REPORT OF THE HONORS FACULTY FELLOWS

August 23, 2013

This document is a working draft.

The Emory Lindquist Honors Program was established at WSU more than 50 years ago, one of the early honors programs in the country. Many outstanding students have participated in the program. Each year for the past three years, approximately 75-80 students have been admitted to the program and approximately 20 students have graduated with the “Honor Program Graduate” distinction on the transcript, a growth in graduates over prior years but still a relatively high rate of attrition. To graduate with honors requires 24 credit hours (12 lower division and 12 upper division). The dearth of upper division honors courses in particular has made it difficult for a student to fulfill the requirements.

In the fall of 2012, President Bardo identified the establishment of an Honors College as a priority goal for WSU. The Faculty Senate Honors Committee initiated efforts to imagine such a college. It established a “Future of Honors at Wichita State Working Group,” consisting of several Honors Committee members, as well as other faculty members. The Working Group met throughout the next several months and prepared a report setting out ideas and concepts. The Honors Committee approved the report and it was then submitted to the Faculty Senate.

On March 25, 2013, the WSU Faculty Senate approved the Honors College concept. Following senate approval, the Director of the Honors Program, Dr. Kimberly Engber, solicited applications from faculty to be appointed as Honors Faculty Fellows to work on proposed curricular changes over the summer for submission to the Faculty Senate Honors Committee in fall. In May 2013, six faculty members were named fellows: Larry Spurgeon (Chair), Elaine Bernstorf, Michael Hall, Douglas Parham, Jeremy Patterson, and John Perry. The group met with Dr. Engber throughout the summer and drafted the document attached to this report. This document summarizes proposed changes in the form of a substitution to the current catalog language.

In the great tradition of shared governance and academic freedom at American colleges and universities the most fundamental role of faculty is in the design and oversight of curriculum. The work of the Honors Committee, the Working Group, and the Faculty Fellows, has been by faculty members, from across campus, striving to strike a delicate balance: of honoring the tradition of the Emory Lindquist Honors Program while being open to the daunting but exciting challenges of the 21st century; of expanding opportunities for our diverse student body while providing structure; of introducing greater flexibility without compromising high academic standards.

In short, this work is our attempt to imagine something that distinguishes WSU from other honors programs and colleges, that furthers WSU’s mission and strategic plan and that remains faithful to a commitment to provide our Honors students with an educational experience in the classic liberal arts tradition. We invite faculty to participate in the continued development of the WSU Honors College by developing Honors seminars and proposing additional interdisciplinary Honors tracks.
Honors College Curriculum Concept
This is a working draft of concept.

Honors Degree

**Honors Baccalaureate**
2 or 3 Academic Areas (36 Hrs)
- Honors Thesis
- Honors Track
- Honors/Science Scholar

Honors Programs

**Minor** 24 Hrs

Honors/Science Scholar + Interdisciplinary Track (or Plan of Study)

**Interdisciplinary Tracks**
- Leadership
- Sustainability
- Creativity
- Law

12 Hrs Emory Lindquist Honors Scholar
12 Hrs Honors Science Scholar

Departmental Honors

**Honors College Curriculum Outline**
This is a working draft of concept.

I. Honors College Programs
   A. Honors Scholar Programs
      1. Emory Lindquist Scholar (general education honors courses)
      2. Science Scholar (math and science honors courses)
   B. Honors Tracks (interdisciplinary, thematic honors programs)
      1. Creativity
      2. Law
      3. Leadership
      4. Sustainability

II. Honors College Distinctions
   A. Honors Transcript Distinctions
      1. Completion of an Honors Scholar Program (12 hrs)
      2. Completion of an Honors Track (12 hrs)
   B. Honors Minor = Completion of an Honors Scholar Program and an Honors concentration (24 hrs)
   C. Honors Baccalaureate = Completion of Honors Minor + 36 hrs in 2-3 academic areas + Honors Thesis (63 hrs)

III. Departmental Honors Programs
    Currently five WSU departments offer departmental honors programs which result in a Diploma Distinction.
The Wichita State University Honors College aims to prepare students for innovative work in a complex society. We are located in the middle of the nation’s breadbasket and in a city known for entrepreneurs and aviation. We are at the heart of an urban university with high research activity and a commitment to benefit the region and beyond. Honors College students reflect these characteristics, seeking the breadth and depth a university offers, along with the perspective and attributes that will enrich their lives and the lives of others.

Honors students engage in intellectual inquiry and debate and enjoy strong support for exploration, discovery, and community service. They pursue meaningful work in Honors seminars and interdisciplinary tracks. They apply what they have learned in class to Honors research and creative activity, internships, student exchange and study abroad. Students are encouraged to meet with the Honors College Dean, Faculty and Advisors to design a program that meets their academic needs and professional goals.

WHO IS A WICHITA STATE HONORS STUDENT?

We aim for students in Wichita State University Honors programs to be innovative, professional, intellectual, and transformational. A student may choose a minor, or degree with the Honor College, but in all of those cases the College works to provide opportunities and training that will enrich these traits in a student by graduation. What does it mean to be innovative, professional, intellectual, or transformational?

Innovative
Innovative people solve problems creatively. They spot needs and take a risk that their proposal will satisfy those needs. Innovation often requires bringing together the people, resources and expertise to develop a new solution, a sense of entrepreneurship. Innovation frequently involves interdisciplinary applications, borrowing from one field of endeavor to solve problems in another.

Professional
Professionals get results while committing themselves to high standards. Professionals do a good job for the sake of it. Professionals persevere in passionate pursuit of long-term goals. Professionalism requires personal integrity and commitment to ethical standards. Professionals work well with colleagues.

Intellectual
The intelligent person masters the knowledge of a chosen specialty but also knows the value of knowledge from many other disciplines. An intelligent person masters cognitive skills: remembering, understanding, applying, analyzing, evaluating, and synthesizing information. An intelligent person acquires practical skills, whether they be reading, writing, speaking a first or foreign language, working with numbers, handling machines, learning a musical instrument, etc. A true intellectual, however, is not
simply a person who knows a lot or gets good grades. An intellectual is an intelligent person with a passion for and interest in knowledge, wisdom, and inquiry. Intellectuals are curious about much and lifelong learners.

**Transformational**
Transformational people strive to make a positive difference for a better world, a better community. Transformational people commit themselves passionately to a cause larger than themselves, put themselves in service to others and practice good citizenship. They open their minds to the diverse views of others and deliberate the issues. After proper deliberation and reflection, they are decisive and bold in action. In the process, they inspire others to transform the world around them as well, leading by example most of all.

**ADMISSION REQUIREMENTS**

- For students with fewer than 24 college credit hours: a minimum high school GPA of 3.700, or a composite ACT score of 27 (SAT 1220)* or better.
- For students with 24 or more college credit hours: a minimum GPA from college credit hours of 3.500, or a composite ACT score of 27 (SAT 1220)* or better.

* SAT scores (Critical Reading and Math only) are converted to ACT scores by the WSU Admissions Office.

To apply to the Honors College, submit the application form found at wichita.edu/honors. Students who have a passion for learning but who do not meet the admission requirements may petition the Honors College for special admission. For more information, contact the Honors College office at honors@wichita.edu.

**Honors Science Scholars Program**
Students who want to pursue an intensive science and math curriculum and who meet any one of the four criteria below are encouraged to apply for admission to the Honors Science Scholars Program. For more information, see the “Honors Science Scholars” section below.

Meet any one of the following four admission criteria:

- High school GPA of 4.0, a composite ACT score of 32, SAT 1420, or top 5% of graduating High School class.

**HONORS LIVING-LEARNING COMMUNITY**

All students admitted to the Honors College may apply to live in the Honors College Living-Learning Community. Students who live in the Living-Learning Community area shall:

- take at least 3 credit hours each semester in honors courses
- participate in the social, cultural, academic, and service programs offered; and
- abide by the rules set by housing and residence life.

The Honors Living-Learning Community is designed to promote close interactions among honors students and to create an environment that maximizes learning, social development, and personal growth.
ELIGIBILITY FOR CONTINUED ENROLLMENT IN THE HONORS PROGRAM

Normal Progress
Students should take at least 6 hours in Honors Seminars (HNRS-prefix) or departmental honors (H following the course number) courses each year in order to graduate within four years with the Minor in University Honors or the Honors Baccalaureate diploma. Note that many of the requirements of the University’s General Education program can be fulfilled by taking HNRS or H courses.

Probation and Dismissal
Students whose overall WSU GPA drops below 3.25 or who do not take any honors courses for a period of one year will be placed on probation and will be required to meet with an Honors College Advisor. At the end of either the fall or spring semester immediately following the semester in which the student is put on probation (whichever comes first), the case will be reviewed by the Honors College Dean who will decide to either return the student to good standing or dismiss the student from the Honors College. Students may also be dismissed from the Honors College at the discretion of the Dean for violations of principles of academic integrity or other behavioral offenses. Students may appeal dismissals from the program to the Honors Advisory Council.

HONORS COURSE OFFERINGS

Students can earn Honors credits for a range of courses and experiences:

Honors seminars (HNRS-prefix courses): Discussion-based seminars that fulfill Tier 2 and Tier 3 general education requirements are offered every semester and are open only to Honors College students. These courses carry the “HNRS” prefix.

Departmental honors courses: Many departments offer honors sections of traditional courses, as well as innovative courses designed specifically for Honors College and departmental honors students. These courses are marked with an “H” after the course number.

Honors Research and Creative Activity Seminar (HNRS 485): The Honors Research and Creative Activity Seminar presents methods of inquiry and research concepts from several academic disciplines and provides students with opportunities to participate directly in research projects. Emory Lindquist Honors Scholars and Honors Science Scholar are required to take this seminar during their first year in the Honors College at Wichita State.

Experience-Based Learning: Honors students are encouraged to engage in experience-based learning through the following Honors courses:

• HNRS 310 Honors Tutorial: special topics or service-learning experience (one credit, repeatable up to three credit hours)
• HNRS 398 Travel Seminar (up to four credit hours)
• HNRS 410 Independent Study (repeatable up to six credit hours)
• HNRS 481 Cooperative Education (up to four credit hours)
• HNRS 481N Cooperative Education: Internship (up to four credit hours)
**Honors Options:** A student may petition to receive Honors credit for any course taught by a fulltime faculty member by submitting an Honors Option contract. Each Honors Option contract must be approved by the instructor and the Honors College Dean or Honors College Advisor. A student may take only one Honors Option each academic year.

An Honors Option requires a student to design meaningful work to supplement regular course material. (Examples include, but are not limited to, more in-depth research and writing assignments, presenting additional material to the class, and service projects with written reflection.) Students are required to:

- □ Meet with the instructor before the end of the third week of classes to design a special assessment or project;
- □ Fill out and turn in the Honors Option contract to the Honors Dean by the end of the third week of classes;
- □ Schedule at least two additional meetings with the instructor, with at least one meeting before midterm;
- □ Complete all requirements for the Honors Option two weeks before the final day of class.

When a student has completed the Honors Option contract requirements, the instructor notifies the Honors Dean who then asks the Registrar to update the student’s transcript to show that the student earned Honors credit for the course. There is no penalty if the student does not complete the additional work.

**HONORS AWARD REQUIREMENTS**

The Honors College offers multiple Honors Awards, ranging from 12-credit Honors Scholar transcript distinctions and 12-credit Interdisciplinary Honors Tracks to a 24-credit Minor in University Honors diploma distinction and an Honors Baccalaureate (H.B) conferred by the Honors College. The Honors Baccalaureate is the highest academic honor a student can receive at WSU.

Students who transfer to WSU having completed all or part of an honors program at another university, college, or community college should speak to the Honors College Dean or Honors College Advisor about having those credits counted toward an Honors Award at WSU.

**Honors Scholars Program (12 credits)**

The Honors Scholars Program is designed particularly for first-year students but is open to qualified continuing and transfer students. The Honors Scholars curriculum leads students to explore intersections among academic disciplines and professions and to participate in academic research and creative activity in their first or second year at WSU.

To receive the transcript designation “Honors Scholar,” a student must maintain a cumulative GPA of 3.25 and complete 12 Honors credits comprised of:

- □ One Honors General Education Introductory Seminar (HNRS-prefix courses) (3 credits);
- □ HNRS 485: Honors Research and Creative Activity Seminar (3 credits);
Electives chosen from Honors Seminars (HNRS-prefix courses) or departmental honors courses (6 credits).

- Note: Honors Science Scholars take HNRS 310: Honors Tutorial—Honors Science (1) during their first semester at WSU. This counts toward elective credit.
- Honors Science Scholars are encouraged to take Honors Calculus I, II, or III and Honors sections of science courses during the first year at WSU.

A student who wishes to take an Honors General Education Issues & Perspectives course or upper-division honors course to fulfill the Honors General Education Introductory Seminar requirement may petition the Honors Dean for special permission.

**Honors Interdisciplinary Tracks (12 credits)**

To receive an Honors interdisciplinary track transcript designation, a student must maintain an overall GPA of 3.25 and complete 12 credit hours in one of several interdisciplinary tracks. Interdisciplinary track topics include Creativity, Law, Leadership, and Sustainability. Each 12-credit track consists of a core course and electives as well as a service activity, internship, exchange/study abroad, or research/creative project. Specific requirements for each track are determined by faculty coordinators and can be found under “Honors Interdisciplinary Track Requirements” below.

**Minor in University Honors (24 credits)**

To receive a diploma distinction of Minor in University Honors, a student must maintain a cumulative GPA of 3.25 and complete 24 Honors credits comprised of:
- an Emory Lindquist Honors Scholar program or an Honors Science Scholar program
- AND
- a 12-credit Honors Interdisciplinary Track.

Students who complete the requirements for a Minor in University Honors receive an Honors Scholar transcript designation, an Honors interdisciplinary track transcript designation, and the diploma designation “University Honors.” Up to 3 Honors credits counted toward the student’s major may be counted toward the Minor in University Honors.

A student may petition for an exception to the Minor in University Honors curriculum. To request an exception, the student must meet with an Honors College Advisor or Honors College Dean to create an independent interdisciplinary plan of study. Each student’s plan of study form must be signed by the Honors Dean and will be submitted to the student’s college advisor as well as to degree evaluation.

**Honors Baccalaureate (63 credits)**

The Honors Baccalaureate (H.B.) degree is conferred by the Honors College. The degree is designed for students with diverse interests in academic areas across campus. A student who wishes to receive the H.B. degree will work with an Honors College Advisor to select two or three academic disciplines from at least two of the six other colleges on campus. The Honors College Advisor will coordinate with faculty
and advisors from the colleges and major departments to select a program of study that will provide the student with a rigorous academic experience. To receive the Honors Baccalaureate, students must:

- Complete at least 18 credits hours in each of two departmental majors/disciplines from at least two colleges (for a total of at least 36 credits)
  
  OR

- Complete at least 12 credits hours in each of three departmental majors/disciplines from at least two colleges (for a total of at least 36 credits)

AND

- Complete the following additional 27 Honors credits:
  - *Emory Lindquist Honors Scholar or Honors Science Scholar program (12 credits).*
  - *Honors Interdisciplinary Track (12 credits):* The student must complete the requirements for one of the Interdisciplinary Honors Tracks.
  - *Honors Thesis (HNRS 401 Independent Study, 3 credits):* The student will work with a faculty mentor who will supervise a capstone thesis project during the student’s last semester.

*Electives:* To fulfill the 120 credit hours required for an undergraduate degree at WSU, the H.B. student will take elective courses from any academic area with the help of the Honors College advisor.

**DEPARTMENTAL HONORS (12 credits)**

Some departments at WSU offer students the opportunity to receive departmental honors through their major. Departmental honors tracks are offered in the following: Aerospace Engineering, Communication Sciences and Disorders, Modern and Classical Languages and Literatures, Mathematics, and Political Science. To enroll as a candidate for departmental honors, a student must have junior standing and a cumulative grade point average of 3.25 (higher if department requirements so specify).

Departmental honors tracks consist of at least 12 hours of upper-division coursework, including a senior thesis, senior project, senior recital, or equivalent capstone experience. Each department will specify requirements for satisfactory completion of the honors track, but for all departments a minimum grade point average of 3.500 for work in the honors track is required. Students who complete all requirements for departmental honors receive a diploma designation. Up to 3 Honors credits counted toward the student’s major may be counted toward the Minor in University Honors. For current information about departmental honors requirements, check individual department information in the Undergraduate Catalog.
Appendix I: Aspirations

This appendix shows work in progress and aspirations for the future of the Wichita State Honors College. We intend this appendix to demonstrate our commitment to ongoing curricular development and program review. In particular, we hope faculty will develop new Honors tracks, particularly tracks for pre-professional students. We invite faculty to create individual HNRS (Honors College specific) courses to build the foundation level of the Honors College curriculum. We propose that a program evaluation take place in five years and that an Honors Advisory Council convened in Spring 2014 or Fall 2015 begin work on guidelines for program evaluation.

HONORS TRACK REQUIREMENTS

Students may choose from among several Honors Interdisciplinary Tracks including Leadership, Sustainability, and Creativity. The common requirements for an Honors Track are:

- **Introduction Course** (3 credit hours): This course will provide perspectives from across academic disciplines to help students understand the complexities, connections, and context of the subject matter for the track.

- **Track Courses** (6 credit hours): The student will take two courses in the track area. Special topics Honors seminars (HNRS-prefix courses) are designed to provide diverse perspectives from multiple academic disciplines. With the approval of the Honors advisor, a student may take another course as a substitute for an honors seminar.

- **Experience-Based Learning** (3 credit hours): The student is required to complete a total of 3 credit hours through non-classroom activities that enable the student to engage in experience-based learning and apply the knowledge and skills learned in the track to real-world problems and work environments. These activities include internships, international travel, and community service.

**Honors Interdisciplinary Track Outcomes: Lifelong Learning Value Rubric**

Honors Tracks at WSU are designed to prepare students to be lifelong learners by developing specific dispositions and skills (described in this rubric) while in school. Honors students are expected to aim for capstone level performance in all track courses and experiences. Lifelong learning is “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills, and competence.” (From the European Commission. 2000. Commission staff working paper: A memorandum on lifelong learning. Retrieved August 9, 2013, from http://www.see-educoop.net/education_in/pdf/lifelong-oth-enl-02.pdf)

<table>
<thead>
<tr>
<th>Capstone Level Performance</th>
<th>Milestone Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Innovative</strong></td>
<td></td>
</tr>
<tr>
<td>Student explores in depth a contemporary topic or social problem as it is defined by multiple academic disciplines or professions.</td>
<td>Student understands with some evidence of depth a contemporary topic or social problem as it is defined by multiple academic disciplines or professions.</td>
</tr>
<tr>
<td>Student makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.</td>
<td>Student makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.</td>
</tr>
<tr>
<td><strong>Professional</strong></td>
<td></td>
</tr>
<tr>
<td>Student's educational interest and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.</td>
<td>Beyond classroom requirements, student pursues substantial, additional knowledge and/or actively pursues independent educational experiences.</td>
</tr>
<tr>
<td>Student applies ethical standards related to each discipline within an interdisciplinary field of inquiry.</td>
<td>Student shows some evidence of applying ethical standards related to each discipline within an interdisciplinary field of inquiry.</td>
</tr>
</tbody>
</table>
Creativity Track Concept

**Required Course**

*Introduction to Creativity*

In this seminar, an overview of major themes related to human creativity are presented and examples of human creativity in various contexts are discussed. After completing the seminar students should be able to recognize major themes of human creativity, identify different perspectives on human creativity, and understand the benefits and challenges of creativity.

**Creativity Seminars**

*Developing Creativity* - This seminar focuses on the biographies of individuals identified historically as being creative. What does it mean to be creative? What are background characteristics that result in—or promote—creativity? What are definable infrastructures (e.g., cultural, societal, familial) that lead to creativity in individuals? After completing this seminar students should have an understanding of how creativity has emerged in specific individuals and how such emergence can be fostered.

*Learning with Creativity* - This seminar focuses on how creativity affects learning. What is new information and how is it created? What truly defines a “paradigm shift” in a science, a discipline, or an area of life? After completing this seminar students should have an understanding of the benefits and challenges of how new ideas are incorporated into existing paradigms.

*Building Creativity* - This seminar focuses on the seminal creative endeavors (e.g., artistic, physical, architectural) of human history. What is creative building? What are the benefits and controversies of creations that have defined human accomplishment? After completing this seminar, student should have an understanding of how creative building relates to humanity and how this creative activity produces both intended and unintended consequences.

**Creativity Experience**

This individualized, on-the-job experience allows students to shadow individuals engaged in creative activities in research, business, art, and other areas. Ideally a student would intern with such a person in his or her area of interest. This student experience will result in a completed project that demonstrates the student’s understanding of the role that creativity plays in the selected area.
Law Track Concept

Required Courses

*Legal Foundations* – This seminar focuses on the role of law in society. After completing this seminar the students will have an understanding of the development of law, with a particular emphasis on Western Civilization, through an inter-disciplinary study of cultural anthropology, history, literature, jurisprudence, and political theory.

*American Legal System*

This seminar focuses on the United States Constitution and the American court system. After completing this seminar the students will have an understanding of the foundational principles of the U.S. Constitution, including the political theory that influenced the framers and the debates at the Constitutional Convention, as well as an understanding of modern federal and state court systems.

Elective Law Seminars

*刑inal Justice System* – This seminar focuses on a comparative look at criminal justice systems around the world. After completing this seminar the students will have an understanding of how cultural values shape the development of criminal law and sanctions.

*Commercial Regulation* – This seminar focuses on the regulation of business and finance. After completing the seminar the students will have an understanding of the role of economic theory and cultural attitudes in shaping public policy for business regulation, including antitrust law, securities law, financial regulations, and consumer law.

*Labor and Employment Law* – This seminar focuses on the laws regulating the workplace. After completing this seminar the students will have an understanding of the origins of collective bargaining, and the federal and state laws regulating wages, overtime, benefits, and other workplace issues.

*Global Legal Issues* – This seminar focuses on international law. After completing this seminar the students will have an understanding of the development of international treaties and organizations and the challenges of enforcing international law in the new global economy, including the laws of intellectual property and international trade.

Legal Research

The students will engage in a capstone research project overseen by a faculty advisor. The students will select a contemporary legal topic that involves social and public policy challenges.
Leadership Track Concept

Required Course
Introduction to Leadership – In this seminar, the main leadership theories and a history of leadership thought are presented, leadership perspectives are debated, and examples of leadership in various contexts are discussed. After completing the seminar students should be able to recognize the main leadership theories, identify different leadership perspectives, and understand the benefits and challenges of leadership.

Leadership Seminars
Civic Leadership – This seminar focuses on leadership in governmental and nongovernmental public service. After completing this seminar students should have an understanding of the benefits and challenges of leadership in civic service, and how leadership in civic service organizations differs from leadership in other contexts.

Educational Leadership - This seminar focuses on leadership in educational organizations. After completing this seminar students should have an understanding of the benefits and challenges of leadership in educational organizations, and how leadership in educational organizations differs from leadership in other contexts.

Ethical Leadership – This seminar focuses on the ethical foundations of leadership, how culture and context affect perspectives of leadership, and how the moral responsibilities that leadership entails. After completing this seminar, student should have an understanding of how ethics relates to leadership and how leadership creates responsibilities to stakeholders.

Leadership Experience
This individualized, on-the-job experience allows students to shadow leaders as they work. Ideally a student would intern with a leader in his or her area of interest. For example, a student interested in business leadership might intern with a CEO. A student interested in volunteer leadership might intern with a food bank organizer. A student interested in governmental leadership might intern with a congress representative. A student interested in educational leadership might intern with a university president, and a student interested in religious leadership intern with a bishop.
Sustainability Track Concept

Required Course
*Introduction to Sustainability* – In this seminar, the concepts of sustainability and development, systems thinking for sustainability, and a history of sustainability thought are presented. Sustainability perspectives are debated, and examples of sustainability in various contexts are discussed. After completing the seminar students should be able to identify forms of sustainability, identify different sustainability perspectives, and understand the benefits and challenges of sustainability.

Sustainability Seminars
*Business Sustainability* – This seminar focuses on how businesses attempt to preserve themselves, their people (i.e., their employees, customers, and other stakeholders), and the planet. After completing this seminar student should have an understanding of the benefits and challenges of sustainability in businesses.

*Engineering for Sustainability* – This seminar focuses on how manufacturers and service providers might design products and services with sustainability concerns in mind. After completing this seminar students should have an understanding of general sustainability related engineering design concerns and practices.

*The Political Economy of Sustainability* – This seminar focuses on the economic and political dimensions of environmental change within and between nations. After completing this seminar students should have an understanding of how peoples’ sustainability practices affect each other, and how politics and economies relate to sustainability.

*Natural Resource Management* – This seminar focuses on the interdependence between natural resources associated with land, air, and water. After completing this seminar students should have an understanding of the importance of balancing and preserving natural resources.

*Ethics of Sustainability* – This seminar focuses on the ethical foundations of sustainability, particularly the obligations that individuals have to preserve the environment for others. Differing ethical perspectives related to sustainability are presented. After completing this seminar, students should be able to recognize the ethical foundations of different sustainability perspectives.

Sustainability Experience
This individualized, on-the-job experience allows students to work in a real-world sustainability project. Ideally a student would intern on a project that is related to his or her area of interest. For example, a student interested in environmental sustainability might intern with a governmental agency that is tasked with developing a sustainability plan for a geographic region. A student interested in engineering for sustainability might intern with an engineering consulting firm. A student interested in agricultural sustainability might intern with a farming cooperative, and a student interested in business sustainability might intern with a corporation’s sustainability department.
Appendix II: Honors Science Scholars Program

Students who want to pursue an intensive science and math curriculum and who meet any one of the four criteria below are encouraged to apply for admission to the Honors Science Scholars Program.

Meet any one of the following four admission criteria:

- High school GPA of 4.0, a composite ACT score of 32, SAT 1420, or top 5% of graduating High School class.

The Honors Science Scholars Program (First-Year Experience for declared majors in science or engineering) creates a learning environment for STEM students who have exceptional ability and interest in the sciences and engineering. Up to 20 students will be selected for the Honors Science Scholars Program each year. Honors Science Scholars take HNRS 310: Honors Tutorial-Honors Science during their first semester. In addition, they are encouraged to take Honors Calculus and Honors sections of relevant science courses.

HNRS 310: Honors Tutorial-Honors Science takes students beyond the classroom with faculty guest speakers, lab tours, and other activities designed to allow students to explore intersections among scientific fields and professions and better prepare them for careers in research and industry.

To receive the transcript designation “Honors Science Scholar,” students must maintain a cumulative GPA of 3.25 and complete 12 Honors credits including:

- HNRS 310: Honors Tutorial-Honors Science (1 credit);
- One Honors General Education Introductory Seminar (HNRS-prefix courses) (3 credits);
- HNRS 485: Honors Research and Creative Activity Seminar (3 credits);
- Electives: any combination of HNRS or “H” credits (5 credits).

A student who wishes to take an Honors General Education Issues & Perspectives course or upper-division honors course to fulfill the Honors General Education Introductory Seminar requirement may petition the Honors Dean for special permission.

The Science Leadership Year (Sophomore Experience): 3-5 Honors Science students will be selected each year for Science Leadership positions. They will lead small groups of first-year Honors Science students in weekly study sessions and other peer mentoring activities.

The Super Freshmen Program (Grade 12 Undergrad)—Fall 2015. The WSU Honors College would like to identify extraordinary high school seniors through teacher recommendations. These seniors would be invited to take Honors courses and participate in Honors College activities at WSU during their senior year of high school.
Appendix III: HNRS Course Descriptions—Proposed Catalog Copy

HNRS 101. Introduction to the University (1–3). Designed especially for first-year students, with the goal of preparing students to succeed in college, including graduating in a timely fashion. Provides students with information about: college expectations; academic major, career and life planning; study skills; teaching and learning styles; respecting diversity of thought and culture; critical thinking; leadership training; campus resources; university policies and procedures; personal finances; health and fitness; and the benefits of engagement in student organizations. Students are introduced to faculty and staff from across the campus, and create an individualized graduation plan through a process of developmental advising.

HNRS 300. Introduction to the University for Transfer Students (1–2). Designed especially for students who have recently transferred to WSU from another institution, with the goal of preparing students to succeed, including graduating in a timely fashion. Provides students with information about: expectations of WSU professors; academic major, career and life planning; study skills; teaching and learning styles; respecting diversity of thought and culture; critical thinking; leadership training; campus resources; university policies and procedures; personal finances; health and fitness; and the benefits of engagement in student organizations. Students are introduced to faculty and staff from across the campus, and create an individualized graduation plan through a process of developmental advising.

General Education Seminars

HNRS 104. Seminar I: Fine Arts (3–4). General education introductory course. Topics vary. Prerequisite: Honors student or permission of Honors Dean or Honors College Advisor.

HNRS 105. Seminar I: Humanities (3–4). General education introductory course. Topics vary. Prerequisite: Honors student or permission of Honors Dean or Honors College Advisor.

HNRS 106. Seminar I: Social and Behavioral Sciences (3–4). General education introductory course. Topics vary. Prerequisite: Honors student or permission of Honors Dean or Honors College Advisor.

HNRS 107. Seminar I: Mathematics and Natural Sciences (3–5). 1–3R; 1–2L. General education introductory course. Topics vary. Prerequisite: Honors student or permission of Honors Dean or Honors College Advisor.

HNRS 150. Seminar II: Fine Arts (3–4). General education introductory course. Topics vary. Prerequisite: Honors student or permission of Honors Dean or Honors College Advisor.

HNRS 151. Seminar II: Humanities (3–4). General education introductory course. Topics vary. Prerequisite: Honors student or permission of Honors Dean or Honors College Advisor.

HNRS 152. Seminar II: Social and Behavioral Sciences (3–4). General education introductory course. Topics vary. Prerequisite: Honors student or permission of Honors Dean or Honors College Advisor.

HNRS 153. Seminar II: Mathematics and Natural Sciences (3–5). 1–3R; 1–2L. General education introductory course. Topics vary. Prerequisite: Honors student or permission of Honors Dean or Honors College Advisor.

HNRS 304. Seminar III: Fine Arts (3-4). General education issues and perspectives course. Topics vary. Prerequisite: Honors student or permission of Honors Dean or Honors College Advisor.

HNRS 305. Seminar III: Humanities (3-4). General education issues and perspectives course. Topics vary. Prerequisite: Honors student or permission of Honors Dean or Honors College Advisor.

HNRS 306. Seminar III: Social and Behavioral Sciences (3-4). General education issues and perspectives course. Topics vary. Prerequisite: Honors student or permission of Honors Dean or Honors College Advisor.

HNRS 307. Seminar III: Mathematics and Natural Sciences (3-5). 1-3R; 1-2L. General education issues and perspectives course. Topics vary. Prerequisite: Honors student or permission of Honors Dean or Honors College Advisor.
HNRS 404. Seminar in Fine Arts (3-4). Topics vary. General education issues and perspectives course. Prerequisite: Honors student or permission of Honors Dean or Honors College Advisor.

HNRS 405. Seminar in Humanities (3-4). Topics vary. General education issues and perspectives course. Prerequisite: Honors student or permission of Honors Dean or Honors College Advisor.

HNRS 406. Seminar in Social and Behavioral Sciences (3-4). General education issues and perspectives course. Topics vary. Prerequisite: Honors student or permission of Honors Dean or Honors College Advisor.

HNRS 407. Seminar in Mathematics and Natural Sciences (3-4). General education issues and perspectives course. Topics vary. Prerequisite: Honors student or permission of Honors Dean or Honors College Advisor.

Experience-Based Learning

HNRS 310. Honors Tutorial (1). Repeatable to a maximum of 3 hours of credit. Prerequisite: Honors student or permission of Honors Dean or Honors College Advisor.

HNRS 385. Advanced Academic Writing (3). Course goal is to make honors students excellent academic writers. Going well beyond ENGL 101 and 102, attention is paid to topic selection, thesis construction and refinement, the use of supporting evidence, the evaluation of sources, organizing an argument, appropriate diction, and the conventions of various forms of academic writing (from bibliographies and exam answers to research papers and honors theses). Students develop their grammatical competence and hone their abilities to express complex ideas clearly, concisely and precisely. A heavy emphasis is placed on learning by doing, including intense feedback and revision processes.

HNRS 398. Travel Seminar (1-4). An interdisciplinary travel seminar which allows a student travelling abroad to gain credit for the study of culture; art; literature; architecture; and political, social, scientific, and economic conditions while visiting historic places of interest. Students may enroll under the direction of the Dean of the Honors College, a faculty member in any department, or as part of a travel experience organized through the Honors College.

HNRS 410. Independent Study (1-4). Repeatable to a maximum of 6 hours of credit. Prerequisite: Honors student or permission of Honors Dean or Honors College Advisor.

HNRS 481. Cooperative Education (1-4). Complements and enhances the student's academic program by providing an opportunity to apply and acquire knowledge in a workplace environment. Offered CrlNCr only. Prerequisite: Consent of the Honors Dean or Honors College Advisor.

HNRS 481N. Cooperative Education: Internship (1-4). Complements and enhances the student's academic program by providing an opportunity to apply and acquire knowledge in a workplace environment as an intern. Offered CrlNCr only. Consent of the Honors Dean or Honors College Advisor.

HNRS 485. Honors Research Seminar (3-4). NEEDS REVISION Students majoring in various disciplines will meet together one hour per week to discuss best practices in academic research, differences in research expectations in different subject areas, the research process (grant writing to publication), research ethics, project management and other issues related to academic research. Guest lecturers from the libraries and various academic disciplines will teach students high level skills needed for successful research. Each student will be responsible for finding a faculty member on campus who will supervise them on a research project during the semester. One-third of the grade will be determined by participation in the class, including written assignments, presentations to the class and other work. The remainder of the grade will be based on the research project completed. This course is meant to supplement, not replace, the Research Methods course found in many disciplines. Students who complete this course will have an excellent grounding in the fundamentals of academic research, exposure to research practices in a variety of disciplines, and experience conducting independent research. Students will therefore be very well prepared for graduate school and/or careers that involve research.