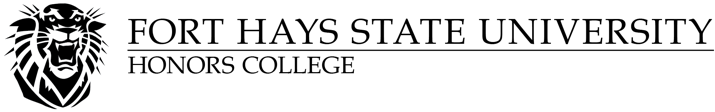
Fort Hays State University

**HONORS COLLEGE STUDENT HANDBOOK**

2018-19 Academic Year

The Mission of the FHSU Honors College is to develop student scholar-leaders that are engaged in their communities as a result of an edifying and stimulating collegiate environment of continuous growth and academic pre-eminence.



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# HONORS COLLEGE INTRODUCTION AND HISTORY

Congratulations and welcome to the Fort Hays State University Honors College! This handbook is designed to answer all of your questions about the Honors College experience. Our program will enhance your undergraduate career in myriad ways; we have no doubt that you will find that time spent on honors activities will provide you with some of your most cherished memories of Fort Hays State University.

The Fort Hays State University Honors College has been designed to reward, challenge, excite, and develop you in many dimensions. At your next graduation, when you receive your next diploma, with “Honors College Scholar” proudly notated on it (and on your transcript as well!), you will know that this program helped you accomplish more than you could have ever anticipated. Just as important, you will have made valuable, lifelong friendships en route. Your Honors College family members will continue to impact your life well into the future.

## Honors Programming at FHSU: Background and History

### 1950s/1970s:

Fort Hays State University has had an honors program twice before in its past: once in the 1950s and, more recently, in the 1970s. Both programs were faculty-led and featured some small, seminar-style honors classes. Both of these efforts did not last longer than a few years, unfortunately, due to program size and cost.

### Since 2008:

Faculty at FHSU have long supported the idea of honors education. Many of our faculty were themselves members of honors programs when they were undergraduate students and remember these experiences fondly.

During the 27-year tenure of Dr. Edward H. Hammond’s presidency (1987-2014) FHSU’s size and scope grew markedly due to the creation of two significant programs: the FHSU Virtual College (VC: online courses and degree programs) and Office of Strategic Partnerships initiatives (OSP: partnership agreements with universities in foreign countries, most notably China). FHSU’s size grew from approximately 5000 students to 15000 between 2000-2018. Though the on-campus Hays population has remained relatively stable (approx. 5000 students yearly) the VC and OSP populations have rapidly grown. These two new populations have aided significantly by stabilizing and enhancing the university’s financial position.

In fall, 2008, Matt Means was asked by then-President Hammond and Provost Larry Gould to begin identifying high-achieving students who were interested in applying for nationally competitive scholarships (Rhodes Foundation, Marshall Scholarship, Truman Scholarship, etc.: these awards typically provide full-ride graduate degree scholarships and/or 5-figure scholarships). As Means investigated the climate on-campus for high-achieving students and researched other universities it became obvious that FHSU’s greatest need was to create an organization that was focused specifically on enhancing peer support and visibility to this population. High-achieving students felt neglected, were not being retained in appreciable numbers, and strongly desired an honors program, as most participated in some kind of honors experience in high school.

As a result of these efforts, the **Fort Hays Honor Society** was created in the 2008-2009 year. **Ashly Frenzl** was the first president, **Troy Morash** was the first treasurer, and **Michelle Webb** was the first secretary. A constitution and bylaws were adopted, the group became a registered student organization with the FHSU CSI (Center for Student Involvement) office, and it was given $3000 in one-time start-up money by the Provost. Both Troy and Michelle would have major roles in setting the FHHS on a path towards stability and success.

In 2010, Mr. Means realized that the FHHS, growing though it was, primarily served students who blossomed once they arrived at FHSU. He dreamed of creating a program that captured bright students while still in high school. Out of that dream came the **Distinguished Scholars Program**, a limited (no more than 10 students per year) program that originally was open to high school applicants who had at least a 30 ACT score (this ACT requirement was lowered to 28 two years later). President Hammond agreed to offer DSP students a one-time $1500 scholarship, free ENCORE season tickets, a yearly dinner with the president, attendance at a yearly leadership retreat put on by the CSI office, and a free yearly on-campus parking tag. The DSP program was anchored by a Sunday evening series of meetings. No academic credit was granted for any activities through the DSP program, and no honors housing was offered to admitted students. Publicity was not wide-scale and the program was not given an independent operational budget. As a result, the program was limited in scope and impact and chiefly offered bright students already coming to FHSU another peer-to-peer honors experience.

Though the DSP program did not offer as mature of an honors experience as was the case at other universities, it did create strong bonds of friendship and emotional buy-in from accepted students. The first student associate coordinator of the DSP, **Ruth Ebersole** (student associate coordinator, 2011-2012) was an early leader who set an extremely high standard of excellence for DSP members and a strong precedent for succeeding student associate coordinators. The DSP program accepted approximately 6-8 students per year each year during its 4-year existence. In spring, 2015, the DSP program recognized its first, only, and last graduating class of 3 students (**Daniel Hill, Johnny Hill, and Rebecca Whitmer**).

### 2014-15: A Watershed Moment

President Mirta M. Martin assumed the presidency of FHSU in June, 2014, and with her appointment came a sudden and accelerated focus on honors education at FHSU. Matt Means was asked to serve as the inaugural, full-time director of a new Honors College at FHSU in late-November, 2014. In December, 2014, the Honors College was officially given a charge by the president to begin formation.

From the beginning, the Honors College was designed to represent an immense expansion (and replacement) of the DSP program. Due to President Martin’s support and advocacy, previous amenities that had been unavailable to honors students (e.g. honors housing, office space, scholarships, and coursework) now became a reality. Four committees were convened in January, 2015, each charged with a different operational focus related to Honors College formation and operations: curriculum, admissions, marketing/publicity, and nationally competitive scholarships. High-achieving students were an integral part of these committees from the beginning. The Honors College formation process soon brought several notable students to the fore, due to their selfless dedication and 24/7 service to this process: **Cameron Rohleder**, the honors area administrative assistant/DSP associate coordinator was one, as were **Reinette Strydom, Michelle Klepper, and Jensen Scheele**.

In the time span of a few weeks, the FHSU Honors College was officially born. A new website, new publicity materials, an admissions process, honors classes, new scholarships, housing arrangements, and a new honors office in Forsyth Library were created. The first incoming freshman class, boasted an average ACT score of **30** and an average cumulative high school GPA of **3.9**. Certainly, a new standard of excellence and achievement was set for the future.

### Moving Into the Future:

Events of the 2014-15 year served to create a momentum and urgency to honors education at FHSU. Many long-term goals and objectives underpin day-to-day operational efforts within the college. A multi-year Strategic Plan, developed over the course of the 2015-16 year, can be emailed to you that articulates many of the future goals of the Honors College. Because of the uniquely collaborative nature of our enterprise, students play a major role at all times in Honors College governance and operations, especially those that are part of the core **Executive Leadership Team**, a group comprised of the Honors College Director, Honors College Welfare and Events Coordinator, Administrative Specialist, , Graduate Teaching Assistant, Marketing/Publicity/Outreach Coordinator, Assistant Marketing/Publicity/Outreach Coordinator and KAMS/Honors College Executive Council President. You are viewed not as secondary players but as key leaders in the Honors College experience. At no time in FHSU’s history has there been a greater opportunity for gifted students to play a pivotal role in program development and success. At no time has there been a greater opportunity for you to leave a legacy for those that follow you.

You are part of a long and committed effort by high-achieving students and FHSU faculty/staff. You are joining a tradition of excellence, results, and accomplishment that has created an incredible family that is singularly focused on one objective: making life for high-achieving students at FHSU the best it possibly can be.

## 2018-2019 Honors College Leadership

### Honors College:

Mr. Matt Means: Director and Associate Professor of Music and Theatre, [mmeans@fhsu.edu](mailto:mmeans@fhsu.edu), 785-628-4748

Jensen Scheele: Administrative Specialist, jnscheele@mail.fhsu.edu, 785-628-4744

Michael Musgrove: Welfare and Events Coordinator

Mariam Sears: Marketing/Publicity/Outreach Coordinator

Ryan Schultz: Assistant M/P/O Coordinator

Braden Allmond: KAMS/HC Executive Council President

Peter Marston: Graduate Teaching Assistant

PEER MENTORS:

- Jacob Lutgen

- Kaylan Lagerman

- Lucy Partlow-Loyall

- Ryan Schultz

- Holly Dethlefs

- Caden Frank

- Sierra Eichman

- Sam Neff

- Makayli Allender

### Honors College Steering Council:

Curriculum Committee: Dr. Carol Patrick, faculty/staff co-chair (Professor and Past Department Chair, Department of Psychology) and Jensen Scheele, co-chair

Admissions Committee: Dr. Janett Naylor, faculty/staff co-chair (Associate Professor, Department of Psychology) and Michael Musgrove, student co-chair

Marketing/Publicity/Outreach Committee: Mariam Sears, chair

\*Please see organizational chart in appendix F for visual representation of Honors College governance.

# HONORS COLLEGE RESOURCES AND REQUIREMENTS

## Ways You Can Make an Impact and Leave a Legacy

Though any student organization or enterprise at FHSU will certainly benefit from your leadership and involvement, what follows here is a listing of several (just a handful) organizations that our students have traditionally found to be of special interest and reward. This list is not exhaustive but is intended primarily to get your creativity and interest piqued.

### Department of Leadership Studies/Center for Civic Leadership/Tigers in Service:

If you have a passion for community service and civic engagement, then FHSU is the right place for you. The FHSU Honors College has an ongoing partnership with the Department of Leadership Studies and the CCL. Our university’s Leadership Studies department boasts an exceptional team of faculty and students who are committed to giving back to the local and regional community through service initiatives and civic engagement activities. You will meet many of these individuals in PDI sessions but can always stop by their offices in Rarick Hall to learn more and get involved. Dr. Jill Arensdorf, Chair of the Department of Leadership Studies, is a significant supporter of the Honors College and honors education.

### Greek Life:

Many HC students (and the Honors College director) cite Greek organization involvement as **crucial t**o their personal development. Joining a fraternity and sorority instantly places you in a familial relationship with hundreds of thousands of other members, current and past, that are in a position to mentor, encourage, hire, and support you throughout your entire life. The semester cost of Greek letter affiliation (usually averages between $300-600) is repaid thousands of times over throughout life in the form of networking, relationship-building, and heart-based connections that transcend geography and circumstance.

Joining a fraternity and sorority is easy--visit the Greek life office in the basement of the Memorial Union and express interest in learning more. You will be put in contact with members of the various houses on campus who can tell you more about the values and experiences important to their specific chapter. Virtually all fraternities and sororities offer payment plans and scholarships to offset the cost of membership and offer transformational conferences and skill-building experiences for those members that seek to maximize their Greek involvement potential. Far beyond parties and stereotypes, Greek involvement represents a commitment to community, family, and self in the best way possible.

### Honors Office Paid Positions:

Each year a select number of students work in the honors office in a compensated capacity. The Welfare and Events Coordinator and the Marketing/Publicity/Outreach Coordinator are both compensated positions. The other compensated positions vary from year-to-year and as needs change; for 2018-19 the other compensated positions include:

-The Honors Ambassador positions

-The KAMS/HC Executive Council president position

-The HC Marketing/Publicity/Outreach assistant coordinator

The work-study office assistant position

The above positions are paid every other week via direct deposit. Students are required to be on the FHSU student payroll (some simple paperwork is required). Some of the above positions are also eligible to receive an honors experience via an honors contract. Contact Matt Means for more information on this.

**FHSU Institute of New Media Studies**

FHSU Honors College students are eligible to participate in selective research and internship opportunities with the Institute of New Media Studies.  The Institute for New Media Studies is dedicated to the transdisciplinary study of new media as it impacts human communication. New media studies is the intersection of culture, communication, and technology through a lens of *disruption* and *convergence.* It is a transdisciplinary field leveraging a number of advanced methods that look at the complicated connections between people and technologies, both established and bleeding edge. The purpose of the institute is to serve Fort Hays State University’s strategic initiatives through the lens of new media. The institute is modeled after various internationally recognized research programs such as the MIT Media Lab, Electronic Visualization Laboratory, and fusion centers such as those developed by the Department of Homeland Security. Students who participate in the Institute of New Media Studies can also receive an automatic honors experience. Contact Dr. Gordon Carlson if you have questions about this opportunity.

### Honors College Steering Council:

Many Honors College operational initiatives are rooted in the three committees that make up the HCSC: curriculum, admissions, and marketing/publicity. Joining one of these committees will give you the chance to work side-by-side with eminent faculty members and administrators: you will learn more about how a university operates, and how the HC functions behind the scenes, than in just about any other context. Each committee meets 1-3 times a month at a day/time/location coordinated by their respective chair(s). Talk to Jensen Scheele or Matt Means if you have an interest in joining one of these committees.

### Undergraduate Research Experience:

Though not formally an organization, the URE offers students the opportunity to work side-by-side, one-on-one, with faculty in their major early on in their college careers on research and topics of specific interest. Asking a faculty member (or the department

chair) from your major if there are ways you can become involved in undergraduate research is one of the fastest ways you can become visible and recognized within your academic major, while learning valuable research skills and enhancing your knowledge base at the same time. Individual faculty members submit URE grant proposals each fall to a university committee. This committee then funds proposals, which are designed to enhance knowledge of specific topics and projects related to a given major. **Students are PAID for their work with undergraduate research if funded by this grant process!** You do not have to be an upperclassman to become involved in the URE- **I encourage you to ask your department chair or academic advisor about this opportunity ASAP** if you may be interested. You can also contact Dr. Leslie Paige. It is a great experience to have on your resume and will be very impressive to future employers and prospective graduate schools.

### Student Government Association (SGA):

SGA at FHSU is made up of an exec staff (president, VP, director of legislative affairs, treasurer, secretary, etc.) and a senate of approximately 20. The SGA offices are in the basement of the Memorial Union. Senators represent specific majors/colleges. All SGA members are selected by yearly elections (usually in April) or by appointment process (if some senate positions are open in the fall). SGA mtgs. are weekly on Thursday evenings.

SGA exec staff members are compensated (**the SGA president and VP are compensated at a rate that roughly equates to full-time tuition**). Exec staff positions have required weekly office hours and may be required to travel fairly extensively. SGA also allocates yearly approximately $800,000 in student fee dollars to students and organizations via a competitive application process. SGA GPA requirements are far lower than HC GPA requirements. Time commitment varies depending on position and interest level.

### University Activities Board (UAB):

If you are interested in event planning, the UAB is the group for you. The UAB is made up of approximately one dozen students that are focused around bringing visiting shows and guests to campus. These feature broadway plays, stand-up comics, musical groups, guest lecturers, political figures, business executives, and cultural groups. UAB students book, promote, and host these events/people. The UAB office is in the basement of the Memorial Union. UAB members hold weekly office hours. If you have any interest in joining the UAB (members are selected via competitive application process) contact Mr. Jacob Ternes, Assis. Dir. of the Memorial Union.

### VIP Student Ambassadors:

The VIP Ambassadors are students selected via competitive application process/interviews in the spring that serve as official hosts to visiting university dignitaries. This program is funded and organized by the FHSU Office of the President. Students selected for this program are given official dress clothes (a suit and tie for men, a women’s business suit for females) for events. These students are put in close contact with dignitaries at dinners, speeches, meetings, and the like. They are asked to assist with hospitality, small talk, and representing the university in general. VIP Ambassadors participate in a small number of activities monthly. If you enjoy chatting with and being around high-profile university guests, look for emails advertising the interview process for this program in the spring semester.

### FHSU Residential Life:

All of the FHSU residence halls (on-campus housing) feature residence hall councils and RAs (resident assistants). RAs are compensated and come to campus early (usually about 2 weeks) to train for their roles each fall. The compensation for RAs is good (usually free room and/or board) but the time commitment is significant and may involve being on–call late at night. RAs are also responsible for developing programming for their residents and for general oversight of their floors. Residence hall councils feature students from each dorm/floor that wish to serve as leaders within each hall and are not compensated like RAs are. Additionally, the residence life office has some paid student positions (full-time student graphic designer, secretarial). If you have a heart for others and wish to exercise your leadership skills by serving a floor of FHSU students in the dorms, this is a great opportunity for you. Word of caution: since the time commitment can be significant it is not advisable to combine an RA position with other extensive leadership positions in a given year.

### KAMS/Honors College Executive Council:

The KHCEC is the newest involvement opportunity to emerge for high-achieving students. Run by a president who has been a member of FHSU’s other program for gifted students, the Kansas Academy of Mathematics and Science, this council brings together representatives from both organizations to plan a full agenda of events, meetings, and partnership initiatives. The KAMS is an early-to-college 2-year program for bright students who have an interest in mathematics and science. Those admitted to the KAMS program leave their home high schools at the end of the sophomore year and move to Hays to go to school full-time at FHSU for their remaining 2 years. All of their classes are college classes. KAMS students and HC students get along extremely well due to their mutual brilliance. If you have an interest in deepening the relationship between these two programs contact Braden Allmond, KHCEC president, at [brallmond@mail.fhsu.edu](mailto:brallmond@mail.fhsu.edu), for more information. The KHCEC meets weekly and features incredibly committed members.

### Faith-Based Groups:

FHSU has several very active faith-based student organizations. Catholic Disciples for Christ meets weekly at the Comeau Catholic Center across the street from Sheridan Hall on the east. Christian Challenge is nondenominational and also meets weekly. Christian Challenge members also serve as mentors to other students in the program. Encounter, at Celebration Community Church, meets Wednesday nights and is guided by FHSU faculty member Dr. Jeff Burnett. All three of these groups (this is not an exhaustive list) are very active and have large student populations. Some students attend more than one of these groups

## FHSU Encore Tickets and Parking Tags

Honors College students are all given free zone 1 parking permits and have access to a limited number of free Encore Series tickets.

### Parking Permits

As students in the Honors College, you will receive a free Zone 1 parking permit which normally costs $25. Zone 1 parking permits allow you to park anywhere on campus that is not a visitor, faculty, or metered parking space. Parking permits will be available for pickup once you arrive on campus. Contact Ms. Jensen Scheele if you have any questions regarding your free Zone 1 parking permit.

### Encore Series Tickets

The Honors College also has access to a limited number of free Encore Series tickets. Encore tickets will be available for pickup from Jensen Scheele, the Administrative Specialist. Since there are a limited number of tickets it is suggested that you go to the Encore Series website at [www.fhsu.edu/encore/](http://www.fhsu.edu/encore/) to see which shows you may want to attend. There will be a sign-up sheet once classes start for each of the Encore shows, and tickets will be allocated on a first-come first-serve basis. The deadlines to pick up tickets for each specific show will be sent out in the beginning of the year, with a reminder email sent 72 hours prior. All unreserved tickets will be returned for re-sale purposes approximately two weeks prior to each show.

## COACHING AND ADVISING WITH DR. LEXEY BARTLETT

Dr. Bartlett is available for those of you wishing to apply for some of the USA’s greatest and most prestigious scholarships (Rhodes, Truman, Marshall, Gates/Cambridge, Udall, etc.). She is on hand to meet with you regularly, even over a span of years, in order to help you with your application(s) for these awards, which will reward you with, usually, **tens of thousands of dollars** in aid and **national recognition** if you win. Please utilize her services and schedule a meeting with her to discuss competitive scholarship options! She is a great resource and again- her services are free to HC students!

## HONORS COURSEWORK

As members of the FHSU HC you will have priority enrollment access to all courses offered at the university. Each semester a different set of honors courses will be offered in various disciplines, from different departments. All first-time HC freshmen will take the Honors section of UNIV101, which will meet every Sunday from 7-830pm in FL15. The HCSC curriculum committee is the entity charged with the selection and review of honors courses offered at FHSU.

If you wish to take a dedicated honors class next semester, you should let your academic advisor know when you pre-enroll each semester. ***We strongly urge you to enroll in honors classes!***

Honors courses will usually be smaller than other university classes (especially general education courses) and will usually feature discussion/seminar-style formats. Though the challenge of the courses may be higher than non-honors classes, the topical material, instructor enthusiasm, and pedagogical innovation present will be unique. **Honors coursework should make up a minimum of 50% of your honors experiences during your time at FHSU** (see member guidelines/requirements). This coursework can be in the form of honors-specific courses or via classes taken using the honors contract form. The key to successful honors coursework is **planning ahead**. Make sure you are aware of the honors courses being offered in the next semester and, if you do not wish to take one of those classes, plan any course you wish to take via honors contract EARLY (ideally the semester before) by speaking to the relevant professor(s). A list of the year’s honors courses being offered can always be found on the HC website under the Resources and Forms tab. Remember: a professor is not required to offer his/her class via honors contract. If you would like to explore options for honors contract honors experiences, please see Matt Means at any time.

### The Honors College Personal Development Institute (PDI):

If the traditional heart of an honors program is its honors courses taken for academic credit, the 21st century heart of an honors program exists in the realm beyond the academic classroom. Statistically speaking, you will spend more time during your college career outside of your academic classes than in them. What you do with this time is one of many foci of the PDI. The PDI is comprised of 4 Honors Seminar classes that are linked to four central concepts in the Honors College mission statement: **Academic Pre-eminence, Engagement, Leadership, and Continuous Growth**. Each class lasts one semester. If you enter the HC as a freshman, you will take all 4 classes during your undergraduate career. Those who enter as sophomores will choose any 3, and those who enter as juniors will choose any 2. The PDI is a component that makes FHSU’s honors experience different from many other honors programs and is one of its strongest assets.

When you take the 4 PDI courses is up to you- you may take all four in 1 year (possible if you are a SO/JR/SR), you may take 1 a semester, or you may elect to not take a PDI course in a given semester. The primary requirement is that the minimum number, based on the years left in school, outlined above, is completed by the time of graduation. The IDS199A: Continuous Growth class does have a session that requires you to be 21 or older to participate, so JRs and SRs are recommended for this course. Otherwise, your year in school should have no impact on which PDI course(s) you take.

As you know from the historical narration at the beginning of this handbook, the predecessor program to the Honors College, the Distinguished Scholars Program (DSP), was centered around a Sunday evening value-added (you will see this term a lot during your time in college- it refers to anything that adds value to the college experience beyond a purely academic setting) curriculum. DSP members credit these Sunday evening experiences as being transformational in their college career; it is through these experiences that these students got to know each other and develop the close, familial bonds that they now enjoy. These sessions also gave them a fast-track look at opportunities at FHSU before many of their peers, placed them face-to-face with key community and university figures in probing and insightful conversations, and allowed them the chance to facilitate their own group discussions relating to life, leadership, and everything in between.

The HC PDI is an expansion of the old DSP curriculum and is now offered via a set of classes (IDS 199 A-D: Honors Seminars). It is firmly rooted in some of the most powerful student development models, research, and theory.

We encourage you to look carefully at the PDI program below. You will see that you will gain from your PDI experience a plethora of life skills usually never discussed in traditional educational formats. A very small sample of such skills includes:

-personal financing, including tips and tricks to improving credit scores.

-dress for success tips and suggestions that will keep you ahead of the game.

-car-buying skills and house buying skills.

-wine de-mystified (and you WILL find this information valuable at some point during your illustrious careers!)

-insurance and job benefits explained.

-interview and presentation skills and tips.

The PDI curriculum will enlighten you, challenge you, stimulate you, and help give flight to dreams you have. As a living, breathing curriculum, the PDI will continue to stay at the bleeding edge of student need and relevancy. You will come to look forward to Sunday evenings together. I know that I always do!

### FHSU Honors College PDI Curriculum for the 2018-19 Academic Year:

The FHSU Honors College PDI has been developed with the following three Leadership/Developmental Reference tools as guiding frameworks:

Chickering & Reisser (1993): Seven Vectors of Growth

1. Developing Competence
2. Managing Emotions
3. Moving Through Autonomy Toward Interdependence
4. Developing Mature Interpersonal Relationships
5. Establishing Identity
6. Developing Purpose
7. Developing Integrity

Komives, Mainella, etc (2006): Leadership Identity Development Model

1. Awareness
2. Exploration/Engagement
3. Leader Identified
4. Leadership Differentiated
5. Generativity
6. Integration/Synthesis

Assocation of American Colleges and Universities (2008): High-Impact Educational Practices

1. First-Year Seminars and Experiences
2. Common Intellectual Experiences
3. Learning Communities
4. Writing-Intensive Courses
5. Collaborative Assignments and Projects
6. Undergraduate Research
7. Diversity/Global Learning
8. Service Learning, Community-Based Learning
9. Internships
10. Capstone Courses and Projects

PDI course numbers are listed below and include the course title.

IDS 199A: Honors Seminar: Continuous Growth

IDS 199B: Honors Seminar: Academic Pre-eminence

IDS 199C: Honors Seminar: Leadership

IDS 199D: Honors Seminar: Engagement

These are one credit hour classes that are held in FL 15/45 or the Makerspace Area on Sundays from 7-8:30 pm.

#### Instructors:

Mr. Matt Means, Mr. Peter Marston

#### Office Hours:

whenever the FL74 doors are open – usually always at least 3-4 hours daily, M-F

#### Course Description:

This course sequence will emphasize four core concepts: leadership, engagement, academic pre-eminence and continuous growth. Leadership will be explored via student presentations and guest speakers that introduce various aspects of the field, such as conflict resolution, leadership styles, and facilitation. Engagement will be explored through a series of guest speakers that offer students opportunities for participation and competence in specific life skills. Continuous growth will feature subjects that are valuable to life after college, and academic pre-eminence will focus around projects and experiences that can deepen coursework.

#### Course Text:

Leadership books/OER resources selected by students for analysis and discussion.

#### Course Objectives:

Upon completing this course sequence, students should be able to:

1. Understand their own leadership style and profile.
2. Apply leadership concepts in their interaction with others, especially those with contrasting leadership styles and profiles.
3. Demonstrate competence presenting to and facilitating discussion from groups of peers.
4. Demonstrate awareness of foundational life skill subjects important to post-college success.
5. Recognize opportunities for societal and community change.
6. Participate in actviities designed to deepen the core academic experience, regardless of major.

#### Class Attendance:

The Fort Hays State University policy on class attendance states: “The student is responsible for attending all classes on time, beginning with the first day of class.” (FHSU Catalog). Class grades will be affected as follows by absences:

-One absence, for any reason, will be permitted without impact to grade.

-Any absence beyond that, for any reason **not related to FHSU requirements** (such as athletic games if on an FHSU sports team, or due to presenting at a conference) will lower the final course grade by 5%.

#### Academic Honesty:

Membership in the FHSU community imposes upon the student a variety of commitments, obligations, and responsibilities. It is the policy of FHSU to impose sanctions on students who misrepresent their academic work. A violation of the FHSU Academic Honesty Policy will result in failure of this course. The FHSU Academic Honesty Policy can be found at web.fhsu.edu/universitycatalog/gen/academichonesty.asp

#### Evaluation/Grading:

All assignments are due at the beginning of class on the day stated in the syllabus and/or stated by the instructor. 10% will be deducted for each day (24 hrs) an assignment is late. No assignment will be accepted more than 1 week past the due date.

#### Respect-Based Classroom:

***Cell phones must be stowed away during class sessions***. It is an expectation that students are fully engaged during class. The instructor expects students to refrain from doodling, drawing, using computers in an unrelated manner, and otherwise disrespecting classroom guests and peers. Further, it is an expectation that students contribute actively by asking questions, commenting, and adding to discussions.

#### Gender Based Violence:

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense, subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate FHSU resources here:

-Title IX coordinator: 785-628-5824

-Campus Police: 785-628-5304

-Student Health Center (confidential service): 785-628-5304

-Kelly Center (confidential service): 785-628-4401

##### IDS 199A: Honors Seminar-Continuous Growth

###### Grading:

Grading for IDS199A will be based on two criteria: class involvement (50%), and completion of an e-portfolio. Points for the E-portfolio will consist of 16 points for each of the 5 items for a total of 80 points, and 5 points for each of the 4 items for a total of 20 points. The IDS199 sequence attendance policy is listed above. Class will be held on the following Sunday evenings:

* August 26th
* September 16th
* Septhember 30th
* October 14th
* October 28th
* November 11th
* December 2rd

###### E-portfolio guidelines:

The e-portfolio is an individualized online repository for honors students to track and store their work, accomplishments, and accolades. Students will work on this project independently with periodic consultation from the Honors College staff.

**Deadline: Requirements:**

**August 26th**  (In class) Review requirements, identify current progress towards e-portfolio requirements, and determine which items will be selected to fulfill optional requirements

**By September 16th** First e-portfolio draft due (Resume/Cover Letter and 1 optional Item)

**By October 30th** Revisions sent back for 1st submission

**By October 14th** Revisions from 1st submission due

**By October 28th** Second e-portfolio draft (Extracurricular/Scholarly Activity List and two optional items)

**By November 11th**  Revisions for second submissions sent back to students

**By December 2rd** Final draft of e-portfolio due for grading

**E-Portfolio**

Students will create their e-Portfolio via Google Drive by default. Students may use other programs/websites to create their e-Portfolio, such as TK20 or weebly.com, however they will be responsible for learning how to navigate such programs on their own.

The e-Portfolio must include 5 items – two required core items and three optional items. The core and optional items are described below.

Core Items:

The following items must be included in each student’s e-Portfolio. Any item requirement may be satisfied by submitting work developed in a previous course.

* **Resume/Cover Letter**: Each student will include one resume and one cover letter in their e-portfolio. The resume should include at least four categories (work history, education, etc.) The student will find a real job listing that they would consider applying for at the beginning of the semester. The student’s resume and cover letter should be catered towards their selected prospective job focus or field.
* **Extracurricular and Scholarly Activity Lists**: Each student will track his or her extracurricular activities and scholarly/creative activities on two separate lists. A brief description (1 short paragraph) of what the student accomplished and any skills or strengths that were gained or improved upon should accompany each activity on either list. Each list should be subdivided by academic year. Activities for each category may include, but are not limited to:

Extracurricular Activities

* FHSU or professional organizations or clubs
* Volunteer work
* Study/Travel Abroad
* Community Service

Scholarly/Creative Activity List:

* Grants/Scholarships/Admissions to Programs
* Research
* Internships
* Conferences
* Presentations
* Co-op experiences

Optional Items

Students will be required to include 3 optional items in their e-Portfolio. Examples of optional items are listed below. This is not a comprehensive list of optional items. Students may use the same item type to fulfill multiple item requirements, however they may not use the same piece of work or output to fulfill multiple item requirements (i.e. a performing arts student may use two different theatrical performances to fulfill two presentation/recital video requirements, but can’t use his performance in Act 1 and Act two of the same play to fulfill two optional item requirements. Another example: A student could use the same general topic for two critical thinking/analysis papers, but these papers cannot have the same thesis statement or emphasis).

* **Honors/Professional Experience Reflection Essays:** The student will write an essay reflecting on any one or more of their academic or professional honors experiences while in the HC. This essay should address how their experience(s) helped them develop strengths, experience, and qualities applicable to their future academic or professional endeavors. Students are not limited to reflecting on honors experiences, but can reflect on any academic or professional experience(s) of their undergraduate career. Must be at least 3 pages.
* **Presentation/Recital Video:** A recital video can document a student’s accomplishment in music, theatre, dance, martial arts, or any other physical performance approved of by Honors College leadership. Content for presentation videos could also include any academic presentation, public speech or lecture, sermon, or group discussion, describing its significance and impact facilitation. Videos must be at least 5 minutes in length. Students will be expected to write a brief summary of the video.
* **Tangible Artwork, Creation, or Presentation:** Students may submit a tangible artwork or creation using photography, 3D imaging, video recording, or other media based means. In addition to uploading the content, students are expected to write a brief summary of their work, describing its significance and impact.
* **Research Paper/Undergraduate Research Experience:** Students may submit a research paper at least 8 pages in length to fulfill this item. Students who assist professors with research endeavors may also use that experience for this item. In such a case, the student must contribute at least 20 hours of research work to a faculty member or graduate student’s project, get a signature from their professor confirming the time they put into the project (specific hours do not need to be logged), and write a 3 page essay explaining the research project, what kind of work they did, the value of the research, and how it benefitted them.
* **Critical Thinking/Analysis Paper:** Students may submit an essay that demonstrates critical thinking and analysis over a particular topic. Students are expected to explore a societal problem or controversy and explain its significance, explore a key opposing view, and offer viable solutions/suggestions. This essay should be well-organized and present clear, thorough arguments. This essay must be at least five pages in length.
* **Discipline-Based Writing Sample:** Students may submit a sample of writing over any topic in their field. The writing sample should be holistic in its presentation and demonstrate sound writing skills and an in depth knowledge of the students topic. Must be at least 5 pages in length, double spaced.
* **Fitness Reflection Blog/Essay:** Students may keep a fitness or athletic blog discussing how they improved their general health or athletic performance, what they learned from their fitness experiences, and/or general self-reflection with regard to fitness/athletics. The fitness blog requires three entries, each at least two paragraphs in length, or similar output for an essay. A blog for one athletic season fulfills the requirements for this item. The same athletic season may not be used to fulfill 2 item requirements, however, different seasons can be used to fulfill multiple category requirements.
* **Job Qualification Essay:** Student may write a 3 page essay describing why they are an ideal candidate for any specific, available position. Students must find a real job opening and research the job, company, and expectations to structure their essay.

**Custom Option:** HC students may select another activity that would fulfill the requirements of this category, upon approval by the HC staff.  Any activity proposed should be of similar rigor and significance to items listed above.

##### IDS 199B: Honors Seminar-Academic Pre-eminence

###### Grading:

Grading for IDS199G will be based on two criteria: class involvement (50%), and pursuit of any 2 from the following:

-applying for a nationally competitive scholarship

-applying for a grant

-engaging in undergraduate research

-preparation for/taking a graduate entry exam (GRE/LSAT/MCAT)

-applying for/engaging in an internship (cannot also be used as for an honors contract or an honors experience)

-attending a discipline-related workshop or conference

-presenting at a conference or workshop

If you are attending a conference that happens in the spring semester, you may count it towards this class, you will just need to show proof that you have registered for the conference. The IDS199 sequence attendance policy is listed on page 1 of the syllabus.

Class will be held on the following Sunday evenings:

* September 9th
* September 23th
* October 7th
* October 21nd
* November 4th
* November 25th
* December 9th

##### IDS 199C: Honors Seminar-Leadership

###### Grading:

Grading for IDS199C will be based on two criteria: class involvement (50%), and quality of presentation (50%). The IDS199 sequence attendance policy is listed on page 1 of the syllabus. Guidelines for the presentation:

Each student will select 3-6 other students to present with. Presentation groups will select one leadership resource (book list will be provided to generate possibilities), whether that be a book, series of articles, guest speaker, or combination thereof. Groups will utilize this resource to offer a 45-minute presentation that explores thoroughly the topic and facilitate an active discussion with peers on applied concepts of interest. More specific sheets will be provided that outline the framework for the presentation and expectations of the discussion. Points will be taken off for failing to use the entire presentation time allotted, so please rehearse and time your presentations with your peers prior to your presentation day. Class will be held on the following Sunday evenings:

* January 27th
* February 10th
* February 24th
* March 17th
* March 31st
* April 14th
* May 5th

##### IDS 199D: Honors Seminar-Engagement

###### Grading:

Grading for IDS199A will be based on three criteria: class involvement (33%), community service hours logged (33%), and individual presentations (10 min.- 33%). Class will be held on the following Sunday evenings

* February 3rd
* February 17th
* March 3rd
* March 24th
* April 7th
* April 28th
* May 12th

##### IDS 399E: Honors Capstone, Dr. Carol Patrick, Instructor

All HC students must successfully complete the IDS:399E Honors Capstone course in order to complete program requirements. This 1-semester class, which should be taken during the final year of study (either fall or spring) allows each student to choose one project of interest from a variety of options, which will be reviewed by the instructor. In addition, each student will complete a STAR (Situation or Task, Action, and Result) self-evaluation form which details how each competency addressed in the PDI classes (Leadership, Engagement, Continuous Growth, Academic Pre-eminence) was fulfilled during the undergraduate tenure of the student. The IDS399E syllabus is included in Appendix E for student perusal. Please feel free to contact Dr. Carol Patrick at any time with questions relating to the HC capstone course.

## Honors College Member Requirements

Continued membership in good standing in the FHSU Honors College is contingent upon the fulfillment of **ALL** the requirements in this section. Failure to complete any of the requirements in a given semester will result in the student being placed on probation the subsequent semester. If the student fails to complete all program requirements during the probationary semester, they will be removed at the end of the probationary semester. If they complete all program requirements successfully during the probationary semester, they will continue in the program in good standing.

Honors College members can be put on immediate probation or expelled in certain situations, which may include (but not be limited to) behavior/respect infractions, unlawful activity, moving off of the honors floor during the freshman year, and/or harmful or demeaning actions towards other Honors students/staff/faculty, at the discretion of the Honors College Director. Students who fulfill the Honors College requirements during the semester they were put on immediate probation will return to good standing status the following semester.

All Honors College students will be reviewed at the end of each semester to ensure they are in compliance with College requirements and stipulations. Please contact Jensen Scheele or Matt Means with questions and needs.

### GPA:

All Honors College students must maintain at least a 3.3 cumulative GPA. All HC scholarship recipients (Regents, Tier 1, Tier 2) must maintain a 3.5 cumulative GPA to maintain their scholarship, though a probationary semester (no impact) will precede scholarship removal (a student failing to maintain HC program requirements/GPA at the end of the probationary semester will lose their HC scholarship). HC staff will check the GPA of each student at the end of each semester, both with and without non-FHSU college factored in. The HIGHER of these two GPAs will be used to determine scholarship and program membership eligibility. Students that graduated from the KAMS program will also have their GPA from FHSU classes taken after they graduated from the KAMS program, and will need to submit their transcript for the Honors College staff to calculate their GPA

### Fall Retreat:

All HC students must attend the yearly HC fall retreat for the pre-determined number of hours. See the Welfare and Events Coordinator for more details.

### Honors Seminars (IDS199)/PDI (Personal Development Institute):

PDI attendance and grading guidelines are outlined in class syllabi. All HC students must attain a grade of C or higher Honors Seminar classes in order to maintain good-standing status.

The Leadership Personal Development Institute course may be substituted by a student if they complete a leadership studies certificate, a global leadership certification or enroll and complete LDRS 306 Team Dynamics with a “C” or higher.

### Freshmen Study Hours:

All first-time Honors College freshmen must document a minimum of 30 logged study hours in the Honors space(s) during the fall semester (15 in the honors space if on a formal FHSU sports team). Documented study hours must be spent engaged in academic work, not socialization. HC staff who are asked to verify/sign off on study hours may refuse to do so if it is proven that the time logged was not spent on academic pursuits. A competition will be held during the fall semester – the student accumulating the most logged and verified study hours will win $100 at the end of the fall semester.

### Center for Civic Learning/Leadership Studies, Co-curricular/Cultural-Civic Engagement Activities:

Each semester every HC student must participate in three events or organizations, one coming from each of the following categories: Center for Civic Learning/Leadership Studies Event, Co/Extra-Curricular activity, and Cultural-Civic Engagement Activities. If you create a community service project to fulfill one of these requirement, you may also use it to satisfy the Engagement PDI or Honors Contract requirements; however, you may not use the same community service project for both the Engagement PDI class and an Honors Contract.

### Academic Service/Program Development:

Each HC student must accumulate, regardless of year in school, **a minimum of 90 minutes** of documented service in this category per semester if they are on-campus students. Academic service can include tutoring, serving as a formal mentor to another student, assisting with university retention or persistence efforts, or similar. Program development activities are events that are focused around HC recruitment. These activities can include Honors for a Day, Tiger Day, Student Recognition Programs, prospective student visits, pre-enrollment sessions (working the Honors College table), visiting schools, or similar. See Appendix B for a list of viable activities and notes on verification.

### IDS399E: Honors Capstone:

All HC students must complete an Honors Capstone if they are in their 4th (or 5th) year of study. Any student that completes this class with a D or U grade will be put on probation the following semester and will be required to re-take it until they pass it. If the student takes this class the 2nd semester of their senior year and fails it they will not graduate with any kind of Honors College designation on their transcript or diploma and will be considered a non-completer of the program. Students should notify the instructor, Dr. Carol Patrick, during the semester prior to their enrollment of the class to discuss and plan steps needed to successfully complete the course. See Appendix E: Honors Capstone Criteria, for IDS399E requirements.

### Honors Experiences:

Each HC member must complete a number of honors experiences equal to the number of semesters they are in the Honors College by the time they graduate, with the exception of seniors who are in their 5th year at FHSU- no honors experiences are required during any 2nd senior year in school. The freshman UNIV101 class and the IDS199E: Capstone class both count as credit-generating honors experiences. There is no limit to the number of honors experiences a student may accumulate in a given year. Honors experiences can be designated honors classes, experiences completed via honors contract, or experiences that do not require a contract (see Automatic Honors Experience Form in the FHSU Honors College Contracts section). Students must receive a grade of a C or higher in any designated honors course to receive honors experience credit. Below are the Honors Classes for the 2017-18 academic year.

Fall 2018

* POLS 105: Current Political Issues: Dr. Larry Gould
* MGT 101: Introduction to Business: Dr. Jack Hyatt

Spring 2019

* ECON 202: Principles of Economics: Macro- Dr. Samuel Schreyer
* IDS 350: Diversity in the United States- Dr. D. Nicole English
* TEEL 440: Concepts of Educational Practice and Theory

Honors contracts can include, but are not limited to, an extension of a non-honors course, coordinating a major community service project, serving as a member of the Honors Executive Leadership Team, or similar. To initiate an honors contract, students must find a contract advisor and fill out an honors contract form with them, which serves as an agreement for a student to do extra work outside their basic program or course requirements under the supervision of the contract advisor. Please see the **HONORS CONTRACT form** for a list of possible activities that will count as honors experiences if you wish to fill out an honors contract. You may also meet with Matt Means at any time to brainstorm ideas for honors contract honors experiences. **At least 50% of all honors experiences must be in the form of a class taken for academic credit.** PDI/Honors Seminar classes do not count as honors experiences. The honors contract form can be found online under the “resources and form” tab on the Honors College website. Some of the prefatory text is included below as well for reference purposes. This is a **student and advisor driven** form that must be turned in with **ALL** required information to Honors College staff **NO LATER** than the end of the **second week** of a given semester. **Please read the honors contract form** **carefully**. All Honors Contracts should be emailed and submitted to the **Honors College email address**, [**fhsuhonorscollege@fhsu.edu**](mailto:fhsuhonorscollege@fhsu.edu)**.** Once submitted, honors contracts will be reviewed by the Academic subcommittee of the HCSC Curriculum committee. This committee may request a hearing with the student if they require further information prior to approval of the honors contract. Honors contract forms offer you the opportunity to get honors experience credit for any class of your choosing, provided the class is not already offered as a dedicated honors course, as well as non-class activities that are honors related. There is no time cap on how long a project can be used for honors experience credit, but a new contract will need to be submitted for each semester a student would like to earn credit. Remember: your honors contract is an agreement between you and your professor/advisor that binds you to certain experiences that will be evaluated and reviewed periodically. If you have any questions about the Honors Contract form or approval process, contact Jensen Scheele.

### Newly Admitted Honors College Students

Newly admitted Honors College students who are accepted while enrolled as a full-time FHSU student can earn Honors experience credit prior to their first official semester in the program. Honors Course or automatic honors experiences may count towards one of the required experiences. Students must have been offered admission into the Honors College and have turned in their acceptance form to Matt or Jensen. Courses or experiences must have been taken within one academic year of acceptance.

### Non-Traditional Student Requirements:

#### Honors College Requirement Chart Non-Traditional Semesters

The chart on the next page indicates how Honors College requirements change for students in special situations. Each “x” indicates a requirement (corresponding to the far left vertical column) that MUST be completed, for any HC student who qualifies for a special situation (indicated by the upper-most horizontal column).

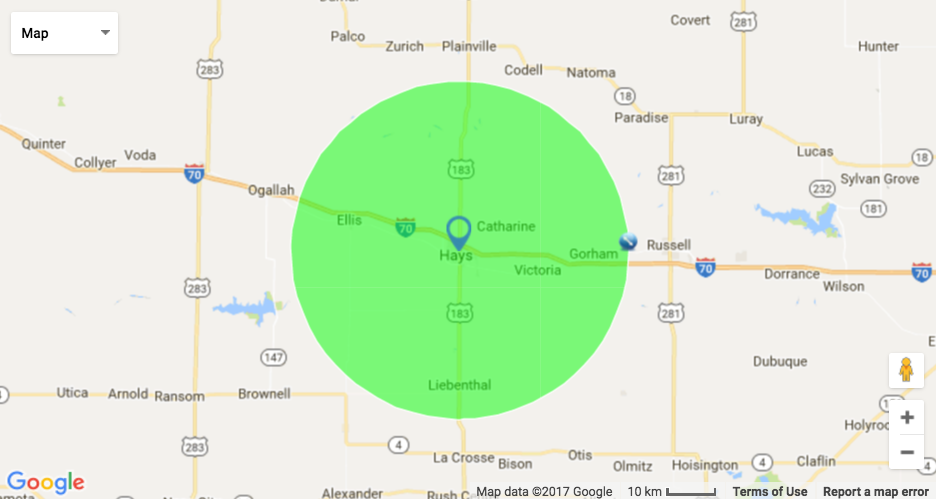
**Part Time/Last Semester Students** are students who have not spent 8 full semesters in the Honors College, but will be enrolled part time for their final undergraduate semester. Students who are enrolled part time (less than 12 credit hours) will not be eligible or able to accept any Honors College scholarship. Students must also complete a minimum of four full-time semesters in the Honors College in order to be eligible to graduate from the program.

**Non-Residential Students** are students who have previously been accepted into the Honors College as a full-time student, and have to be away for a semester or two due to academic program requirements (student teaching, clinical, internships, etc.) or study abroad experiences (national or international). Students must be outside the 20-mile radius of Hays (see map on following page) in order to qualify as a non-residential student. Students are still required to submit an end-of-semester checklist, stay current with honors experience requirements, and complete their co-curricular/civic engagement requirements. Students must contact the Honors College Director and/or Administrative Specialist to inform them of their time away.

**Accelerated Entry to Workforce Pathway** is designed to allow students who find professional employment during their undergraduate career to still graduate with honors, despite an on-site commitment with their new employer. Students are able to remain in the Honors College and graduate with honors, despite living outside of Hays for a work commitment, if the following criteria are met:

* This pathway must be for longer than a year and involves a student who, by a competitive process, is given an opportunity to enter the desired career field immediately upon graduation, or sooner, due to an extended, on-site commitment to the company.
* This commitment should be greater than 30 miles from Hays
* All HC requirements remain in effect, save for the academic service/program development category, which is waived for the duration the student is away from the greater Hays area
* The HC student is required to attend PDI courses via skype.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Standard Honors Student** | **Non-Residential** | **5th Year in FHSU HC** | **Part Time/Last Semester** |  |
| **Accelerated to Workforce** |
| **1 CCL/Leadership Event, 1 Co-Extra Curricular Activity, 1 Cultural/Civic Engagement Event** | **x** | **x\*** |  | **x** | **x** |
| **Program Development or Academic Service** | **x** |  |  | **x** |  |
| **1 Honors Experience Per semester (average)** | **x** | **x** |  | **x** | **x** |
| **Capstone** | **x** | **x** | **x** | **x** | **x** |
| **PDI** | **x** |  |  | **x** | **x\*\*** |
| **3.3 GPA** | **x** | **x** |  | **x** | **X** |
| \*Non-resident students are only required to complete 1 Co-curricular/Cultural/Civic Engagement requirement.  \*\*Accelerated to Workforce students are expected to Skype into PDI sessions rather than being physically present. | | | | | |



### Fort Hays State University Honors College Honors Contracts

**FHSU Honors College**

**Honors Activity Contract**

**Information to be provided by STUDENT**

Name:

Year in school (Circle one): FR SO JR SR SP GR

Major/Minor:

Academic Unit/Department:

Activity/Project title:

**Type of Project:**

\_\_\_\_ 1. Original Research (discovery-based, data gathering)

\_\_\_\_ 2. Integration of Information (interpreting, bringing meaning to, and/or integrating previous research)

\_\_\_\_ 3. Performance/Exhibition (creation of novel artwork, acquisition of musical performance skills that can be demonstrated through public exhibit or recital)

\_\_\_\_ 4. Application or Engagement (applying one’s knowledge to the community of or beyond academia; may include internships, leadership of learning efforts, etc.)

\_\_\_\_ 5. Other (please work with Honors College Academic Chair for advice about how to fill out this form)

**Project description –DO NOT COPY what your mentor gives you– it MUST be in your own words. However, you should have your research mentor review this document before submission.** (NOTE: 500-word limit)

If you are completing an Original Research, Integration of Information, or Performance/Exhibition Project proposal, you should address your goals, timeline, and the scheduling of regular meetings with your mentor for: 1) gathering information for the project; 2) collecting data or integrating information or creating the work; and 3) dissemination of the work.

If you are completing an Application or Engagement Project proposal, you should discuss: 1) what your responsibilities will be on the project (note: these should include more than physical labor or clerical tasks); 2) a schedule for checking in with your on-campus faculty supervisor and your off-campus mentor (those working off campus will need BOTH an on-campus faculty supervisor and an off-campus mentor at the site where you will be working); 3) plans for creating a reflection paper at the end of your experience discussing what you have learned and how it relates to your coursework and your future personal and professional goals.

**How does this project relate to your long-term professional and/or personal goals (NOTE: 500-word limit)?**

**FHSU Honors College**

**Honors Activity Contract**

**Information to be completed by on-campus supervisor:**

Name:

Title:

Academic Unit/Department:

**If there is an off-campus mentor, please list his/her:**

Name:

Title:

**Location where the proposed work will be conducted:**

**Please provide a brief description of your previous experience mentoring students in this type of activity:**

**If this study involves the use of human participants, or animals, will all applicable ethical rules be followed and appropriate ethical approval be obtained?**

**\_\_\_\_\_\_yes \_\_\_\_\_no \_\_\_\_\_not applicable**

**Upon completion of an Original Research, Integration of Information, or Performance/Exhibition Honors Contract activity, the results of the activity must be disseminated to general public. Please indicate the mode of dissemination you intend to use (check all that apply):**

\_\_\_\_Presentation (platform or poster) at FHSU Scholarly and Creative Activity Day\*

\_\_\_\_Presentation (platform or poster) at a state/regional/national/international conference (specify)\* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_Publication in a peer-reviewed journal

\_\_\_\_Publication in a non-peer-reviewed media/trade magazine

\_\_\_\_Public Exhibition/recital\*\*

\_\_\_\_Contribution to public database (specify the database) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_Distribution of a created artifact (e.g., software) to the public (specify where) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_Other (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_ Not applicable (this is not an Original Research, Integration of Information, or Performance/Exhibition Honors Contract activity)

\*Students conducting discovery-based activity/research and integration research must present their data, at a minimum, at one of these two venues.

\*\*Students completing art or music projects may present their work at FHSU Scholarly and Creative Activity Day to fulfill their dissemination requirement.

### Automatic Honors Experiences

Honors College Students may accumulate as many automatic Honors Experiences as they wish; however, no Automatic Honors Experience will count as a credit generating honors experience. At least half of all Honors Experiences need to be credit-generating.

#### Competitive Academic Programs

Students who are accepted into a competitive academic program, excluding major programs (Nursing, Radiology Technology, Athletic Training etc.,) may use this as an Automatic Honors Experience. The program must involve some form of a class throughout the program. Students must submit verification of acceptance into the program. Examples of programs which meet these requirements include Noyce, VALUE, the Institute of New Media Studies and the College of Education’s Honors in the Major Program.

#### Professional Conference Presentation

If a student is accepted or invited to present their undergraduate research, whether it be an individual or a group presentation at a professional conference, they may use this an automatic honors experience. The presentation can be a poster or oral presentation. The student must verify the application process or invitation, and provide a research advisor/professor contact. Poster presentations at SACAD will not count as automatic honors experiences.

#### Competitive Scholarship Application

Any student who applies for a nationally competitive scholarship and works directly with Lexey Bartlett can use this as an automatic honors experience. The student may count this work for a maximum of two semester of honors experience credit. Verification from Dr. Bartlett will be required.

#### National Officership

Any student who serves as an officer with an organization at the national level may count, for a maximum of two semesters, this service as an Automatic Honors Experiences.

##### Automatic Honors Experience Form

Name:

Year in HC:

Semester:

Which Automatic Honors Experience are you doing?

1. **Competitive Academic Programs**
2. **Professional Conference Presentation**
3. **National Scholarship Application**
4. **National Officership**

Please describe what you will be doing, in relation to the selection you made:

**If you are presenting at a professional conference, please list the research advisor and their contact information below**:

Please send all verification information to Jensen Scheele, Administrative Specialist.

I have read and understand the requirements listed above for the Automatic Honors Experience. I understand that the Automatic Honors Experiences will not count as credit-generating Honors Experiences, even if there is a class involved. If, during the course of the experience, I am unable to fulfill the requirements set forth by the program, I will not receive credit for the Honors Experience.

Honors College Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_

Honors College Official Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

### Re-admittance Policy

Students removed from the Honors College, for any reason except voluntary departure, must serve one semester as a non-member of the Honors College. A student can appeal for re-admittance during their first or second semester as a non-member in order to be re-admitted for the following semester.

A maximum of one appeals hearing per semester, per student, is allowed. **Students who voluntarily leave the Honors College are not eligible for re-admittance**. All appeals hearings must be scheduled before the end of the 12th week of a semester. Students participating in the appeals process will receive a decision from the Appeals Committee within 2 weeks of their hearing date. The Appeals Committee consists of four members: The Honors College Director, Administrative Specialist, Student Associate Coordinator, and the Marketing/Publicity/Outreach Coordinator. Three of the four committee members must be present at the meeting, and all four of the committee members must review all submitted material. A 3/4 majority must rule in favor of the student for re-admittance to be granted. Students re-admitted into the program will not retain any Honors College scholarship they previously received, though they may be eligible to re-apply for the Werth Honors Scholarship fund if those criteria are met. Re-admitted students who fail to meet Honors College requirements after re-admittance will be removed immediately and permanently.

The appeals process includes a hearing in front of the Appeals Committee where the student will explain their case for re-admittance and be subject to questioning by the Appeals Committee. Additionally, before the student’s appeals hearing, he or she must submit a written statement to the committee explaining why they were dismissed from the Honors College, why they deserve to be re-admitted, what steps they took during their non-member semester(s) to prepare for re-admittance and stay in good standing, and why their re-admittance or ability to stay in good standing should not be a concern for the Appeals Committee. Students may have up to 3 individuals provide testimonies supporting their appeal for re-admittance, in either written or oral form (during the appeals hearing). The committee reserves the right to approach individuals relevant to the student’s re-admittance appeal to verify anything relevant to the hearing. Appeals will be evaluated on the grounds of character/potential for impact, academic success, and campus service/involvement (see Appendix D for appeals evaluation rubric). Appealing students are also encouraged to submit an End of the Year Checklist for their non-member semester(s) to support their claim of commitment to the higher standards of the Honors College. For the purpose of this re-admittance policy, a “semester” only qualifies as a spring or fall semester.

### Honors College Leave of Absence (LOA) Policy

The FHSU Honors College recognizes that exceptional life circumstances and challenges occur. If a student must leave the HC prior to the completion of degree/Honors College requirements, they may do so without any penalty, provided the following:

1. The student must send a formal email to the Honors College Director, requesting the LOA, and state the reason for this. This email will then be discussed with the HC ELT (Executive Leadership Team), which will then make a decision re: approval/denial. The student may be asked to visit with the ELT to answer questions relating to the request. An approval/denial of the request will be communicated to the student within 14 days of the LOA request.
2. Any LOA request must be accompanied by documentation that verifies the LOA rationale (examples include: formal note from division of student affairs, doctor/trained healthcare provider note, note from counselor/mental health official, note from family member (if family care is reason for LOA), etc.
3. LOAs may not exceed two semesters (semesters being defined in this case as fall or spring (not summer or intersession).
4. The student’s cumulative GPA must meet HC standards (3.3 cumulative) upon return to the program in order for re-entry to be granted.
5. Any Honors College scholarship awarded to a student may be reinstated at the conclusion of the LOA, provided the student meets all scholarship requirements/guidelines at time of re-entry.
6. Student must notify the Honors College director or administrative specialist at least one month prior to re-entry to verify.

## The Honors Offices

The FHSU Honors area is blessed with several rooms in the Forsyth Library basement, and are listed in this section. **All of these rooms, except for 45 and the Makerspace area, are for the use of Honors College students ONLY.** Non-honors students may use these rooms **only** if they are part of a study group for a class that features at least one honors college. These rooms may also be used by faculty/staff, especially those affiliated with the HCSC or other honors-related activities**. Please be courteous and make sure that these spaces are clean and free of trash when you leave. Clean up any mess that you make!**

### Room 64:

This is an office for titled, paid students who are part of the Honors Executive Leadership Team. These include the Graduate Teaching Assistant, Welfare and Events Coordinator, the KHCEC president, and the work-study student.

### Room 68 (Cave):

This room can (and should) be used anytime for studying, hanging out, small meetings, and social activities. We worked very hard to get space for honors students for several years. Please keep this room clean. Any student who leaves this room at the end of the evening should turn out the lights, lock the door, and shut it upon leaving.

### Room 72:

This is the office of the administrative specialist (785-628-4744). Honors student workers and titled executive staff/leaders often also use this office. It has a computer, telephone, office supplies, and stores important HC documents and records. This room can be used by any HC student for studying and work, provided that the space is available.

### Room 74:

This is the office of the Director of the Honors College. If all other honors spaces are being used and the Director is gone, this space may be used for meetings and studying.

### Room 41:

This room is the Marketing, Publicity, and Outreach (MPA) Office. It is used by the MPO Coordinator, MPO Assistant Coordinator, and the Honors Ambassadors.

### Room 45:

This is a large conference room that can (and should) be used for any Honors-related meetings or larger study groups, especially in the evenings. Feel free to contact the GTA (Peter Marston) to reserve this room at any time.

### Makerspace Area:

This area can be used for studying, hanging out, and meetings by HC students, provided the Makerspace staff has not reserved it for their purposes. Eating is permitted in this space as long as all waste is disposed of. Sitting on tables is not permitted in this area. All students who use this area are also expected to communicate in a manner that respects other university personnel working nearby.

## Honors College Online Presences

The Honors College has several web-based presences:

### Facebook/Twitter/Instagram:

There are HC social media accounts for the program that are administered by Ryan Schultz and Mariam Sears. Please contact them with any ideas or suggestions for content. Additionally, there are group chats for both your individual classes and for the entire HC. Please speak to Michael Musgrove with any questions related to the group chats.

### Website:

fhsu.edu/honorscollege/ is our formal web address. Please feel free to make any suggestions for improvements/changes to the HC marketing/publicity/outreach director. We value your ideas for making our web presence stronger and more attractive to prospective applicants and current members. Also: **we need to hear about your successes!** These will be publicized on the news tab on the website and on the main, public HC fb page. This is very important for donor purposes. DO NOT BE SHY ABOUT TELLING US YOUR ACCOMPLISHMENTS! You can submit your accomplishments through the HC “brags” form located at <http://www.fhsu.edu/honors/Resources-and-Forms/>.

### University Twitter/Facebook/website:

We are always looking for ways to publicize your accomplishments and achievements. Kelcy Stramel oversees all FHSU social media outlets. If you’d like to have something publicized on a general university web-based format, please talk to the HC marketing/publicity/outreach director. Don’t be shy! We want (**and NEED**) to know about your achievements! Keeping a log and record of HC student “brags” is important to us for a variety of reasons so PLEASE LET US KNOW ASAP when something news-worthy transpires.

## Honors Housing

Honors housing for Honors College students is on the second floor of McMindes Hall for the 2018-19 year.

**David Bollig (dwbollig@fhsu.edu)** is the Assistant Director of Residential Life at FHSU. He can answer any questions that you can’t find out from your RA (resident assistant). His office is on the first floor of McMindes Hall.

First-year freshmen HC members must live on the Honors floor their freshman year. Any freshman that moves off the honors floor will be placed on immediate probation or expelled. Freshmen on the honors floor may change rooms/roommates on the honors floor at their discretion.

Additionally, HC students who are receiving the Tier 1 and Tier 2 HC scholarships must live on the honors floor in order to receive the room/board portion of their scholarship, no matter what year in school.

## Standards and Ethics Board Guidelines

The Honors College Standards and Ethics Board is a committee designed to address Honors College student welfare. Any concerns regarding the program’s requirements, standards, or policies can be fielded by the SEB, as well as any concerns regarding honors student conduct. The SEB is designed to preserve the Honors College ethos, as outlined by the Honors College mission statement found in this handbook.

The SEB will be comprised of 3 individuals who are members of the Executive Leadership Team, or their designee. The Honors College Director may also attend. This committee will meet once a month at a day and time announced at the beginning of each semester in FL45 for 30 minutes; any honors students may walk in to speak with the committee at their convenience.

Honors students may also ask to schedule a meeting with the SEB if the established meeting time does not work with their schedule, or they feel a particular matter calls for more immediate attention. The SEB will meet with any student who requests a meeting within 7 calendar days. A minimum of 2 SEB members will be present at any meeting where standards or ethics concerns are formally raised.

If concerns are raised about a particular student(s), the SEB may request to meet with that student(s) to discuss the matter in question. Honors students are expected to meet with the SEB when requested, engage in diplomatic discussion, and work with the committee to schedule meetings in a timely manner, in alignment with the Honors College Acceptance Agreement.

Students may address concerns to the SEB and request they not formally be pursued further, however, the SEB reserves the right to investigate any matter brought forth to the SEB if they feel intervention is imperative to preserving the Honors College ethos.

For the 2018-2019 Academic Year, the SEB committee will comprise of:

* Jensen Scheele, Administrative Specialist
* Michael Musgrove, Welfare and Events Coordinator
* Peter Marston, Graduate Teaching Assistant.

To schedule a meeting outside of the designated monthly time, please contact Michael Musgrove, [mwmusgrove@mail.fhsu.edu](mailto:mwmusgrove@mail.fhsu.edu).

The Honors College Director reserves the right to suspend or remove a student form the program, independent of SEB action. (see pg. 17)

## Honors College Social Activities

Though designed to encourage your innate leadership potential, the Honors College also places a premium on friendship and fun! To that end there will be social activities planned every month by the Welfare Events Coordinator. Aside from the beginning-of-the-year retreat, social activities are not required. However, we strongly urge you to attend as many social events as possible, as these will only enhance your bond with other HC students, especially ones outside of your year in school.

In general, there will be a weekly HC meal in the dorms (Thursdays at 5pm in the McMindes Hall cafeteria was the day/time in 18-19- contact Braden Allmond for more info). Additionally, each month will feature an evening social activity. Many times, these monthly activities will be seasonally related (e.g. Halloween party, Thanksgiving dinner, Christmas party, etc.). **ALL HC social activities are open to ALL HC students, unless specified otherwise!**  Many will often include members of the KAMS program. Some of the best memories honors students have of their undergraduate experience have come from group social events. Come, meet your honors family, and have some fun!

## Honors College End-of-Semester Requirement Checklist

At the end of each semester, each HC student will be required to submit a requirement checklist that outlines how HC requirements have been fulfilled. DOCUMENTATION IS REQUIRED FOR THIS! Please make sure that you provide a ticket stub, program, note from someone you went with/the presenting speaker, etc. that verifies your attendance at events (or in organizations). Without this proof HC staff will not approve your submission. These checklists are due by 5pm on the last day of finals week in a given semester (though they can be submitted earlier) and should be submitted to Peter Marston. Please contact him with any questions. See Appendix B for a blank requirement checklist form, a checklist example, important notes for verifying certain requirements in the checklist, and lists of viable academic service/program development and CLL/Leadership Studies/co-curricular/cultural/civic engagement activities.

# APPENDIX A: HONORS COLLEGE REQUIREMENT CHECKLIST, CHECKLIST EXAMPLE, NOTES ON VERIFYING REQUIREMENTS, AND LISTS OF VIABLE ACADEMIC SERVICE/PROGRAM DEVELOPMENT AND CO-CURRICULAR/CULTURAL/CIVIC ENGAGEMENT ACTIVITIES

## Honors College Requirement Checklist

**Fort Hays State University Honors College**

**End of Semester Checklist**

Full Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cell Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Minor(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Year in Honors College: FR/SO/JR/SR

When do you intend to graduate? \_\_\_\_/\_\_\_\_\_/\_\_\_\_\_\_\_

**Honors Experiences**

How many honors experiences do you currently have? \_\_\_\_\_\_\_\_\_\_\_

How many of your honors experiences are tied to a credit-generating academic course? \_\_\_\_\_\_\_\_

How many semesters have you been in the Honors College? \_\_\_\_\_\_\_\_\_\_\_\_\_

Do you plan to be off-campus for at least a semester between now and graduation, whether it be for an internship, study abroad, clinicals, etc? If yes, how many semesters? \_\_\_\_\_\_\_\_\_\_\_\_

Are you currently on probation with the Honors College? \_\_\_\_\_\_\_\_\_\_\_

Are there any foreseeable events that might shorten or lengthen your time as an undergraduate at FHSU? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Honors College Requirements**

This checklist must be turned in with all requirements fulfilled by 5PM on the last day of finals week. There are no exceptions for late submissions. Students failing to turn in this checklist, completed and in a timely manner, will immediately be placed on probation or be removed from the Honors College if on probation from the previous semester.

1. All Honors College students are required to maintain a 3.3 GPA to maintain membership in the Honors College. Scholarship recipients will need to maintain a 3.5 GPA to renew their scholarship each academic year. Your GPA will be retrieved each semester after final grades have been posted. The highest GPA available between your FHSU cumulative GPA and cumulative GPA factoring in non-FHSU college credit will be used.
2. All HC students must attend the fall retreat from unless excused by the Honors College staff.
3. Honors College Freshmen must log 30 study hours in the honors space during the fall semester ONLY. Student athletes may log up to 15 of those hours in a different designated study space, per athletic program mandates.
4. Honors Seminar Courses. All Honors College students are required to take a number of Honors Seminar/PDI IDS199 sequence prior to their graduation. Freshmen are required to take 4 courses, Sophomores 3, and Juniors 2 before they graduate. Please list the names of the courses you have taken, and which semester/year you took them.
5. Co-Curricular/Cultural Civic Engagement Activities: Each Honors College student must participate in one event or activity in each category per semester. See Appendix B for examples:
   1. Center for Civic Learning/Leadership Studies Event:
      1. Activity:
      2. Date:
      3. Brief Description:
      4. Verification:
   2. Co-Extra Curricular Organization /Event
      1. Activity:
      2. Date:
      3. Brief Description:
      4. Verification:
   3. Cultural/Civic-Engagement Event
      1. Activity:
      2. Date:
      3. Brief Description:
      4. Verification:
6. Academic Service/Program Development: Each student must document at least 90 minutes of service in this category per semester. For activity 1 line below, please provide a category from the Honors College Handbook Appendix B.
   1. Activity 1:
   2. Brief Description:
   3. Verification:
7. Honors Experiences: There is no limit to the number of Honors Experiences that can be completed yearly. By the time of graduation, each student must have completed a number of honors experiences equal to the number of semesters in the program. At least 50% of these must have been completed via credit-generating honors experiences. Please list the experiences you have completed in this semester, or the previous summer semester (Fall semester only)
   1. Honors Experience:
   2. Honors Experience:
   3. Honors Experience:
8. IDS399E Capstone Course: The Honors College Capstone course must be completed upon time of graduation. A signature from Matthew Means or Jensen Scheele is required the semester you complete the capstone course.
   1. Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Degree Completion**

How many credit hours are required for you to complete your degree? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many credit hours will you have completed at the end of this semester? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Are any of the classes required to graduate offered less frequently than once per semester? \_\_\_\_\_\_\_\_\_

I verify the listed remaining requirements for this student to complete their program of study are accurate to the best of my knowledge.

Student’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Academic Advisor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## HONORS COLLEGE REQUIREMENT CHECKLIST SAMPLE

**Fort Hays State University Honors College**

**Regents Honors Scholars**

**End of Semester Checklist**

Full Name: \_\_\_\_\_Victor E. Tiger \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cell Phone: \_\_123-456-7890\_\_\_\_\_\_\_\_\_\_ Student ID Number:\_12345678\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major(s): \_Exploratory\_\_\_\_\_\_\_\_\_\_\_ Minor(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Year in Honors College: FR/SO/JR/SR

When do you intend to graduate? \_\_5\_\_/\_\_19\_\_\_/\_\_2019\_\_\_\_\_

**Honors Experiences**

How many honors experiences do you currently have? \_\_\_3\_\_\_\_\_\_\_\_

How many of your honors experiences are tied to a credit-generating academic course? \_\_\_\_2\_\_\_\_

How many semesters have you been in the Honors College? \_\_\_\_\_\_\_4\_\_\_\_\_\_

Do you plan to be off-campus for at least a semester between now and graduation, whether it be for an internship, study abroad, clinicals, etc? If yes, how many semesters? \_\_\_no\_\_\_\_\_\_\_\_\_

Are you currently on probation with the Honors College? \_no\_\_\_\_\_\_\_\_\_\_

Are there any foreseeable events that might shorten or lengthen your time as an undergraduate at FHSU? \_\_\_\_no\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Honors College Requirements**

This checklist must be turned in with all requirements fulfilled by 5PM on the last day of finals week. There are no exceptions for late submissions. Students failing to turn in this checklist, completed and in a timely manner, will immediately be placed on probation or be removed from the Honors College if on probation from the previous semester.

1. All Honors College students are required to maintain a 3.3 GPA to maintain membership in the Honors College. Scholarship recipients will need to maintain a 3.5 GPA to renew their scholarship each academic year. Your GPA will be retrieved each semester after final grades have been posted. The highest GPA available between your FHSU cumulative GPA and cumulative GPA factoring in non-FHSU college credit will be used
2. All HC students must attend the fall retreat, unless excused by the Honors College staff.
3. Honors College Freshmen must log 30 study hours in the honors space during the fall semester ONLY. Student athletes may log up to 15 of those hours in a different designated study space, per athletic program mandates.
4. Honors Seminar Courses. All Regents Honors College students are required to take a number of Honors Seminar/PDI courses prior to their graduation. Freshmen are required to take 4 courses, Sophomores 3, and Juniors 2 before they graduate. Please list the names of the courses you have taken, and which semester/year you took them.
   1. Continuous Growth- Fall 2017
5. Co-Curricular/Cultural Civic Engagement Activities: Each Honors College student must participate in one event or activity in each category per semester. See Appendix B for examples:
   1. Center for Civic Learning/Leadership Studies Event:
      1. Activity:
      2. Date:
      3. Brief Description:
      4. Verification:
   2. Co-Extra Curricular Organization /Event
      1. Activity:
      2. Date:
      3. Brief Description:
      4. Verification:
   3. Cultural/Civic-Engagement Event
      1. Activity:
      2. Date:
      3. Brief Description:
      4. Verification:
6. Academic Service/Program Development: Each student must document at least 90 minutes of service in this category per semester. For activity 1 line below, please provide a category from the Honors College Handbook Appendix B.
   1. Activity 1: Honors For A Day
      1. Time Length: 90 minutes
      2. Brief Description: Ran check in table, spoke at student panel
      3. Verification: Mariam Sears
   2. Activity 2:
      1. Time Length:
      2. Brief Description:
      3. Verification:
7. Honors Experiences: There is no limit to the number of Honors Experiences that can be completed yearly. By the time of graduation, each student must have completed a number of honors experiences equal to the number of semesters in the program. At least 50% of these must have been completed via credit-generating honors experiences. Please list the experiences you have completed in this semester, or the previous summer semester (Fall semester only)
   1. Honors Experience: Social Psychology Honors Course
   2. Honors Experience:
   3. Honors Experience:
8. IDS399E Capstone Course: The Honors College Capstone course must be completed upon time of graduation. A signature from Matthew Means or Jensen Scheele is required the semester you complete the capstone course.
   1. Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Degree Completion**

How many credit hours are required for you to complete your degree? \_\_\_\_130\_\_\_\_\_\_\_\_\_\_\_\_

How many credit hours will you have completed at the end of this semester? \_\_\_\_\_65\_\_\_\_\_\_\_

Are any of the classes required to graduate offered less frequently than once per semester? \_\_\_\_no\_\_\_\_

I verify the listed remaining requirements for this student to complete their program of study are accurate to the best of my knowledge.

Student’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Academic Advisor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Notes on Verifying Checklist Requirements:

Items 4 and 5 above require verification from the student. All other requirements will be verified through other means (PDI and Fall Retreat attendance sheets, transcripts, curriculum committee for honors contracts and courses, and freshman study-hours logbook).

There are two ways for students to verify their requirements were met: Tangible evidence or contact with a sponsor/participant.

Tangible evidence can include, but is not limited to, a ticket stub, program handout, a signed statement by a sponsor/participant, or picture of the student at the event. Photos/scans of tangible evidence can be e-mailed to the Honors College Graduate Assistant, Peter Marston, at [prmarston.se@fhsu.edu](mailto:prmarston.se@fhsu.edu) with the subject heading “Checklist Verification” (such as a picture of a ticket stub or the student at the event) or by using the drop box in FL064 labeled “Checklist Verification”. Any item submitted for verification in the drop box should bear the signature of the student including ticket stubs).

To verify fulfillment of a requirement via a sponsor or participant, the honors student should provide the name and contact information of the sponsor or participant who can verify the student’s participation in the verification line on the checklist. Students can also have the sponsor/participant send a verification e-mail to [prmarston.se@fhsu.edu](mailto:prmarston.se@fhsu.edu). This can be a simple e-mail that says “With regard to Jane Doe’s honors requirements, Jane phone banked for Jerry Moran last Thursday” or “Jane Doe attended the Encore event “Annie” with me on Thursday”. Verification should be sought from sponsors, if possible, before participants.

Students are strongly encouraged to submit verification of requirements as they are fulfilled rather than at the end of the semester. This will minimize the amount of follow up required at the end of the semester and mitigate any emails sent to you to confirm the requirements are met.

Students should fill out the verification lines on their checklists even if verification was previously submitted in case verification is lost or requires follow up.

Checklists can be turned in any time during the year after items 4 & 5 are completed since the Honors staff will follow up on all other requirements. Checklists should be turned into the Checklist Verification drop box in FL72 or emailed to [prmarston.se@fhsu.edu](mailto:prmarston.se@fhsu.edu).

Contact the Administrative Specialist, Jensen Scheele, for any questions or concerns regarding the checklist or its requirements or verification.

**Viable Academic Service/Program Development Activities:**

-Tutoring any FHSU student (tutoring non-FHSU students requires verification from the guardian/supervisor of the tutored individual)

-Serving as a formal mentor to another student

-Assisting with university persistence/retention efforts (contact Brett Bruner for ideas)

-Honors College recruiting events

-Honors For a Day

-Tiger Day

-Student Recognition Programs

-Prospective student visits

-Pre Enrollment Sessions

-Visiting schools on behalf of the HC

-Other (must be approved)

**Viable Co-curricular/Cultural-Civic Engagement Activities:**

**Co/Extra-Curricular Activities**

-Verified membership in a student organization

-Executive/Leadership role in a student organization

-Verified participation as a student athlete on an FHSU Athletics Team

-Attendance at any UAB sponsored event

-Academic/Professional Enrichment: Scholarly and Creative Activities Day

-College or Department related research events

-Undergraduate research experience events

-Research conferences (e.g. NCUR)

-Career Services events

-Career or Graduate Student development workshops

-Office of Undergraduate Research Workshops

-FHSU Guest Speakers

**Cultural/Civic Engagement Events**

-Department of Music and Theatre Events

-Community Art shows

-Encore Series

-Any International Cultural event (e.g Cinco de Mayo, International Education Week)

-Diversity Office events

-Any live theatre event in the community

-International Film Series film

-Other approved cultural events (suggest an event to the Honors community!)

-Group Service Projects (can be Honors sponsored)

-Individual Service Projects (minimum of 10 hours)

-Political events

-Virtual College outreach events

-Election volunteer

-Organizing an event or program

**Center for Civic Learning/Leadership Studies**

-American Democracy Project Events

-Women's Leadership Project Events

-Global Leadership Project Events

-Tigers in Service Project Events

-Leadership Studies Events

# APPENDIX B: KAMS-HONORS COLLEGE EXECUTIVE COUNCIL SUMMARY

The KHCC is a group that aims to bring the KAMS and HC communities closer together. KAMS students and HC students are both groups with above-average academic abilities. We believe that these students’ abilities have similar driving factors, such as mental maturity, talent or aptitude, and a set of core beliefs that places a high value on self-discipline and integrity. We also believe that KAMS and HC students are groups with similar experiences As such, KHCEC believes there is a need to foster a community between these two groups of students through social outlets, study groups, and peer-to-peer tutoring.

If you are a student who wants to be involved in bringing these communities closer together and cultivating students who are thoughtful, compassionate, and friendly, then submit your application at khcec.weebly.com/application.html by August 31st, 2018.

A list of successful events with a short description.

Trivia Night - KAMS and HC students are evenly divided among several teams, and answer trivia questions made by KHCEC members to compete for points. Winners take bragging rights, but everyone has fun and learns some trivia.

Jackbox Game Night - KAMS and HC students play sets of Jackbox party games where they try to submit the funniest answer, draw the best picture, or make the most believable lie.

Family Dinner - KAMS and HC students are invited to dine in the McMindes Cafeteria and talk with other students about anything they would like. We emphasize this time especially for students whose schedules don’t afford them the opportunity to socialize more flexibly.

Friendsgiving - Around Thanksgiving time, KAMS and HC students come together to share food and laughter at a potluck. All attendees are encouraged to bring a small side to share if they are able.

Weekly Study Halls -  KHCEC hosts multiple study halls each week where KAMS and HC students can work in a friendly and quiet environment to have some fun while they’re studying or doing homework.

Tutoring Hours -  KHCEC offers tutoring services throughout the week for classes that have high failure rates or have a perception of being difficult. The tutors for these classes are individuals were successful in these classes, and can offer guidance and insight into getting the grades you want.

# APPENDIX C: RE-ADMITTANCE APPEALS HEARING RUBRIC

## Honors College Re-Admittance Appeals Hearing Rubric

Any students approved for re-admittance must have a 3.3 GPA by the time they return to good standing in the Honors College or their re-admittance approval will be void.

Each of the four Appeals Committee members will rate the appeal for re-admittance using the criteria below. The average of the four total scores will result in the students final average score.

Students receiving a final average score of 39 or greater will be automatically approved for re-admittance. Students receiving a final average score of 24 or less will be automatically declined for re-admittance. Students receiving a final average score between 25 and 38 will be considered for re-admittance by Appeals Committee.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **16 – 13** | **12 – 9** | **8 – 5** | **4 – 1** |
| **Character/**  **Potential for Impact**  **Score:**  **/16** | The student’s character and actions fully align with FHSU Honors College mission statement outlined in the Honors College Student Handbook.  Student has taken multiple notable steps as a non-member to improve upon shortcomings which resulted in removal from the HC and has a detailed plan to remain in good standing.  Student does not display any signs that their re-admittance could result in expulsion. Student will have a positive impact on the Honors College culture | The student’s character and actions closely align with FHSU Honors College mission statement outlined in the Honors College Student Handbook.  Student has taken multiple steps as a non-member to improve upon shortcomings which resulted in removal from the HC and has a somewhat detailed plan to remain in good standing.  Student may have one minor indication that their re-admittance could result in expulsion. Student will have a positive impact on the Honors College culture. | The student’s character and actions somewhat align with FHSU Honors College mission statement outlined in the Honors College Student Handbook.  Student has taken a couple steps as a non-member to improve upon shortcomings which resulted in removal from the HC and has a plan to remain in good standing that completely lacks detail.  Student has multiple minor indications that their re-admittance could result in expulsion. Student will have an insignificant positive impact on the Honors College culture. | The student’s character and actions hardly align with FHSU Honors College mission statement outlined in the Honors College Student Handbook, if at all.  Student has taken one or less steps as a non-member to improve upon shortcomings which resulted in removal from the HC and has no plan to remain in good standing.  Student has multiple or notable indications that their re-admittance could result in expulsion. Student will have a neutral, or possibly negative impact on the Honors College culture. |
| **Academic Success**  **Score:**  **/16** | Student has a detailed plan for achieving academic success, which strongly fosters continuous growth and academic preeminence | Student has a plan for achieving academic success, which fosters continuous growth and academic preeminence | Student has a general idea of how they intend to achieve academic success, which is somewhat supportive of fostering continuous growth and academic preeminence | Student has a lackluster or no idea of how they intend to achieve academic success, which does not support continuous growth and academic preeminence. |
| **Campus/ Service Involvement**  **Score:**  **/16** | Student displays a high level of involvement in university organizations and events.  Student displays a high level of involvement in civic engagement/ leadership/cultural events or opportunities. | Student displays a moderate level of involvement in university organizations and events.  Student displays a moderate level of involvement in civic engagement/ leadership/cultural events or opportunities. | Student displays a low level of involvement in university organizations and events.  Student displays a low level of involvement in civic engagement/ leadership/cultural events or opportunities. | Student was not involved in any university organizations or events.  Student displays little to no level of involvement in civic engagement/ leadership/cultural events or opportunities. |
| **Total Score:**  **\_\_\_\_\_\_\_\_/48** |  |  |  |  |

# APPENDIX D: IDS 199E: HONORS CAPSTONE SYLLABUS

**Honors College Course Syllabus**

**IDS199E: Honors Capstone**

**Fall 2016**

Instructors: Matt Means  
Office Room Number: FL72  
Phone: 785-628-4744  
E-mail: mmeans@fhsu.edu, jnscheele@mail.fhsu.edu  
Office Hours: By appointment or if door is open

**Basic Course Information:**

**Prerequisites**:There are no course prerequisite courses for this course. Students must be a senior or in their final year of the Honors College.

**Required Materials:** There are no required materials for this course. Any materials required for students to produce their capstone projects are the financial responsibility of the student.

**Course Description:** The primary focus of this Honors Capstone course will be the compilation and submission of an individualized capstone project. Students may select the project from one of the five tracks:

* Primary Research Project/Paper
* Secondary Research Paper
* Critical Thinking Essay
* Coordinating an Event
* Creative Project

Students will present their project to Honors College students and other faculty/staff members during finals week.

Students will also be required to perform a final assessment, in the form of a self evaluation and two external assessments from the Honors College Director and Administrative Specialist, regarding how they have fit and met the four competencies of the Fort Hays State University Honors College. The self evaluation will require 1 STAR (situation, task, action, result,) example for each of the four competencies. The Honors College Director and Administrative Specialist will evaluate the student based on their assessment.

**Program Objectives:** To synthesize and present professionally, programmatic, and circular skills and competencies

**Course Delivery and Structure:** Students enrolled in IDS199E will meet with the course instructor on at least 5 occasions in coordination with the schedule below. Students will be responsible for contacting the Administrative Specialist to schedule these meetings before the provided deadlines. Each meeting can be expected to last approximately 30 minutes.

**Capstone Summary:**

Students enrolled in the **IDS 199E: Honors Capstone** course will complete one capstone project as the sole focus of this course. Capstone projects must fit the requirements outlined in one of the five tracks of the student’s choice.

Each capstone project must be approved by the course instructor and submitted prior to the first scheduled meeting using the “Capstone Project Proposal Form” found in each of the track summaries in this document.

No projects can be recycled from other classes.

All final drafts of projects are due the Friday before finals week. Projects will then be presented during the scheduled finals time.

**Course Calendar:**

**Deadline: Requirements:**

**By September 1st Meeting: Final approved project form due by**

**time of meeting. Go over syllabus and deadline, create outline/timeline of project. Discuss STAR evaluation forms and presentation requirements.**

**By September 15th Progress check in: An email of progress made on**

**project. Email in any and all work done on the**

**specific project, including but not limited to,**

**sources, thesis statement, publicity materials,**

**rehearsals, pictures of work, etc.**

**By September 22nd Meeting w/ feedback on the progress check in.**

**Also discuss any future plans the student has, and next steps in project.**

**By October 6th: Second progress check in/submission.**

**Approximately 50% of the project should be completed at this point. All revisions from the previous meeting should be addressed and changed.**

**By October 13th Meeting with feedback and revisions from**

**second submission. Also discuss the STAR Self Evaluation and upcoming deadlines.**

**By November 3rd 3rd submission deadline. 1st full rough draft of**

**paper/project should be submitted at this time. Community project should be close to occurring and full outline of plan, staff, etc should be laid out. Creative works should provide photo submissions of the current work, along with the rough draft of essay.**

**By November 10th Self STAR Evaluations due.**

**By November 17th Meeting with feedback on project and revisions**

**should be scheduled.**

**By December 1st Final draft with all revisions submitted. The**

**community event has occurred.**

**By December 8th Exit Interview Scheduled. External STAR**

**evaluations will be handed back at the time of the meeting, as well as grades on the project.**

**Final Date TBD Student project presentation.**

**Grading and Evaluation**

|  |  |
| --- | --- |
| **Requirements** | **Points** |
| Project Approval Form | 10 |
| Meetings/Submission Deadlines | 50 |
| Project | 100 |
| Presentation | 30 |
| Self Evaluation | 15 |
| External Evaluations | 30 |
| Exit Interview | 15 |

**Grading Scale**

|  |  |
| --- | --- |
| **A** | **225-250 points** |
| **B** | **200-224 points** |
| **C** | **175-199 points** |
| **D** | **150-198 points** |
| **U** | **149 and below points** |

**Project Approval Form**

The student must have the final project approval form submitted to the course instructor/administrative specialist by the above deadline. Students who do not get the form approved by the deadline will lose 5 points off of the grade. If the form is not turned in by the second week, all 10 points will be lost and an overall 5% will be taken from the student’s final grade. Project approval forms are found under the capstone track section.

**Meeting/Submission Deadlines**

Each of the meeting/submission deadlines are worth 5 points, totaling up to 50 points. Students will lose one point for each business day (Mon-Fri) that materials are turned in late or a meeting is scheduled after a deadline. If a meeting has to be cancelled due to unforeseen events, the student is responsible for contacting the Administrative Specialist/Course Instructor via email/text ASAP to reschedule.

Students are expected to take the initiative in scheduling meeting times with HC Staff before each of the above deadlines with the “Meeting” designation. Students must reach out to the Administrative Specialist to schedule meetings at least 3 days before each deadline, or they will be held accountable for any meetings scheduled after the deadline.

**Project**

The majority of the points for this class are related to the overall project. Students will select one of the five tracks listed under the capstone track section. Under each track, the requirements and rubric are listed.

**Presentation**

Each student will be required to present their project during the finals time slot each semester. The presentations will be open to all Honors College students, staff, and HCSC committees. The student will be required to be there for the entire time period, and be ready to explain their project and answer any questions they are asked. Posters are not required, but welcomed.

**Final Assessment/Evaluation Forms**

Each student will be required to complete the final assessment. The final assessment will require three evaluation forms. These evaluation forms will follow the STAR format (Situation, Task, Action, Results), regarding each of the four competencies of the Honors College. The four competencies/missions of the Honors College are as follows:

1. Leadership
2. Community/Civic Engagement
3. Professional Development/Continuous Growth
4. Academic Preeminence

The STAR Format goes as follows.

1. Situation: Present a challenge/situation in which you have been in which fits the above competencies/mission
2. Task: What were you required to achieve.
3. Actions: What did you do? How did you do it?
4. Results: What was the outcome? Did you achieve it? Why or why not?

Students will be required to submit a self evaluation form with a STAR format for each of the four competencies. The Honors College Director and Administrative Specialist will then each complete an evaluation for student on each of the competencies as well, based on their self evaluation form and time in the program. Points will be received based on submission of forms by deadlines, overall effort put into forms, and completion.

**Exit Interview**

Each student will be required to complete the exit interview prior to finals week. Points will be given based on participation and scheduling the interview in a timely manner.

**Capstone Tracks:**

**Critical Thinking/Analysis Essay**

Summary: This is a non-expository essay designed to develop and reflect the critical thinking and analytical skills of the student. Students should pick a specific topic with a narrow focus to allow for clear and concise logic and argumentation. Essays should include a clearly defined thesis statement the student justifies. The thesis statement should be a question that does not have a clear, direct answer or solution, or one that can be discerned through research. The purpose of the paper is to take a position on a controversial topic and clearly define and defend your position. Your essay topic does not need to be within your major field of study.

Track Requirements:

Each essay should accomplish the following:

* Clearly define a problem and explain its significance,
* Identify a solution for your problem and justify why your solution is the best,
* Raise at least one counterargument to your solution and fully address it.

Each essay should include the following:

* Minimum 10 pages (excluding title page, bibliography, etc.)
* Bibliography – Must contain at least 3 citations
* Title page and abstract
* Must use commonly accepted formatting style guidelines (APA, MLA, etc)

Students are required to have their project approved by the Honors College staff by using the included Capstone Project Proposal Form prior to the deadline in the syllabus to avoid a 5% reduction of their final grade.

**Critical Thinking/Analysis Essay Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **5** | **4** | **3** | **2** | **1** |
| **Syllabus Guidelines** | 10 pages in length, bibliography includes 3 citations, comprehensive abstract, and cover page included | 9 to 8 pages in length, bibliography includes 2 citations, thorough abstract, and cover page included | 7 to 6 pages in length, bibliography includes 1 citation, cursory abstract, cover page included | 5 to 4 pages in length, bibliography includes no citations, abstract missing key points, and cover page not included | 3 or less pages in length, no abstract, cover page, nor bibliography |
| **Grammar** | 5 or fewer errors | 6-7 errors | 8-9 errors | 10-11 errors | 12+ errors. |
| **Focus** | Thoroughly and clearly defines problem, solution, counter-argument, and response, leaving no room for confusion | Somewhat thoroughly and clearly defines problem, solution, counter-argument, and response, leaving little to no room for confusion | Defines problem, solution, counter-argument, and response, in a way that calls for better clarification of one key point. | Poorly defines problem, solution, counter-argument, and response, in a way that calls for substantial clarification of certain key points. | Unable to identify problem, solution, counter-argument, and/or response, in a way that leads the reader to believe the essay is incomplete. |
| **Critical**  **Analysis** | Uses sound logic, clearly and thoroughly explains arguments | Mostly sound logic and thoroughly explains arguments with little confusion | Somewhat sound logic, explains arguments, and somewhat thorough | Uses poor logic, argumentation is not thorough, and provokes confusion | Uses illogical argumentation provoking substantial confusion. |

**Critical Essay Capstone Project Proposal Form**

Name:

E-mail Address:

Preferred Phone Number:

Campus Mailing Address:

Major(s):

Student ID#:

Semester/Year:

Fill in the following information:

**1.      Describe what you intend to accomplish.**

**2.  What topic did you choose and why? What is its significance?**

**3. What knowledge will you gain by completing this essay? How does that benefit you?**

**The following signatures are required to authorize this proposal form:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student signature                                                                             Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Honors College staff representative signature\*                                   Date

\*Acceptable Honors College representatives include faculty/staff/chair(s) of the Honors College Steering Council curriculum committee, the Honors College Director, the Honors College Administrative Specialist, or the IDS 199E course instructor.

**Coordinate an Event**

Summary: The purpose of this track is to create, organize, and manage a campus or community event. This event can be co-coordinated with a business, organization, community leader, or fellow student. Organizing and executing the event should display the hosting student’s leadership, organization, management, and communication skills. The event should be the student’s invention, and not a project directly adopted from another student, organization, or business. This project should also be different from a project completed during the Engagement PDI course.

Track Requirements:

* Prerequisites (must be authorized by honors college staff member):
  + One page event summary
  + Timeline to accomplish needed tasks
  + Draft feedback form
* Requires a minimum one month of preparation
* Must have a target audience of 30 or more individuals
* Capstone student is required to be the on site manager of the event
* Must have a public service focus (i.e. charity, informing/engaging the public)
* Workload must be more nuanced or rigorous than simply booking a speaker, reserving a room, and inviting guests.
* Minimum of 25 hours should be required for preparation of event and be recorded in a time log
* Student must provide picture or video documentation of event
  + Minimum 15 pictures or 3 minute video
* Administer at least five feedback forms to attendees or coordinators (student will design their own feedback form)
* Minimum 2 pages for project reflection and self-critique (summarizes event and identifies successes and areas for improvement)

Students are required to have their project approved by the Honors College staff by using the Capstone Project Proposal Form prior to the deadline listed in the syllabus to avoid a 5% reduction of their final grade.

**Coordinate an Event Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **5** | **4** | **3** | **2** | **0** |
| **Record of Event** | Each logistical component required for event is well written, obtained, and organized | One logistical component is missing from event documentation. | Two logistical components are missing from event documentation. Those given need quality improvement | Three logistical components are missing from required documentation and quality is weak.. | Very weak quality of documentation provided. Incomplete or nonexistent planning is evident |
| **Participant Critique Forms** | Five or more self-made critique forms are completed and included in event records. | Missing one form | Missing two forms | Missing three or more forms completed by participants | No completed critique forms were provided in records, but form is provided |
| **Quality of Event** | Event’s purpose was publicized, event was well organized, and outcome exceeded self-expectations. | Event met primary purpose; organization needed improvement | Event was mediocre and a purpose was not well understood by attendees | Event was haphazardly organized and attendance quality and quantity was below expectations | Event was not planned or was presented in its embryonic form. |
| **Personal Reflection and Critique** | Student explained weaknesses and strengths and a plan to improve in the future was provided. | Weakness and strengths were explained, but ways to improve were not discussed. 2-3 grammatical errors. | Weakness and strengths were mentioned, but not elaborated. 5- 7 grammatical errors. | Incomplete written reflection with 8-10 grammatical errors. | No reflection is provided |

**Co-ordinate an Event Capstone Project Proposal Form**

Name:

E-mail Address:

Preferred Phone Number:

Campus Mailing Address:

Major(s):

Student ID#:

Semester/Year:

Fill in the following information:

1. **Describe what you intend to accomplish.**
2. **What communities will this event benefit and how?**
3. **Will funds be needed for this event? If so, outline the proposed budget.(Honors College will not fund for any capstone projects.)**

The following signatures are required to authorize this Proposal Form:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student signature                                                                             Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Honors College staff representative signature\*                                   Date

\*Acceptable Honors College representatives include faculty/staff/chair(s) of the Honors College Steering Council curriculum committee, the Honors College Director, the Honors College Administrative Specialist, or the IDS 199E course instructor.

**Creative Project Track**

Summary: The objective of this track is to produce an original creation. This could be artwork, music, a website, sculpture, or fictional story, amongst other options.

Track requirements:

* Creative project should include at least 4 installments, a 25-minute performance, or an equivalent output
* All students must keep a weekly photo, video, or written log to keep track of their progress
* A minimum of 25 hours should be logged to work on the project
* A minimum two page critique essay must be submitted at the time of presentation. The paper should include a background information, focus/purpose, medium, inspiration, and critique..

**Creative Track Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **5** | **4** | **3** | **2** | **0** |
| **Expression:**  **Creative works express an artistic concept, feeling, or personal meaning** | Product clearly commemorates ideas, feelings, or meaning to the audience that aligns with the creator's intent. | Ideas, feelings, or meanings are conveyed but not easily ascertained by viewers. | Idea, feelings, or meanings are partially conveyed Viewer fails to make any connection. | Idea, feelings, or meanings are poorly conveyed. Viewer is confused about presentation | Project incomplete or non-existent. |
| **Observation:**  **Detail, degree of perceived craftsmanship** | Attention to detail and obvious focus on project is used to interpret intent or mood. | Craftsmanship evident, but not exemplary | Subject matter is identified with some detail and inconsistent quality/workmanship | Quality/detail/craftsmanship is mediocre | Poor quality/ detail/craftsmanship |
| **Exploration and Stretch: Student’s ability to reach beyond his/her capacity, explore, and learn during process of mistakes/obstacles** | Product is possibly new and is original.  Obstacles were overcome and learned from.  Unusual ideas portrayed. Significant revision and quality improvement employed | Product is unique in some ways. Obstacles were overcome. Difficulty of project is understood. Obvious revision and quality improvement | Originality is somewhat weak and mistakes were distracting. Presentation could have benefited from more revision and quality improvement. | Sense of inventiveness/vision lacking. Little sense of revision | No originality or challenge with obstacles. Product is not unique nor portrays any new idea. Project not subjected to revision. |
| **Submission of Requirements** | All requirements are submitted and of great quality | One requirement is missing, but those provided are of good quality | Two - three requirements are missing and those provided need improvement of quality | Four or more requirements are missing and provided requirements are poor quality | Very few requirements are provided |

**Creative Capstone Project Proposal Form**

Name:

E-mail Address:

Preferred Phone Number:

Campus Mailing Address:

Major(s):

Student ID#:

Semester/Year:

Fill in the following information:

1. **Describe what you intend to accomplish.**
2. **How will this project benefit you personally, professionally, or academically?**
3. **What significance does this project have to you?**
4. **Will funds be needed for this event? If so, please outline the proposed budget. (Honors College will not fund for any capstone projects.)**

The following signatures are required to authorize this Agreement Form:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student signature                                                                             Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Honors College staff representative signature\*                                   Date

\*Acceptable Honors College representatives include faculty/staff/chair(s) of the Honors College Steering Council curriculum committee, the Honors College Director, the Honors College Administrative Specialist, or the IDS 199E course instructor.

**Secondary Research Track**

Summary: Student will analyze and assess pre-existing experiments and/or research. This paper will challenge students to identify contemporary issues in society or the scientific community. Upon identification, students must provide an explanation as to why or how the research is relevant. They must also provide their own method as to how to continue or resolve the issue. This will allow students to explore and improve upon their analytical and problem solving skills.

Requirements:

* Minimum of 3 published or credible sources
* Minimum 10 pages of content not including title page, abstract, or references.
* Research topic must be ongoing or address some unresolved issue
* Explain why this issue needs to be resolved
* Include steps on how to continue research or how to proceed
* Address why this research topic is relevant and how it may benefit society and/or the scientific community
* Construct the paper in APA format

**Secondary Research Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **5** | **4** | **3** | **2** | **1** |
| **Sources** | All sources are credible. | Most sources are credible. | Some sources are credible. | Few sources are credible. | No sources are credible. |
| **Formatting** | All sources and quotations are properly cited. | Most sources and quotations are properly cited. | Some sources or quotations are properly cited. | Few sources or quotations are properly cited. | No sources or quotations are properly cited. |
| **Grammar** | Five or fewer grammatical errors. | Six to nine minor grammatical errors. | Ten to thirteen grammatical errors. | Fourteen to sixteen grammatical errors. | Seventeen or more grammatical errors. |
| **Conclusion and How to Proceed** | Research is brought to some clear conclusion and a statement is provided on how to proceed. | Conclusion is vague and a statement is provided on how to proceed. | No statement is provided on how to proceed, but conclusion is provided. | No conclusion is provided. | No conclusion or statement is provided. |
| **Quality** | All paragraphs transition smoothly. Author stays on topic throughout entire paper. | Most paragraphs transition smoothly. Minimal digressions. | Some paragraphs transition smoothly. Some digressions. | No transitions. Many digressions. | No transitions. No focus. |  |

**Secondary Research Capstone Project Proposal Form**

Name:

E-mail Address:

Preferred Phone Number:

Campus Mailing Address:

Major(s):

Student ID#:

Semester/Year:

Fill out the following information:

1. **Describe what you intend to accomplish.**

**2.  What contemporary issue do you intend to research?**

**3. How will society benefit from resolving this issue?**

The following signatures are required to authorize this Agreement Form:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student signature                                                                             Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Honors College staff representative signature\*                                   Date

\*Acceptable Honors College representatives include faculty/staff/chair(s) of the Honors College Steering Council curriculum committee, the Honors College Director, the Honors College Administrative Specialist, or the IDS 199E course instructor.

**Primary Research Track**

Summary: This honors capstone project focuses on the student’s ability to conduct original research, analyze and discuss results, and challenge problem solving skills. The student must have a research agreement form with the appropriate professor. As a result of the primary research, a scientific paper in APA format with the following headings must be included to provide evidence of project completion.

Contents of Scientific Paper:

* Title Page
* Abstract
* Introduction (Includes purpose and hypothesis/hypotheses)
* Review of Literature
* Materials
* Methods
* Results (Graphs, Tables, Observations)
* Qualitative data (i.e. photo documentation)
* Conclusion
* Discussion
* References/Works Cited

**Primary Research Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **5** | **4** | **3** | **2** | **1** |
| **Scientific Paper Components** | Includes all necessary components of an APA scientific paper \*refer above | Average introduction and conclusion. Purpose is clear, but no final thought. | Weak introduction or conclusion. Purpose unclear, no final thought. | Thesis Statement and concluding statement only. | Missing introduction or conclusion. Purpose unclear. |
| **Scientific Paper Grammar** | Five errors or fewer. | Six to nine errors. | Ten to fourteen errors. | Fifteen to nineteen errors. | Twenty errors or more. |
| **Scientific Paper Quality** | All paragraphs transition smoothly. Author stays on topic throughout entire paper. | Most paragraphs transition smoothly. Minimal digressions. | Some paragraphs transition smoothly. Some digressions. | No transitions. Many digressions. | No transitions. No focus. |
| **Experimentation/Research** | Experimental research is original and challenging. Appropriate supervision was provided. | Research is original, appropriate supervision present, but too similar to classroom research. | Research is primarily original, but technique was invalid. | Research is duplicate to classroom procedures so challenge for honors student was absent | Research is plagiarized and supervision was not present. |

**Primary Research Capstone Project Professor Agreement and Proposal Form**

Name:

E-mail Address:

Preferred Phone Number:

Campus Mailing Address:

Major(s):

Student ID#:

Semester/Year:

**In consultation with your primary research contract faculty/staff/advisor**, fill in the following information:

**1.      Describe what you intend to accomplish.**

**2.  Will funds be needed for this research? If so, outline the proposed budget. (Honors College will not fund for any capstone projects.)**

**The following signatures are required to authorize this Agreement Form:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student signature                                                                             Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty/staff/project advisor signature                             Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                                 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chair/                                                                           Date

Unit Head signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

  Printed (Unit Head)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_               \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Honors College staff representative signature\*                                               Date

\*Acceptable Honors College representatives include faculty/staff/chair(s) of the Honors College Steering Council curriculum committee, the Honors College Director, the Honors College Administrative Specialist, or the IDS 199E course instructor.

**University Policies and Expectations**

**Academic Honesty**: http://web.fhsu.edu/universitycatalog/gen/academichonesty.asp

All course assignments are to be completed by yourself on an individual basis.

**Withdrawal**: http://web.fhsu.edu/universitycatalog/gen/withdrawalpolicystatement.asp

**Disability Statement:**

If you have a disability that may have an impact on your ability to carry out assigned course work and if you wish to seek any accommodations for this course, you must contact the Student Accessibility Services office (SAS). SAS is located in the Kelly

Center, Picken Hall, Room 111, 785-628-4401. SAS staff will review your documentation and determine, with you, what academic accommodations are necessary and appropriate. Documentation of your disability is confidential and will not be released by SAS without your written permission. Students can find more information at http://www.fhsu.edu/accessibility/get-access/

**Title IX Information:**

FHSU is committed to fostering a safe, productive learning environment. Title IX makes it clear that violence and harassment based on sex, gender and gender identity are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. This includes all types of gender and relationship violence: sexual violence or harassment, domestic and dating violence, and stalking. If you wish to speak **confidentially** about an incident of gender and relationship violence, talk to someone at The Kelly Center, the Student Health Center, or the Options Sexual and Domestic Violence Campus Advocate who is housed in the Student Health Center. If you wish to report an incident or have questions about school policies and procedures regarding Title IX issues, please contact Dr. Keegan Nichols, Associate Vice President for Student Affairs and the FHSU Title IX Coordinator. Or, you can report to Residential Life Staff or University Police, which are **non-confidential reporters.** If you are unsure about the reporting status of an individual, ask them directly before disclosing sensitive information. If they are non-confidential, they can direct you to someone you can talk to in complete confidentiality, which does not have to be officially reported.

**Career Services**: http://www.fhsu.edu/career/

**Kelly Center**: http://www.fhsu.edu/kellycenter/asp/Academic-Help/

**Writing Center**: http://www.fhsu.edu/english/Writing-Center/

# APPENDIX F: ORGANIZATIONAL CHART FOR THE HONORS COLLEGE AND RELATED ORGANIZATIONS

\* Denotes Executive Leadership Team Member