign and Commonwealth Office and administered by the Marshall Aid Commemoration Commission in the United Kingdom.

Marshall Scholarship applicants must have graduated (or be graduating within the year) from a four-year institution in the United States with a grade point average of at least a 3.7 and be citizens of the United States of America. Applications are due to the Director of External Scholarships and Advising in the DHC by the beginning of autumn semester at the latest. Plan on many preparation meetings long before the application period.

The George J. Mitchell Scholarship

The [George J. Mitchell Scholarship](#) awards one year of graduate study in any discipline at an institution of higher learning in Ireland. The deadline for submission to the Director of External Scholarships and Advising in the DHC is the beginning of autumn semester at the latest. Plan on many preparation meetings long before the application period.

Phi Kappa Phi Academic and Study Abroad Scholarships

If you are a junior or senior who has been inducted into Phi Kappa Phi, a national honorary society for students in land grant institutions (UM has a chapter of Phi Kappa Phi), you have the option of applying for a number of scholarships given by this association. For further information, please visit the [Phi Kappa Phi website](#). The Director of External Scholarships and Advising is the primary contact for the UM chapter.

The Portz Research Fellowship

The National Collegiate Honors Council's [John and Edythe Portz Interdisciplinary Research Fellowship](#) provides students in good standing in honors programs of NCHC member institutions support to conduct creative and innovative research that crosses boundaries. The fellowship program invites applications from individuals or from a team of two students who wish to undertake a cross-disciplinary research project. The project will be funded for a period of up to 15 months with the expectation that upon its completion the Fellowship recipient will make a presentation of the research at the annual NCHC conference.

[The Portz Scholar Award](#)

Each year, the DHC will nominate one paper written by DHC student for the Portz Scholar Award. If you have written a particularly good paper for one of your courses, or for your senior Honors research project, and you think your professor would be willing to nominate your paper for a national award and the chance to present your paper at the national Honors conference, contact the Director of External Scholarships and Advising in the DHC at the end of the semester in which you wrote the paper.

The Truman Scholarship

The [Truman Scholarship Foundation](#) awards scholarships to outstanding juniors who plan to attend graduate school in preparation for a career in government or other public service agencies. All applicants must:

- have junior status (this means that the applicant must plan to attend UM during the entire senior academic year);
- be committed to a career in public service;
- be ranked in the upper ¼ of his/her class (usually a 3.75 or higher GPA is required);
- be a citizen of the United States.

The deadline for submission to the Director of External Scholarships and Advising in the DHC is the beginning of autumn semester. Plan on many preparation meetings long before the application period.

The Udall Scholarship

The [Udall Scholarship](#) awards up to \$5,000 per year to sophomores or juniors who are:

- Native American or Alaskan Natives who intend to pursue careers in health care or tribal policy, or
- Individuals who intend to pursue a career in environmental policy.
- In addition to meeting either of the requirements above, applicants must have a GPA of 3.0 or higher.

Sophomores and juniors (students who have one or two years of school remaining in which to use the award) may apply for the Udall Scholarship. Look for the deadline for submission to the Director of External Scholarships and Advising in the DHC early to mid-autumn semester.

University of Montana Scholarships

The Watkins Scholarship

The [Watkins Scholarship Program](#) generally awards up to ten \$2,000 scholarships per year to seniors in the College of Arts and Sciences. All applicants must:

- anticipate attaining senior status (at least 90 academic credits) by the beginning of autumn semester in which they will receive the award;
- have earned a cumulative GPA of 3.4 or higher at the time of application;
- plan on working on a senior project (a written thesis, a creative production, performance, or a public service activity) that will be directed by a faculty member in the College of Arts and Sciences;
- present their project at the UM Conference on Undergraduate Research in the spring.

The application deadline is in the spring semester for the following academic year. [Applications are available online.](#)

Undergraduate Research Awards

Each year, the University of Montana offers up to 20 [student-faculty research awards](#), varying in amount from \$500 to \$1,000. Students interested in these awards should talk with a faculty member about working with them on a research project. These awards are open to student-faculty research teams in any discipline. To qualify for the award, students must be enrolled for at least 12 credit hours both autumn and spring semesters, have an overall GPA of at least 3.0, and have the ability to develop and carry out a research project under the guidance of a faculty member. Faculty mentors cannot be on sabbatical or leave during the award period, and students must be engaged in original research, rather than acting only as research assistants.

Proposals for Undergraduate Research Awards are due each spring semester for the following academic year. In some years, there will be a second round of applications in the autumn semester for the following spring semester. [Applications are available online.](#)

The Jane Buttrey Memorial Scholarship

The [Buttrey Family Trust Fund](#) generally awards up to eight \$1,600 scholarships per year to outstanding UM students who demonstrate both academic excellence and financial need.

All applicants must:

- anticipate attaining junior status (at least 60 academic credits) by the autumn semester in which they will receive the award;
- major or minor in a field that is in either the humanities or social sciences;
- have earned a cumulative GPA of 3.4 or higher at the time of application;
- demonstrate financial need as determined by the Financial Aid Office.

The application deadline is early in the spring semester for the following academic year. [Buttrey Scholarship applications are available online.](#)

Study Abroad Scholarships

The University of Montana offers the [Dailey Study Abroad Scholarships](#) of \$1,500. Funds are available in support of a full-year study abroad program in a country where English is not commonly spoken. All undergraduates at the University of Montana-Missoula are eligible to apply; preference shall be given to individuals born in Montana. The application deadline is March 15 for the following academic year. [Scholarship applications are available online.](#)

The Davidson Honors College offers **Study Abroad Scholarships** of up to \$500 to offset the cost of a study abroad experience. Funds are available for study abroad programs and for international internships through the [IE3 Global Internship program](#). Only Davidson Honors College students are eligible for these awards. DHC Study Abroad Scholarships are based primarily upon merit, but also on need, and preference will be given to upper division students. Application deadline: **April 15** (for summer or autumn semester) and **November 15** (for winter session or spring semester). [Scholarship applications are available online.](#)

All DHC students are encouraged to study abroad. Winter session, one-semester, and two-semester study abroad opportunities are available. The Davidson Honors College regularly offers study abroad opportunities for DHC students; see the Honors course schedule for details. Further information can be found on the [DHC website](#).

Other study abroad experiences are offered through the [Department of Modern and Classical Languages and Literatures](#), [International Programs office](#), and many other departments. Winter session and one-semester credit-bearing study abroad experiences will count as one Honors course, and two semesters abroad will count as two Honors courses, in fulfillment of DHC graduation requirements. See your DHC program advisor for more information.

DHC Opportunities

The UM Conference on Undergraduate Research (UMCUR)

Each year, the Davidson Honors College sponsors the [UM Conference on Undergraduate Research](#) (UMCUR), which gives students the opportunity to present their senior Honors projects, Watkins Projects, Student-Faculty Research Projects, and any other original research and creative activity. The purpose of this conference is to recognize and celebrate undergraduate research, and students in disciplines ranging from art to dance, education to business, and anthropology to zoology are encouraged to participate. Awards are given to top presenters. Further information is available on the [UMCUR website](#).

The Office for Civic Engagement

The Office for Civic Engagement is an essential part of the DHC. In fact, the OCE Director reports to the DHC Dean. We partner with OCE because of our commitment to civic engagement, service learning, and volunteerism. All DHC students are strongly encouraged to participate in some level of service learning or volunteer activity. The OCE has a number of opportunities available, ranging from national service AmeriCorps programs to academic service learning and volunteerism, as well as nonprofit administration studies. Please visit the [Office for Civic Engagement website](#) for more information.

National and Regional Honors Conferences

DHC students have the opportunity to apply for and attend the annual conferences of either the National Collegiate Honors Council (NCHC) or the Western Regional Honors Council (WRHC), as we are members of both associations. To attend, students must have a poster, paper, presentation, or panel accepted for presentation at the conference. Applications to attend the conference must have prior approval of the Director of External Scholarships and Advising. Application procedures and deadlines for each conference will be announced through the DHC weekly e-mail. For information on the NCHC, visit www.nchchonors.org; for information on the WRHC, visit <http://www.wrhc.nau.edu>

The Washington Center for Internships

[The Washington Center](#) offers a unique and comprehensive program of internships and academic seminars that enable college students in all majors to take full advantage of the resources of Washington, D.C., for academic credit. Whatever your major is, the Washington Center will find you a suitable internship placement. The Washington Center also offers housing and financial assistance to applicants who meet eligibility criteria. For UM students, academic credit for Washington Center internships is available either through your major program or through the Davidson Honors College; when applying for a Washington Center internship, you must visit with your DHC advisor to determine what course(s) will be most appropriate for specific internship placements. All applications to the Washington Center by UM students require the approval of Rob Saldin (Associate Professor of Political Science), who serves as the UM campus liaison for the Washington Center. Andrea Vernon (OCE Director) serves as co-liaison and can also provide information and advice concerning this internship program.

International Internships

[IE3 Global Internships](#) was created by the Oregon University System to provide university students in the Pacific Northwest with an improved understanding of global issues and equip them with professional experience and international competence. Since the beginning of the program in 1995, over 1,500 interns have been placed in at least 82 countries worldwide. The University of Montana is affiliated with IE3, so UM students are eligible to participate in these international internship opportunities.

Students can earn academic credit through the Davidson Honors College while abroad on their internship. IE3 Global Internships arranges placement and provides pre-departure orientation, international health insurance, learning tools, monitoring, and support. A program fee is charged in lieu of tuition. The program fee includes academic credit (up to 12 credit hours). Most forms of financial aid can

be applied toward the costs of an internship. For further information, contact UM [Internship Services](#) and visit [IE3 Global Internships](#).

Wilderness and Civilization

[Wilderness and Civilization](#) is an inspiring and demanding academic program. Each year, students from around the country are immersed in the study of wildlands and land ethics. Coursework is interdisciplinary, drawing from art and biology, literature and policy, and economics and Native American studies. Wilderness and Civilization combines the strengths of classroom and field learning, small class size, dedicated faculty, and internship experience. This unique combination allows students to make philosophical and personal connections across disciplines and experiences.

The program is designed for undergraduates interested in exploring wilderness, environmental issues, and the human-nature relationship in a rigorous academic program. Wilderness and Civilization students receive an undergraduate minor in Wilderness Studies that will complement any major. [DHC students participating in this program will be allowed to count the full program as four Honors courses.](#)

The Wild Rockies Field Institute

[The Wild Rockies Field Institute](#) (WRFI) is a unique organization offering extraordinary experiences for university students interested in an educational adventure. WRFI courses explore the complex cultural, political, and natural histories of some of the most interesting and beautiful landscapes in North America. Every WRFI course is set up so participants can earn college credit through the University of Montana in one or more of the following disciplines: anthropology, English, environmental studies, forestry, geography, Native American studies and science. As outside-of-classroom experiences, [WRFI courses count as Honors courses in fulfillment of Davidson Honors College graduation requirements](#) (although a maximum of two such experiences may be counted as Honors courses).

WRFI courses are designed to take students into the arenas where the subject matter they are studying – from ecology to contemporary resource management policy – unfolds before their eyes. By integrating traditional academics with field studies, service projects, and meetings with government officials and community members, we encourage creative and critical thinking, thoughtful dialogue, and exploration of diverse perspectives. And by connecting students with human communities and the natural environments in which they are embedded, these courses help students develop a personal land ethic and a powerful sense of place.

Perhaps you'd like to follow in the footsteps of Lewis and Clark, or kayak with whales in Baja's Sea of Cortez. WRFI can help you watch (from a safe distance) a grizzly bear fish a river for salmon on the coast of Alaska, or learn, firsthand, from the ancient wisdom of a Native elder. In the evenings you will read about the historical, social, environmental, economic, and political context in which these events take place. The next day, perhaps, you will discuss what these experiences mean to you and the nine other classmates who have joined you on a fun, adventure-packed journey that's sure to influence who you are and how you work in the world.

The Global Grizzlies

UM students of all majors are invited to participate in the [Global Grizzlies](#), an ASUM student group based in the Davidson Honors College. The purpose of Global Grizzlies is to provide aid to developing nations around the world, acting as humanitarian ambassadors for the University of Montana.

[The Global Grizzlies](#) have embarked on an international service-learning program in which students have the opportunity to combine their classroom education with the real-world experience of a lifetime. In recent years, the Global Grizzlies have traveled with humanitarian aid organizations to Uganda, Kenya, Tanzania, Guatemala, Mongolia, and India. Trained in basic medical skills such as CPR and first aid, the Global Grizzlies work to help provide medical care and counseling for those in need.

Through the support of the Davidson Honors College, students are educated about global health issues and the historical, political and social context of the destination country prior to travel. In doing this, the Global Grizzlies hope to work both towards change in the world and, perhaps more important, change in themselves.

Appendix A

Davidson Honors College Requirements



All DHC students (including transfer students) are required to complete seven three-credit Honors courses to graduate as a **University Scholar**. As an Honors student, you will be required to enroll in HONR 120 (*Introduction to Honors*) and HONR 121L (*Ways of Knowing*), and complete a Senior Research Project. An Honors section of LSH 151L or LSH 152L (*Introduction to the Humanities*) may be counted as equivalent to HONR 121L.

Up to two of the seven required Honors courses can be outside-of-classroom experiences, such as a study abroad program, a service learning course, or an approved internship. You also may count Honors courses taken at another institution toward these requirements.

Seven Required Honors Courses:

1. HONR 121L (*Ways of Knowing*) or LSH 151/152 (Honors) Aut Spr Sum Transfer _____ Credit _____
2. _____ Aut Spr Sum Transfer _____ Credit _____
3. _____ Aut Spr Sum Transfer _____ Credit _____
4. _____ Aut Spr Sum Transfer _____ Credit _____
5. _____ Aut Spr Sum Transfer _____ Credit _____
6. _____ Aut Spr Sum Transfer _____ Credit _____

Senior Research Project (normally HONR 499, counts as one of your seven required Honors courses)

7. _____ Aut Spr Sum Transfer _____ Credit _____

Other Required Honors Courses (required, but does not count toward your seven Honors courses)

1. HONR 120 (*Introduction to Honors*) _____ Aut Spr Sum Transfer _____ Credit 1

DHC students must maintain a 3.0 cumulative grade point average and a 3.4 cumulative grade point average in their major in order to graduate as a **University Scholar**.

Please complete and return this form to the Davidson Honors College.