Honors Program: General Requirements

Q: For new Honors Advisors looking to learn more about Honors requirements, where is the best place to start?
A: The Honors Program Advisor Guide and the Honors Advisor Toolbox are good starting points. From the Honors Advisor Toolbox, you may find the Spring 2018 Honors Advisor Update Session to be helpful (includes a slideshow and videos outlining the new Honors requirements).

Q: What is the process for students when they are put on Honors probation? Honors dismissal? How do these processes work?
A: GPA Review is conducted annually during summer (review cumulative GPA for entire academic year). The GPA Review process, along with cutoff levels for Honors Probation and Honors Dismissal, can be found here.
-Successful appeal notifications are sent at end of summer after review by the Honors appeals committee, at which point students are placed on Honors probation
-Stay Whelmed: this academic support initiative for Honors first-year students with a first-semester GPA below 3.0 (risk of Honors dismissal) employs individual advising appointments, academic self-assessment, and workshops, to assist students with being more intentional about their approach to the spring (and future) semesters.

Q: When is the Honors Preliminary Plan of Study due?
-Fall of Junior year (see the Honors PPOS website for more).
-The Honors Program is publishing an online version of the PPOS which will be available by the end of October. For Fall 2020, Preliminary Plan of Study is due by **November 4th**, and advisor approval is due by **November 13th**.

Q: For students entering as Juniors, or later in their academic career, when must Honors requirements be completed by?
A: Students have until graduation to complete Honors requirements.

Q: For students with multiple advisors, which advisors are responsible for which forms?
A: Students will work with their Honors Faculty Advisor (assigned to them within their major field) to discuss Honors requirements and coursework within their major, sign off on preliminary and final plans of study, and approve the student's thesis plan and final thesis. You can find a full list of Honors Advisors by department here. Students will also work with a thesis supervisor, who serves as a mentor for their thesis project. These people may be the same person, but often they are not.

Q: How is the Honors advising system working in other departments (outside of CS)?
A: The Honors Program grants each department some flexibility in determining specific advising procedures. There are some common themes, though: at entry point, Honors encourages students to connect with faculty early on. Students may have multiple advisors.

UHL and Honors Scholar in the Major: Specifics

Q: What constitutes "Engagement in the Major Field"?
A: How is this going to enrich the student's experience in some way? Engagement varies depending on department and the particular student, and so Honors advisors are asked to work with Honors students in their major to identify how this will be met. https://honors.uconn.edu/honors-advisors-engagement/

Q: What opportunities count/don't count?
For some students, this may be sharing research; for others, it might be at internship; for others, it may be involvement in some kind of organization. Advisors should consider: what is the student learning or gaining from this? This requirement is kept broad so Honors advisors have the freedom to determine what counts as Engagement in their field

Q: UHL requirements: what is Academics in Action? What counts, and what does not?
A: "Academics in Action" is one of the co-curricular requirements for the University Honors Laureate (UHL) award. The AiA project must be:

> (1) Academic/scholarly in nature;
> (2) Creative/innovative;
> (3) Shared with an appropriate audience (not a class requirement).

More on Academics in Action can be found here, including examples.

Q: 'Academics in Action' sounds similar to 'Engagement in Major Field'. What are the differences?
A: Depending on the student, these requirements may overlap. One difference is that AiA has an "active audience" component, so it would not be satisfied by completing a class requirement (an audience of classmates is considered a captive audience).

Honors and COVID

Q: What are the biggest issues Honors students are facing different from their other Honors students? Concerns: mental health, stability, COVID adaptation.
Q2: Similar question: students have expressed some anxieties about online courses, and anxiety about not being able to reach/contact faculty in this online format.
Q3: For Honors students in upper-level classes, anxiety about not being able to network with their peers.
Q4: How are Honors students dealing with "all this" (COVID) differently from others?
-The Honors program is working on cohort cohesion given the many differences that this academic year entails compared with others
-From others: Honors students feeling somewhat isolated from peers (many students off campus)
-Some students feel workload has been increased; other concerns include how they will be able to get started in research
-Also heard some positivity from students, willingness to connect with each other (the students we *don't* hear from might be those struggling the most)
-Honors students across all campuses are encouraged to attend online events outside of their "home" campus (if your department or a student organization is hosting an event that you would like to post to the Honors calendar or advertise to students, please use the Honors Event Request Form: https://honors.uconn.edu/honors-event-requests/)

Q: Can students find the emails of other students somehow? How to connect best?
A: Some profs have helped facilitate this (willing to join mailing list/share contact info with consent?)
-Students have access to other student emails when logging into Directory information with their netIDs
-Groups in HuskyCT to streamline for larger classes
-Piazza