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, FHSU’s newest Program of Distinction! 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. We have no doubt that 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 almost 14,000 between 2000-2015. 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**).

While the DSP program was being developed, the FHHS grew exponentially. Several truly outstanding FHHS past-presidents **Linnea Gustafsson** (2011-2012), **Rebecca Whitmer** (spring, 2013), and **Michelle Klepper** (2014-15) dramatically accelerated the scope and impact of the group. Membership in the FHHS reached an all-time high in the spring of 2016, when total numbers reached 252. This made the FHHS one of the largest student organizations of any kind at FHSU. In spring, 2017, the FHHS was recognized as being the **student organization of the year** (out of hundreds) at FHSU, a notable and hard-earned distinction.

Students in the FHHS traditionally come from all corners of the FHSU population: members include on-campus, virtual college, international, KAMs (Kansas Academy of Mathematics and Science), undergraduate, and graduate students representing all majors. Approximately 50% of the FHHS membership comes from the on-campus population and 50% comes from the VC. The number of members who can attend meetings (which occur every other Tuesday at 6pm) usually falls between 50-70 each semester. Members join by invitation only: a 3.8 cumulative college GPA and at least 12 credit hours of college coursework must be present for an invitation to be sent. A 3.6 cum GPA must be maintained to remain a member of the FHHS. Given the extremely high academic standard, the FHHS is the university’s most elite honor society.

There are two student cohorts that are granted automatic membership in the FHHS without the requirements of a formal invitation: those that have been awarded entry into the KAMs program and... **YOU!**
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, Faith Edwards, and Jensen Scheele.

In the time span of a few brief months, 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. Of the incoming freshman class, the average ACT score was 30 and the average cumulative high school GPA was 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 found at the end of this handbook 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 Student Associate Coordinator, Administrative Specialist, Fort Hays Honor Society President, Graduate Teaching 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.
2017-2018 Honors College Leadership

Honors College:
Mr. Matt Means: Director and Associate Professor of Music and Theatre, mmeans@fhsu.edu, 785-628-4748
Jensen Scheele: Administrative Specialist, jnscheele@mail.fhsu.edu, 785-628-4744
Lucy Partlow-Loyall: Student Associate Coordinator
Kaytee Wisley: Assistant M/P/O Coordinator
Jacob Lutgen: KAMS/HC Executive Council President
Peter Marston: GTA (Graduate Assistant)
HONORS AMBASSADORS:
-Jacob Long
-Nicholas Wood
-Emma Gardner

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 Lucy Partlow-Loyall, student co-chair
Marketing/Publicity Committee: Kaylan Lagerman, chair
Nationally Competitive Scholarships Committee: Dr. Lexey Bartlett, chair (Associate Professor, Department of English)

*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 high-achieving 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.

Center for Civic Leadership/Tigers in Service:

If you have a passion for community service and civic engagement, then FHSU is right place for you. 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. Honors College Junior Reilly Franek is also a great person to speak to if you are interested.

Greek Life:

Many HC students (and the Honors College director) cite Greek organization involvement as crucial to 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. If you have any questions about joining a sorority contact Sami Montgomery, Lucy Partlow-Loyall, or Alexis-Athena Wyatt. If you have any questions about joining a fraternity contact Colin McIver and Bryce Nemeth.

Honors Office Paid Positions:

Each year a select number of students work in the honors office in a compensated capacity. The president of the FHHS and the Student Associate Coordinator of the HC are both compensated positions. The other compensated positions vary from year-to-year and as needs change; for 2017-18 the other compensated positions include:

- The FHHS vice president positions
- The Honors Ambassador positions
-The KAMS/HC Executive Council president position
-The HC Marketing/Publicity/Outreach coordinator + assistant coordinator positions
-The KAMS/HC EC publicity chair 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).

Fort Hays Honor Society:

There has been a strong and deep linkage between the HC (DSP) and the FHHS from the beginning. Since all HC students are automatically members of the FHHS, the FHHS often provides an early and quick entry point for impact. You will observe other HC students in action as leaders within the FHHS from the beginning of your college experience. Virtually all of the 2017-18 officers of the FHHS are HC students.

The FHHS is led by a very active and committed leadership team that meets on Tuesdays at 6pm on weeks that the full FHHS group does not meet. The FHHS 2017-18 leadership team is:

- President: Shaelin Sweet (SR and HC member)
- Senior Vice President: Samantha Rohleder (JR and HC member)
- Vice President of Finance: Broque Short (JR and HC member)
- Assistant VP of Finance: Alinexis Castillo (SO and HC member)
- Vice President of Communications: Peter Marston (Graduate Student and the HC GTA)
- Vice President of Informatics and Technology: Monica Michaud (SR and HC member)
- Vice President of Virtual College Student Relations: Bryce Nemeth (JR and HC member)
- Director of Development: Riley Drees (SO and HC member)
- Coordinator of Academic Committee: Holly Dethlefs (SO and HC member)
- Coordinator of Publicity Committee: Nathaniel Hunt (SO and HC member)
- Coordinator of Social Committee: Jacob Long (SO and HC member)

The FHHS funds activities each year from a budget of approximately $15,000. It provides scholarships, leadership conference funding, and academic support awards through competitive processes for members only, thus providing financial support to members that virtually no other student organization can offer. Additionally, all executive board members are paid. There are very few student groups at FHSU that can boast the impact, resources, and organizational progress of the FHHS; membership reached a record 252 members recently. If you choose to become active in the FHHS, you can easily progress up the leadership ladder of the organization quickly.

Honors College Steering Council:

Many Honors College operational initiatives are rooted in the four committees that make up the HCSC: curriculum, admissions, marketing/publicity, and nationally competitive scholarships. 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
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 on the 2nd floor of Picken Hall. 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 (including the FHHS) via a competitive application process. SGA GPA requirements are far lower than FHHS or HC GPA requirements. Time commitment varies depending on position and interest level. Speak to HC students Lucy Partlow-Loyall, Samantha Rohleder, or Michael Musgrove if you wish to learn more!

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. See HC student Sami Montgomery with any questions.

**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 organization to plan a full agenda of events, meetings, and partnership initiatives. The KAMS is an early-to-college 2-year program for gifted 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 Jacob Lutgen, KHCEC president, at jdlutgen@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/ to see which shows you may want to go to. There will be a sign-up sheet once classes start for each of the Encore shows, and tickets will be 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 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, esp. if you have taken college classes, AP classes, or IB classes in high school.

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 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 primarily 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 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 2017-18 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

**Association 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 199F**: Honors Seminar: Continuous Growth
- **IDS 199G**: 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, Ms. Jensen Scheele

Office Hours:  
whenever the FL72/74 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 activities 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/academic dishonesty.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 199F: 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 27th
- September 17th
- October 1st
- October 15th
- October 29th
- November 12th
- December 3rd

**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 27th**

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

**By September 17th**

First e-portfolio draft due (Resume/Cover Letter and 1 optional Item)

**By October 1st**

Revisions sent back for 1st submission

**By October 15th**

Revisions from 1st submission due
By October 29th  
Second e-portfolio draft (Extracurricular/Scholarly Activity List and two optional items)

By November 12th  
Revisions for second submissions sent back to students

By December 3rd  
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 199G: Honors Seminar-Academic Pre-eminence**

**Grading:**
Grading for IDS199B 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 10th
- September 24th
- October 8th
- October 22nd
- November 5th
- November 26th
- December 10th

**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 21st
- February 4th
- March 4th
• March 25th
• April 8th
• April 22nd

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

• January 28th
• February 11th
• February 25th
• March 11th
• April 1st
• April 15th
• April 29th

IDS 199E: Honors Capstone

All HC students must successfully complete the IDS:199E 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 IDS199E syllabus is included in Appendix E for student perusal. Please feel free to contact Ms. Jensen Scheele 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 extreme 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, Lucy Partlow-Loyall or Matt Means with questions and needs.

GPA:
All Honors College freshmen must maintain at least a 3.3 cumulative GPA. All HC
SO/JR/SR members must maintain at least a 3.5 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 after 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 classes 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.

Honors Seminars (IDS199)/PDI (Personal Development Institute):
PDI attendance and grading guidelines are outlined in class syllabi. All HC
students must pass all Honors Seminar classes in order to maintain good-standing status.
Any HC student failing (grade of U) an Honors Seminar class will be put on probation the
following semester.

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.

Co-curricular/Cultural-Civic Engagement Activities:
Each HC student must participate in 2 events or organizations (or 1 event + 1
organization) from this category per semester. If you hold a TITLED POSITION in the Fort
Hays Honor Society, you may count that towards this requirement. See Appendix B for a
list of viable activities and notes on verification. If you create a community service
project to fulfill this requirement, you may also fulfill it as for the Engagement PDI or
Honors Contract requirements; however, you may not use the same community service
project for both the Engagement PDI 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.
IDS199E: Honors Capstone:

All HC students must complete an Honors Capstone if they are in their 4th (or 5th) year of study. Any student that fails this class 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 administrative specialist 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 IDS199E 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, and the freshman UNIV101 class and the IDS199E: Capstone class both count as 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 (announced per semester), 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 D or higher in any designated honors course to receive honors experience credit. Below are the Honors Classes for the 2017-18 academic year.

Fall 2017
- ECON 202: Principles of Economics: Macro- Dr. Samuel Schreyer
- BCOM 301: Business Communication: Dr. Rose Helens-Hart
- MGT 101: Introduction to Business: Dr. Jack Hyatt
- IDS 400: Bioethics: Dr. Douglass Drabkin

Spring 2018
- POLS 105: Current Political Issues: Dr. Larry Gould
- PHIL 120: Introduction to Philosophy: Dr. Sammuel Byers
- IDS 407 Global Challenges: Dr. Lexey Bartlett

Honors contracts can include, but are not limited to, an extension of a non-honors course, serving as an executive officer at the national level in a professional or scholarly organization, coordinating a major community service project, 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 “forms and resources” tab on the Honors College website. Some of the prefatory text is included below as well for reference purposes. This is a student-driven form that must be turned in with ALL required information to Honors College staff NO LATER than the end of the fourth week of a given semester. Students seeking to submit an honors contract must meet with their supervising instructor or advisor to propose/begin discussing the project/class NO LATER than the end of the second week of a given semester. Please read the honors contract
form carefully. 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. 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.

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.

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 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 on the honors experience requirements, and acquire 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 to 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 would involve a student who, by a competitive process, is given an opportunity to enter the desired career field immediately upon graduation, or sooner, due to a significant, on-site commitment to the company.
• This commitment should be greater than 30 miles from Hays.
• All HC requirements will remain in effect, save for the academic service/program development category, which would be waived for the duration the students is away from the greater Hays area.
• The HC student is required to attend PDI sections via skype.
<table>
<thead>
<tr>
<th></th>
<th>Standard Honors Student</th>
<th>Non-Residential</th>
<th>5th Year in FHSU HC</th>
<th>Part Time/Last Semester</th>
<th>Accelerated to Workforce</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Co-Curricular/Cultural Civic Engagement</td>
<td>x</td>
<td>x*</td>
<td>x</td>
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<td>x</td>
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<tr>
<td>Program Development or Academic Service</td>
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<td>1 Honors Experience Per semester (average)</td>
<td>x</td>
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<td>Capstone</td>
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<td>PDI</td>
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<tr>
<td>3.5 GPA (3.3 for freshmen)</td>
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<td>x</td>
<td>x</td>
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<td>x</td>
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</tbody>
</table>

*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.
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 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, and the Institute of New Media Studies.

Internships

Students who are accepted for an internship may use this as an automatic Honors Experience. The internship must require at least 160 hours of work/experience, as well as a weekly journal reflecting upon their experience and how it is benefiting their future. The weekly journal should be kept in a blog or Google Document form, and be updated and shared weekly with the Administrative Specialist. If the internship is required for a major program, the student must fill out an Honors Contract. Each individual internship can only be counted for up to two automatic Honors experience, however, students may complete a different internship at a different company and receive additional experience credit.

Professional Conference Presentation

If a student is accepted or invited to present their undergraduate research, whether it be individual or a group presentation at a professional conference, they may use this as 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.

Study Abroad

If a student is accepted to study away from Fort Hays State University for an entire semester or more, the trip will count as an automatic experience. If the study abroad trip is less than a semester, a class will be required in conjunction with the study abroad trip in order for the experience to count. All students partaking in a study abroad experience will be required to turn in a minimum 3 page reflection paper or present in a 15 minute presentation about the trip to the UNIV 101 or other PDI courses. Up to 2 study abroad semesters may be utilized 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.
Automatic Honors Experience Form

Name:
Year in HC:
Semester:
Which Automatic Honors Experience are you doing?

A. Competitive Academic Programs
B. Internships
C. Professional Conference Presentation
D. Study Abroad
E. National Scholarship Application

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. 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. 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.

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 students ONLY.** This includes Honors College students and Fort Hays Honor Society members. 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 student from an abovementioned group present serving as a host. 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 student associate coordinator, the KHCEC president, and the FHHS president.

**Room 68 (Cave):**

This room can (and should) be used anytime for studying, hanging out, small meetings, eating a meal (a fridge and microwave oven, along with paper plates and plastic utensils are in this room), and social activities. We worked very hard to get space for honors students for several years and are thrilled that we have accomplished this goal. 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) and his/her assistants, the GTA, and work-study student. Honors student workers and titled executive staff/leaders often also use this office. It has a computer, printer, 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 (MPO) 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.

**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 Kaytee Wisley and Kaylan Lagerman. 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 Lucy Partlow-Loyall 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/](http://www.fhsu.edu/honors/Resources-and-Forms/).

**University Twitter/Facebook/website:**

FHSU’s administration and staff are very HC-friendly. 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 2017-18 year. **David Bollig** 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 they are in.

**Standards and Ethics Board Guidelines**

The Honors College Standards and Ethics Board is a committee designed to address Honors College student welfare regarding the honors program and honors student conduct. 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.

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 2017-2018 Academic Year, the SEB committee will comprise of:

- Jensen Scheele, Administrative Specialist
- Lucy Partlow-Loyall, Student Associate Coordinator
- Peter Marston, Graduate Teaching Assistant.

To schedule a meeting outside of the designated monthly time, please contact Lucy Partlow-Loyall, at lgpartlowloyall@mail.fhsu.edu.

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 Student Associate 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 class.

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 16-17 - contact Lucy Partlow-Loyall 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 as 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, the honors college GTA. 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 co-curricular/cultural/civic engagement activities.**
Honors College Strategic Plan
2017-2025

HONORS COLLEGE MISSION

*The mission of the Fort Hays State University 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 preeminence.*

We describe community engagement and leadership as:
- experiential-based participation in activities and organizations that provide foundational competencies in lifelong problem-solving skills.
- a commitment to our environments that strives to promote positive societal change.
- an embrace of the concept of change and the demands change place on the workforce and society.
- a commitment to a service mentality that seeks to motivate and inspire others.

We describe an environment of continuous growth as:
- an educational process that is more than a means to an end.
- an educational experience that is constant and without end.
- an experience that both encourages and recognizes the motivation necessary to persistently succeed and excel.

We describe academic preeminence as:
- a curricular emphasis that values philosophical depth and purpose over rote memorization.
- the atmosphere in which future generations of passionate, diligent, and inquisitive scholars can be fostered and encouraged.
- a spirit that champions and rewards quality of the highest caliber, as well as an appreciation for detail and that which is subtle in each discipline and subject.

Further, we, as students, dedicate ourselves to:

A) a spirit of intellectual curiosity and an insatiable thirst for knowledge,
B) a willingness to go above and beyond baseline requirements,
C) a risk-embracing ethos that seeks to transcend personal and societal boundaries, and
D) attracting, rewarding, and enhancing the best and brightest members of our generation.

HONORS COLLEGE VISION STATEMENT

*Our vision is to be a nationally recognized Honors program in transformational student development, campus/community student impact, and curricular creativity.*

OUR VALUES
Our values include outstanding personal advising and development for gifted students, a spirit of innovation, risk, and creativity that encourages experimental programming and curricular, and the cultivation of student life skills and relationships that transcend the college sphere. We inculcate the value we place on personal development, innovation, and relationship-building from initial point of contact beyond matriculation.

BACKGROUND

The four committees (curriculum, admissions, nationally competitive scholarships, marketing/publicity) of the Honors College Steering Council underwent a semester-long SWOT analysis in the Fall of 2015. The below represents the synthesis of discussion from this analysis.

1. DELIVER AN HONORS CURRICULUM OF DISTINCTION THAT ADDS VALUE TO THE UNIVERSITY AND THAT CREATES A COMMUNITY OF INSTRUCTIONAL EXCELLENCE

Strengths:
A. Currently Offered courses meet the gen. ed. or major program requirements.
B. Honors courses have small class sizes. Existing courses are taught by great faculty members. This makes for quality honors experiences in the classroom. Engaging classes.
C. Support from upper administration. Upper administrative leadership seem to be strong advocates for the HC in general. Support of administration allows flexibility in choosing classes.
D. Widespread interest from multiple departments on campus (on the committee and course proposals). Committed faculty support HC in general and committees specifically.
E. A small group of people appear to be pleased with the honors courses and contracts.
F. The interactions between honors students living together is academically valuable. Course-related conversations are being brought back to the dorms.
G. Enthusiasm of faculty/students/administration for the project of an HC, including willingness to help design the curriculum.
H. Range of disciplines represented by the initial responses.
I. Creating an Honors Faculty Status would help build a faculty cohort that understands the expectations for honors courses.
J. Creation of PDI.

Weaknesses:
A. Lack of promotion for honors courses/programs.
B. Minimal number of courses currently offered. Honors courses are only offered for certain disciplines.
C. Lack of upper division honors courses. Most courses are IDS or gen. ed. courses. This can minimize appeal to upperclassmen.
D. Existing honors classes have low enrollment due to newness of program. Perhaps impacted by availability as AP courses (specifically, English).
E. Quick start up of HC.
F. The honors contract model is fun but time-consuming. Depending on the contract, a professor teaching 4 preparations per semester along with the usual additional responsibilities may find working with these students outside of class difficulty (time-consuming, albeit fun).
G. Good grades in the past have given some students the false impression that they are better readers and writers than they are.
H. There is less participation and general interest in HC among some colleges at FHSU.
I. Some faculty expect honors faculty status without really earning it.
J. Publicity for course offerings and outreach to both HC and non-HC students and other faculty about what the honors designation is and why they might sign up for a course even if they are not HC students.
K. Lack of understanding of what an honors course is from some faculty applications.
L. Faculty may not understand or be willing to work with contract courses.

Opportunities:
A. Designated Honors Faculty status per department and honors pamphlet to encourage enrollment in honors courses.
B. Seminars: what is an honors course/how to design an honors course/honors contracts
C. As a new, developing program we have more flexibility than established honors programs, making it easier to adjust for existing or expected threats and weaknesses.
D. Utilize the PDI to recruit students.
E. Build the HC courses into the liberal education program.
F. Growing the social/residential side of things is relatively easy to do and will help.
G. Greater emphasis can be put on getting honors students into honors courses. At FHSU this means getting advisors on board.
H. Use the HC and KAMS to change the university’s reputation and attract higher quality students that will act as a leavening agent for the entire school.
I. Utilize our vast online and international experience/resources to improve the HC. Integrating the online student body into the HC.
J. Reaching out to colleges or departments that haven’t participated yet by submitting course proposals to get broader support.
K. Creating some reward for faculty who put great energy into teaching or service for the HC.
L. Expansion of courses.
M. New courses/designs.
N. Centralized advising: designated HC advisor-eases access to students, focused on fr/so students.
O. Lexey’s suggested honors faculty seminars: some of these could focus on faculty research and be used to integrate HC students. Good for contracts. Faculty research requiring assistants could be listed in TigerExchange/JobX. Work w/URE on this.

Threats:
A. Students further along in their programs, such as juniors and seniors, may find less value in honors courses since they will not have sufficient time left at the university or the available courses to graduate w/honors.
B. Competing against other universities in KS w/robust honors programs.
C. As the honors program grows, workload constraints threaten to make the contract model unmanageable.
D. That “honors” becomes an empty word. What these students need is less praise (less honoring, ironically; for some of them it has been going on for years) and higher standards. They are more capable than most students. So they should be appropriately challenged and provided with the opportunity to discover just how liberating intellectual humility can be. When “honors” becomes primarily a recruitment tool or transcript label, the program will be dying. When it becomes recognized as something worth doing for its own sake, it will thrive.
E. Speedy creation of HC threatens burn out of faculty.
F. Low initial early enrollments of HC classes may turn faculty and other students off. Setting ourselves up for failure with low enrollments due to lack of publicity/information and perhaps poor course choices.
G. Creating complacency among faculty in relation to honors faculty status, or creating a “class” system among faculty.
H. Faculty/student participation.
I. Concurrent credits from incoming students: students graduate in less time, more difficult to offer courses.
J. A lot of big initiatives on campus coupled with faculty burnout could be a problem.
K. Additional HC staff will be needed in due time to handle a second student cohort.

OBJECTIVES:

1. Develop and refine an Honors Faculty Fellow program, selected by application process, that rewards, recognizes and encourages highly motivated faculty that are honors-centric. Committee: Ongoing
2. Develop an Honors Pedagogical Roundtable (HPR), comprised of past and current honors-teaching faculty, to compare best practices and create a culture of honors scholarship and research at FHSU. This roundtable, in conjunction with HFF (Honors Faculty Fellows), will assist in providing workshops and seminars for FHHS
stakeholders interested in learning more about the unique opportunities of honors instruction, as well as provide guidance to faculty seeking advice about honors contracts and the honors course proposal process.  

Means: Fall 2016-2025

3. Investigate new assessment methodologies for honors courses, including possible adjustments to TEVAL instrument.  
Committee: Present- May, 2017

4. List HC student PDI and e-portfolio components as courses taken for a grade (0 or 1 CH)- Honors Seminar 201/301/401/capstone, in order to respond to curricular requirements of the National Collegiate Honors Council (states that 15-25% of an honors student’s classes should be honors in nature) and provide transcript verification of work done in these domains.  
Means: 2016-17

5. Utilize Academic Subcommittee to maximize enrollment balance, honors course teaching faculty overload balance, and curricular balance (upper v. lower division courses, gen ed v. specialized, HFF coursework v. open course proposal submission process) to ensure coursework offered represents the optimal mix of innovation, repetition, and class size.  
Subcommittee: Ongoing

6. Move honors contract form to an online format to ease access and revise submission schedule to enhance student-to-faculty engagement and advisor oversight.  
Academic Subcommittee: 2016-17

7. Provide an honors contract timeline/process for the summer.  
Staff/Academic Subcommittee: 2016-17-ongoing

8. Consider innovative Honors activities that transcend traditional instructional delivery models: seminars, our ongoing partnership with Center for New Media Studies, etc.  
All: Ongoing

9. Consider creating an Honors course “shell” within the liberal studies curriculum to allow for rotating/different courses to be introduced. This will serve as an honors gateway within the context of the liberal studies program and encourage non-HC students to consider honors coursework.  
Means/Crowley: 2016-17

10. Poll HC students yearly to identify possible curricular areas of opportunity and continue to actively engage departments that represent high-enrollment curricular opportunities.  
Staff: Ongoing

11. Develop a faculty reward for excellence in Honors instruction that can be used by recipients as reinforcement for merit/tenure/promotion purposes. Involve Honors Pedagogical Roundtable in this effort.  
Committee: 2016-18

12. Investigate the possibility of centralized HC advising, especially as program grows to 100 and beyond.  
Staff/Committee: 2016-2020

13. Work with URE to identify research opportunities for HC students that may exist within and beyond the scope of the yearly URE grant domain.  
Committee: 2016-2018

14. Consider splitting curriculum committee into small teams (2-3) to help review large-influx documents, such as honors contracts, course proposals, and/or HFF applications, especially in a baseline assessment type of context (so like the way URE grant proposals are reviewed) to ameliorate committee workload.  
Committee: Ongoing

15. Utilize current honors teaching faculty and curriculum committee members, as well as other academic leaders, to identify fresh committee members yearly to ensure optimal representation across colleges and to prevent committee member burnout.  
Staff/Committee: Ongoing
2. **GROW ENROLLMENT OF PROGRAM TO 200 TOTAL STUDENTS AND ENSURE ADEQUATE SUPPORT (FINANCIAL, STAFFING, FACILITIES) EXISTS TO REACH THIS GOAL**

**STRENGTHS:**

**WEAKNESSES:**
1. Budget of the HC.
2. Scholarships are not flexible enough to consider anything but ACT and GPA minimums. Flexibility in ACT minimums would give the committee the choice to provide more scholarships to at risk or in need students, rather than being solely based on ACT scores.
3. More need-based funding. This could be in the form of a smaller pool of money to award needy students a scholarship for books and other living expenses. This would provide the committee with some flexibility to consider special circumstances of applicants.

**OPPORTUNITIES:**
1. Deep learners could still apply once in college and after recognition based on FHSU current student applicant requirements.
2. The committee would like to do interviews via Skype for all full-ride candidates.

**THREATS:**
1. The ACT score of 28 may be too high. Could a range of scores below 28 (25-27) be considered for admissions? Could an index be created that gave an overall weighted score for ACT and GPA that would take both into consideration? This may give students close to the requirements an opportunity to apply based on their index score rather than just the ACT and GPA minimums. Could there be a conditional or trial admissions status level that would be available for students close to the ACT and GPA minimums? The committee would like to give the current admissions standards a full year of recruiting before larger changes are made.

**OBJECTIVES:**
1. Ensure HC OOE support is adequate for program growth plan, as identified by original schematic and plan for HC formulation from Fall, 2014. *Means: Ongoing*
3. Refine and clarify the new probationary status provision of admission and monitor growth to determine need for “window” admits. *Committee/Means: Ongoing*
4. Fill out scholarship recipient form for each HC new admit once they have accepted an HC scholarship. *Means/Staff: Ongoing*
5. Institutionalize admissions committee makeup to include standing reps from: admissions, scholarship services, KAMS, faculty, and students. *Committee/Means: 2016-17*
6. Apply continuous improvement practices to HC application process (e.g. investigate HCI model, etc.): *Committee/Staff: ongoing*
7. Consider devising an admission formula that incorporates ACT/GPA as multiplied factors (e.g. ACT score x GPA score = “x” number, which must be a baseline of “x” in order to be considered for admission). This would allow high ACT scorers with slightly lower GPAs to be considered, as well as high GPA scorers with slightly lower ACT scores to be considered. *Committee/Means/Staff: 2016-17*
8. Consider alternative admission criteria and mix, especially as program reaches 100 student plateau and prepares to move to 200. *Committee/Means: Ongoing*
9. Identify donor support to ensure yearly pool of at least $10000 is in place to provide specialized support for HC students needing assistance with travel, subsistence, and other curricular needs. *Means/Fdtn: Ongoing*

10. Implement alternative review process for students qualifying for Regents Scholarship (e.g. skype interviews, phone interviews, etc.). *Committee: 2016-2017, ongoing*

11. Once program has reached approximately 100 students, consider alternative enrollment streams (VC, graduate school, etc.). *Means/Committee/Staff: 2019-2025*

12. Engage with Foundation/donors to explore building an Honors Hall (dormitory, office space, etc.). *Means/Martin/Fdtn: Ongoing*

13. Pursue staffing plan that aligns HC with KAMS program (director, assistant director, recruiter, admin assistant, program specialist/advisor/full-time honors teaching faculty/nationally competitive scholarships coach, GTA, student labor), beginning with upgrade of administrative assistant position to 1.0 status. *Means: Ongoing*

14. Engage with donors to ensure adequate scholarship base is in place to continue to attract students. *Means/Martin: Ongoing*

15. Explore incentives to offset scholarship disadvantage of qualified current FHSU applicants. *Means: Ongoing*

16. Speak to Learning Communities and other targeted on-campus organizations/clubs to further pinpoint and maximize on-campus enrollment/applicant growth. *Means: Ongoing*

17. Continue to grow and deepen connection w/KAMS program: KAMS student enrollment in honors courses, KAMS applications to HC *Means/Staff: Ongoing*

18. Continue to grow connection with KS community colleges with honors programs (Hutch, JCCC, Cloud, etc.). *Means: Ongoing*

19. Establish and grow Honors Ambassadors program. Develop stronger recruitment pathway procedure and follow-up plan for Honors Ambassadors and staff. *Means/Staff: 2016-17*

20. Institutionalize Honors for a Day events each semester (Fall: HS srs, Spring: HS jrs). *Staff/Publicity Committee: Ongoing*


3. **SERVE AS AN INCUBATOR OF EXCELLENCE FOR STUDENTS ACROSS THE FHSU ACADEMIC SPECTRUM**

**STRENGTHS:**
A. Ability and inclination for faculty to work one on one to mentor/coach students.
B. Through HC, we are already working with some of the top and most motivated students at the university.

**WEAKNESSES:**
A. Lack of continued funding for competitive scholarships.
B. No previous FHSU award winners for reference or guidance.
C. No national reputation for national awards.

**OPPORTUNITIES:**
A. To mentor/coach students without preconceptions of what “winners” should be like.
B. Student enthusiasm for being the first.

THREATS:
A. Pressures from above to produce a nationally competitive scholarship award winner within a certain timeline.

OBJECTIVES:
1. Identify a Nationally Competitive Scholarships Advisor that will engage the alumni mentor panel, be active in NAFA, determine, with committee, a strategic plan with set yearly applicant goals, and pursue growing the function campus-wide. Advisor should also develop strong connection with life/leadership coach to help support students interested in applying for competitive scholarship programs. 
   Means/Bartlett/Hamlin/Committee: 2016-2017
2. Work to identify budget line to provide nationally competitive scholarships committee and coach with resources to create a brochure and/or pamphlet. Revise website data. Means/Committee: Ongoing
3. Deepen relationship with existing campus organizations (KAMS, FHHS, PKP, etc.) to identify and encourage potential competitive scholarship applicants. Scholarships Advisor: Ongoing
4. Deepen nationally competitive scholarships committee and utilize this group to serve as mock interview panel and for seminar purposes (how to write strong personal statement, etc.) for students. Committee/Scholarships Advisor: Ongoing
5. Partner with university in Prepare to Succeed Initiative to engage HC students in a tutorial capacity for those struggling academically. Means/Staff/HC students: 2017-Ongoing

4. ENSURE VISIBILITY OF PROGRAM VIA A SUPPORTIVE AND ACTIVE MARKETING AND PUBLICITY PLAN.

Strengths:
A. Strong advocacy of HC by president and in many publicity venues already.

Weaknesses:
A. Campus awareness of program. Honors program has little notoriety amongst faculty and students, threatening the number of enrolled students and proposed courses.
B. Awareness of honors courses offered each fall can be improved via reaching out to high-achieving non-HC students.
C. Faculty advisors need to be educated about HC and have buy-in to program.

Threats:
A. Publicity methods used may not generate optimal ROI.

Opportunities:
A. Create a brochure with collective input re: courses, contracts, FAQs

OBJECTIVES:
1. Devise comprehensive marketing plan that incorporates elements that advertise the program, courses, faculty, and students. This will involve:
   a. Honors pamphlet/factsheet for advising faculty and those within the institution.
   b. HC time in front of new faculty each year, perhaps via an invited event akin to the URE “Night at the Museum”, which allows new faculty to interact with honors-teaching faculty and HC students.
   c. HC mention at convocations and orientation sessions.
d. Yearly presentation to faculty senate.
e. Regular informational sessions for campus constituencies and prospective applicants.
f. Optimal usage of social media platforms.
g. Consider hiring a writing intern or HC student via honors contract to serve as staff writer for publicity and text-based needs.
h. Develop an “Honors Student of the Month”, or similar, in order to institutionalize and recognize regular HC student accomplishment.
i. Optimize usage of Honors College and FHSU website (Tigertracks: Honors course “menu box” that lists in one spot all honors courses offered in a given semester)
j. Identify and accumulate a centrally located repository of HC pictures and videos for immediate access.
k. Develop set yearly press release schedule for important announcements/activities.
l. Engage in ongoing investigation of new and potential marketing/publicity options, such as web ads, radio, etc. Means/Staff/Committee: Ongoing
APPENDIX B: HONORS COLLEGE REQUIREMENT CHECKLIST, CHECKLIST EXAMPLE, NOTES ON VERIFYING REQUIREMENTS, AND LISTS OF VIVABLE ACADEMIC SERVICE/PROGRAM DEVELOPMENT AND CO-CURRICULAR/CULTURAL/CIVIC ENGAGEMENT ACTIVITIES

Honors College Requirement Checklist

Fort Hays State University Honors College

Regents Honors Scholars

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 Regents Honors College freshmen are required to maintain a 3.3 GPA, while all other Regents Honors College students are required to maintain a 3.5 GPA. 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 8pm to 12am, unless excused by the Honors College staff.

3. Regent 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, Juniors 2, and Seniors 1 before they graduate. Please list the names of the courses you have taken, and which semester/year you took them in.
   a.
   b.
   c.
   d.

5. Co-Curricular/Cultural Civic Engagement Activities: Each Regent Honors College student must participate in two events or organizations from this category per semester. For Activity 1 and 2 lines below, please provide a category from the Honors College Handbook Appendix B.
   a. Activity 1:
      i. Date:
      ii. Brief Description:
      iii. Verification:
   b. Activity 2:
      i. Date:
      ii. Brief Description:
      iii. 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.
   a. Activity 1:
   b. Brief Description:
   c. 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)
   a. Honors Experience:
   b. Honors Experience:
   c. Honors Experience:

8. IDS199E 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.
   a. 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.

9. All Regents Honors College freshmen are required to maintain a 3.3 GPA, while all other Regents Honors College students are required to maintain a 3.5 GPA. 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.

10. All HC students must attend the fall retreat from 8pm to 12am, unless excused by the Honors College staff.
11. Regent 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.

12. 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, Juniors 2, and Seniors 1 before they graduate. Please list the names of the courses you have taken, and which semester/year you took them in.
   a. Continuous Growth- Fall 2017
   b.
   c.
   d.

13. Co-Curricular/Cultural Civic Engagement Activities: Each Regent Honors College student must participate in two events or organizations from this category per semester. For Activity 1 and 2 lines below, please provide a category from the Honors College Handbook Appendix B.
   a. Activity 1: Encore
      i. Date: August 2017
      ii. Brief Description: Encore show
      iii. Verification: Signed ticket stub
   b. Activity 2: Times Talk
      i. Date: 9/6/17
      ii. Brief Description:
      iii. Verification: Picture with other HC students submitted in verification box

14. 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.
   a. Activity 1: Honors For A Day
      i. Time Length: 90 minutes
      ii. Brief Description: Ran check in table, spoke at student panel
      iii. Verification: Kaylan Lagerman
   b. Activity 2:
i. Time Length:
ii. Brief Description:
iii. Verification:

15. 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)
   a. Honors Experience: Social Psychology Honors Course
   b. Honors Experience:
   c. Honors Experience:

16. IDS199E 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.
   a. 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, contacting Darrell Hamlin, 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 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 FL72 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 students 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. This can be a simple e-mail that says “With regards 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.

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 (brown bags, etc.)
- 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:**

- Participate in a community service project
- Apply, or begin to apply, for a nationally competitive scholarship with Dr. Lexey Bartlett
- Attend 2 meeting of a cultural or faith-based club or organization that is different from one you might normally attend.
- Participate in one student organization other than FHHS throughout the entire year
- Serve as an officer/titled role with a campus or community organization
- Lead/organize an event on campus or in the community (fundraiser, service, philanthropy, academic, etc.)
- Attend a community art show
- Department of Music and Theatre Events
- Attend Encore Series presentations
- International Film Series Film
- Times Talk presentation
- Serve as an election volunteer/participate in a political event
- Undergraduate research experience events
- Career services events
- View an FHSU guest speaker
- Women’s Awareness or Diversity Office events
- Other – Could be any event centered on culture, civic engagement, or co-curricular involvement (must be approved)
- Secure an internship or job relative to your major
- Attend any event presented by the Department of Leadership Studies
- Attend any Center for Civic Leadership event
APPENDIX C: KAMS/HC EXECUTIVE COUNCIL BYLAWS AND CONSTITUTION

Article I. Mission Statement
101. The mission of the KAMS-Honors College Executive Council is to facilitate academic success and community among KAMS and Honors College students by building an inclusive, enriching environment.

Article II. Vision Statement
201. The vision of the KAMS-Honors College Executive Council is high-achieving students growing into young adults who are prepared to be leaders of society and innovators in their fields of study.

Article III. Membership
301. Members of the KHCEC must be students currently enrolled in the Kansas Academy of Mathematics and Science or the Fort Hays State University Honors College, and in good academic standing as defined in Article III Section 302.
302. A student in good academic standing is defined as a student having a 3.40 GPA on a 4.0 scale for the most recently completed academic semester.

Article IV. Organization
401. Structure
A. The KHCEC will be comprised of members from both the Kansas Academy of Mathematics and Science and the Fort Hays State University Honors College.
B. The KHCEC Executive Team will determine how many qualified applicants to accept after interviewing the applicant pool.
   a. The total number of members on the KHCEC may not fall below eight students, including the President, and may not exceed twenty percent of the total number of students being represented by the council.
   b. The eight members must be evenly split between KAMS and the Honors College. Each member past eight can be from either body.
C. The KHCEC will have a single President which shall be a KAMS student, or a former KAMS student now apart of the Honors College, in good academic standing, as defined in Article III Section 302.
D. One of the KAMS and one of the Honors College representatives on the KHCEC shall serve as Academic Committee Co-Chairs.
E. One of the KAMS and one of the Honors College representatives on the KHCEC shall serve as Social Committee Co-Chairs.
F. One of the KAMS and one of the Honors College representatives on the KHCEC shall serve as Marketing and Publicity Committee Co-Chairs.
G. The remaining members will serve as Members-at-Large.

Article V. Process of Selection
501. President
A. The Marketing and Publicity committee shall oversee the Presidential election each year.
B. The election process will begin no later than the first week in April, in which eligible students, as defined in Article IV Section 401 Subsection C, will submit an Intent to Run form.
C. The week after Intent to Run forms are submitted, the Marketing and Publicity shall review each form using a rubric to determine the two most qualified applicants. The two most qualified applicants will then be notified by the Friday of the second full week of April.
D. The two candidates then have three days to campaign.
E. All KAMS and Honors College students can participate in the elections, which take place no later than the Thursday and Friday of the third full week of April.
F. The Marketing and Publicity committee will then announce who won the presidency.
a. In the event of a tie, an emergency meeting of all KHCEC members will be take place to decide the next president. Initially, there will be a vote of all members. If this is still a tie, the KHCEC is given the power to decide the next president however they would like.

502. Co-Chairs
A. Co-Chairs will be appointed by the new President at the end of each Spring semester and are to serve the next academic year.
B. The President may choose whether or not to interview potential co-chairs.

503. Student Conduct Board Chair
A. The Student Conduct Board Chair will be appointed by the new President at the end of each Spring semester and are to serve the next academic year.

504. Members-at-Large
A. An eligible student, as defined in Article III Section 302, must submit an application no later than the Friday of the second week of the fall semester.
B. The Executive Team, made up of the President and all of the Co-Chairs, will interview all applicants and then determine how many will be accepted, so long as the size stays in accordance with Article IV Section 401 B Subsection a.
C. During the interview process, all applicants will be scored by each member of the KHCEC using the applicant rubric. The score from all members of the KHCEC will be averaged for each applicant, and this average score will serve as the determining factor for receiving a position.
D. The highest scoring applicants will fill the available positions on the KHCEC.

Article VI. Powers and Responsibilities

601. President
A. The President of the KHCEC shall also serve on the Executive Staff of the Fort Hays State University Honors College.
B. The President shall be responsible for:
   a. Upholding the values set forth in Article I Section 101.
   b. The preparation of agendas before all KHCEC meetings, or assigning that duty to a designee of their choice.
   c. Presiding over all KHCEC meetings.
      i. In the absence of the President at a KHCEC meeting, the President must choose and notify a member of the Executive Team to preside at that meeting.
   d. Facilitating the development of a yearly meeting schedule.
   e. Appointing Co-Chairs as outlined in Article V Section 502.
   f. Representing the Kansas Academy of Mathematics and Science and Fort Hays State University Honors College in a positive manner.

602. Co-Chairs of the Academic Committee
A. The Co-Chairs of the Academic Committee shall be responsible for:
   a. Upholding the values set forth in Article I Section 101.
   b. Reporting all updates, progress, and decisions to the President and the KHCEC as a whole on topics related to academic affairs regarding the KAMS-Honors College Executive Council.
   c. Designing programming to incorporate students from the Kansas Academy of Mathematics and Science and the Fort Hays State University Honors College in an academic context.
   d. Designing innovative and creative activities to encourage academic growth and support between students in the Kansas Academy of Mathematics and Science and the Fort Hays State University Honors College.
   e. Presiding over the academic committee and working towards the goals outlined in the KHCEC Strategic Plan.

603. Co-Chairs of the Social Committee
A. The Co-Chairs of the Social Committee shall be responsible for:
   a. Upholding the values set forth in Article I Section 101.
   b. Reporting all updates, progress, and decisions to the President and the KHCEC as a whole on topics related to social affairs regarding the KAMS-Honors College Executive Council.
c. Designing programming to incorporate students from the Kansas Academy of Mathematics and Science and the Fort Hays State University Honors College in a social context.

d. Designing innovative and creative activities to encourage social interaction and support between students in the Kansas Academy of Mathematics and Science and the Fort Hays State University Honors College.

e. Presiding over the social committee and working towards the goals outlined in the KHCEC Strategic Plan.

604. Co-Chairs of the Marketing and Publicity Committee

A. One Co-Chair of the Marketing and Publicity Committee shall serve as Treasurer and is responsible for:
   a. Upholding the values set forth in Article I Section 101.
   b. Maintaining KHCEC budgets throughout each academic year.
   c. Attending any meetings related to finance.
   d. Developing fundraising materials.

B. The second Co-Chair of the Marketing and Publicity Committee is responsible for:
   a. Upholding the values set forth in Article I Section 101.
   b. Reporting all updates, progress, and decisions to the President and the KHCEC as a whole on topics related to marketing and publicity in regarding the KAMS-Honors College Executive Council.
   c. Taking attendance at each KHCEC meeting and reporting any absences to the President and Student Conduct Board.
   d. Presiding over the marketing and publicity committee and working towards the goals outlined in the KHCEC Strategic Plan.

605. Student Conduct Board Chair

A. Upholding the values set forth in Article I Section 101.
B. Carrying out the selection process for the Student Conduct Board.
C. Overseeing all Student Conduct Board proceedings.
D. Ensuring that all members maintain eligibility to serve on the KHCEC.

606. Members-at-Large

A. All members of the KHCEC are responsible for:
   a. Upholding the values set forth in Article I Section 101.
   b. Upholding the values set forth in the Performance Contract.
   c. Promoting events and programs designed by the KHCEC to their respective constituents.
   d. Serve on the committee that they are assigned at the beginning of each semester.
   e. Reporting feedback from their constituents to their committee.

Article VII. Performance Contracts

701. Each member of the KHCEC must have a signed Performance Contract.

702. These contracts will include the following:

A. A reference to Article III Section 302.
B. A member must define how long they shall serve in their respective position.
   a. A President may serve no more than three years, but each term is one year.
   b. Co-Chairs must be reappointed every academic year.
   c. Members-at-Large must reapply every academic year.
C. A reference to the number of required hours of event attendance.
   a. The President must accumulate a minimum of 20 hours per semester.
   b. Co-Chairs and the SCB Chair must accumulate a minimum of 15 hours per semester.
   c. Members-at-Large must accumulate a minimum of 10 hours per semester.
   d. Regular meetings for the KHCEC do not count towards these hours.
D. A member must attend KHCEC meetings.
E. A member must fulfill their respective duties as outlined in the KHCEC Constitution.

Article VIII. Student Conduct Board

801. The Student Conduct Board will be comprised of one chair and three members-at-large.
A. The chair is to be selected at the end of the semester prior to the year that they will be serving. Those interested in serving as the chair of the SCB must have served on KHCEC for at least a semester and inform the President of their interest. The President will select who will serve as SCB chair for the upcoming year.

B. Members-at-large are to be selected randomly, using a random number generator, at the start of each semester, to fill any vacancies on the board. If selected, a member-at-large can refuse to serve on the board. A member can refuse service no more than two times before service on the Student Conduct Board becomes mandatory.

C. At the end of each semester, Student Conduct Board members have the option to serve for the upcoming semester, so long as they remain members-at-large. After serving for a year, a member will no longer be in consideration for the Student Conduct Board unless all other members have declined service.

D. At any point, if there is a case that appears in front of the Student Conduct Board and a Student Conduct Board member feels as if they have a conflict of interest, the member will be recused for the duration of the case and another member-at-large will be chosen randomly.

802. The four member Student Conduct Board will hear the violation and be in charge of determining an appropriate consequence, or determine that no consequence is necessary. Consequences can range from meeting with the president to permanent expulsion from the KHCEC.

803. Any time the Student Conduct Board meets, one member will record what is discussed so it can be kept in a permanent confidential repository of all Student Conduct Board proceedings. At any point, the Student Conduct Board may have access to any previous proceedings if necessary.

804. Activities of the Student Conduct Board and all information discussed during hearings will be permanently confidential.

805. Repercussions may begin immediately, at the discretion of the Student Conduct Board.

806. If a member fails to fulfill what is expected of them or a member has a concern about the conduct of another member, the matter will initially go to the President.

807. The President is then to determine whether the issue must go in front of the Student Conduct Board. If, at the president’s discretion, the issue can be addressed between the member and the President, the issue will not go in front of the Student Conduct Board unless the general body decides to override the President’s decision. To override, the body must have a ⅔ vote.

808. If the violation is outlined in the following sections of the Constitution, the Student Conduct Board is in charge of ensuring the proper repercussions occur.

A. The following subsections will list out violations and their associated repercussions:

a. Failure to meet performance contract requirements.
   i. Failing to remain in good academic standing.
      1. Probation.
   ii. Failing to meet the required number of event hours as outlined in Article VII Section 702 C.
      1. Probation and the hours that were not completed carry over to the next semester.
   iii. Failing to attend weekly meetings.
      1. Each member receives two excused absences per year. After the second absence, all absences that are not deemed to be emergencies by the president will be counted as unexcused. Excused absences result in an addition of one hour per absence to be added to the member’s semester event attendance requirement. Each unexcused absence results in an addition of two hours.

b. Slander towards other members on KHCEC or KHCEC sponsored events.
   i. The Student Conduct Board determines if an incident is considered slander.
   ii. First time occurrence results in the individual delivering a formal apology at a general meeting of KHCEC.
   iii. Any offense thereafter results in immediate probation.

c. Misuse of funds.
   i. The Student Conduct Board determines if funds were misused.
   ii. The SCB determines the consequence, ranging from immediate probation to expulsion from the group.
d. Failure to properly notify the Honors College Administrative Specialist for purchases. Proper notification is a minimum of one week ahead of time.
   i. First time occurrence results in the individual delivering formal apologies to the Honors College Administrative Specialist and to KHCEC members at a general meeting of the KHCEC.
   ii. Any offense thereafter results in immediate probation.

e. Inappropriate conduct at KHCEC events.
   i. First time occurrence results in the individual delivering a formal apology at a general meeting of KHCEC.
   ii. Any offense thereafter results in immediate probation.

f. Failure to meet committee requirements.
   i. The Student Conduct Board, along with the committee chair, will hear these cases.
   ii. The SCB and committee chair will determine the appropriate consequence, keeping in mind any precedent that has been set.

B. In the event the violation is not outlined in the Constitution, the violation will be heard by the Student Conduct Board. Consequences can range from meeting with the president to permanent expulsion from the KHCEC.

809. Probation- When a member is on probation, they still perform as if they are a full time member and are expected to attend meetings and events as usual. If a member is put on probation during a semester, the probation ends at the end of that semester, so long as the member served at least four academic weeks of probation. If four weeks were not served, the remaining time will carry over to the start of the next semester. In the event that a probationary period is served over two semesters, only the semester that the offense occurs in is considered a probationary semester. If a member remains on probation for two consecutive semesters, they will be expelled from the group.

810. Appeals
  A. No appeals will be granted for violations listed in the Constitution.
  B. Members have seven (7) days to notify the President of their intent to appeal a Student Conduct Board decision.
    a. Upon appeal, the case will no longer be confidential and will be brought forward at a KHCEC group meeting within three weeks. At this point, all members will vote if the appeal is granted and decide on the new repercussion. For a vote to pass, it requires the highest number of votes out of all of the options. Ties are to be broken by the President.

Article IX. Process of Removal
901. If a member is on probation for two consecutive semesters, they will be expelled from the KHCEC.
  A. If the individual removed is the President, then the position will be filled based upon the line of succession outlined in Article IX Section 902.
  B. If the individual removed is a Co-Chair, then the position will be filled by a Member-at-Large via the process defined in Article V Section 502 with an appropriate timeline.
  C. If the individual removed is a Member-at-Large, the KHCEC will proceed as normal, unless the total number of members drops below the requirement set forth in Article IV Section 401 B Subsection a.
  D. If the total number of members drops below this requirement, the applicant pool from the previous semester will be reconsidered based off their scores on the applicant rubrics. The highest score out of the applicant pool that was not offered a position will be offered the Member-at-Large position.
902. The Presidential line of succession:
  A. Runner-up in Previous Election
  B. KAMS Co-Chair of Academic Committee
  C. KAMS Co-Chair of Social Committee
  D. KAMS Co-Chair of Marketing and Publicity Committee
  E. HC Co-Chair of Academic Committee if KAMS tie
  F. HC Co-Chair of Social Committee if KAMS tie
  G. HC Co-Chair of Marketing and Publicity Committee if KAMS tie
  H. Emergent KAMS Member-at-Large
903. Resignations are to be treated as if the member was expelled from the group.

Article X. Process of Amending the Constitution

1001. Amendments to the Constitution may be brought to the KHCEC by any member at any time.

1002. A proposed amendment must be voted upon by all members of the KHCEC by casting either a ‘yes’ or ‘no’ vote.

1003. Successful passage of an amendment will require a ‘yes’ vote from seventy-five percent of the KHCEC members, rounded up to the nearest member to pass.
APPENDIX D: RE-ADMITTANCE APPEALS HEARING RUBRIC

Honors College Re-Admittance Appeals Hearing Rubric

Any students approved for re-admittance must have a 3.5 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.
<table>
<thead>
<tr>
<th>Character/ Potential for Impact</th>
<th>16 – 13</th>
<th>12 – 9</th>
<th>8 – 5</th>
<th>4 – 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The student’s character and actions fully align with FHSU Honors College mission statement outlined in the Honors College Student Handbook.</td>
<td>The student’s character and actions closely align with FHSU Honors College mission statement outlined in the Honors College Student Handbook.</td>
<td>The student’s character and actions somewhat align with FHSU Honors College mission statement outlined in the Honors College Student Handbook.</td>
<td>The student’s character and actions hardly align with FHSU Honors College mission statement outlined in the Honors College Student Handbook, if at all.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>Student has taken a couple 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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>Student has a general idea of how they intend to achieve academic success, which fosters continuous growth</td>
<td>Student has a lackluster or no idea of how they intend to achieve academic success, which is</td>
<td>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.</td>
</tr>
<tr>
<td>Academic Success</td>
<td>Student has a detailed plan for achieving academic success, which fosters continuous growth</td>
<td>Student has a plan for achieving academic success, which fosters continuous growth</td>
<td>Student has a detailed plan for achieving academic success, which fosters continuous growth</td>
<td>Student has a detailed plan for achieving academic success, which fosters continuous growth</td>
</tr>
<tr>
<td>Score: _______/16</td>
<td>strongly fosters continuous growth and academic preeminence</td>
<td>and academic preeminence</td>
<td>somewhat supportive of fostering continuous growth and academic preeminence</td>
<td>which does not support continuous growth and academic preeminence.</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------</td>
<td>--------------------------</td>
<td>-------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Campus/Service Involvement</strong></td>
<td>Student displays a high level of involvement in university organizations and events.</td>
<td>Student displays a moderate level of involvement in university organizations and events.</td>
<td>Student displays a low level of involvement in university organizations and events.</td>
<td>Student was not involved in any university organizations or events.</td>
</tr>
<tr>
<td><strong>Score: _______/16</strong></td>
<td>Student displays a high level of involvement in civic engagement/leadership/cultural events or opportunities.</td>
<td>Student displays a moderate level of involvement in civic engagement/leadership/cultural events or opportunities.</td>
<td>Student displays a low level of involvement in civic engagement/leadership/cultural events or opportunities.</td>
<td>Student displays little to no level of involvement in civic engagement/leadership/cultural events or opportunities.</td>
</tr>
</tbody>
</table>
| **Total Score:** | | | | |}

56
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:**

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>By September 1st</td>
<td>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.</td>
</tr>
<tr>
<td>By September 15th</td>
<td>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.</td>
</tr>
<tr>
<td>By September 22nd</td>
<td>Meeting w/ feedback on the progress check in.</td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Approval Form</td>
<td>10</td>
</tr>
<tr>
<td>Meetings/Submission Deadlines</td>
<td>50</td>
</tr>
<tr>
<td>Project</td>
<td>100</td>
</tr>
<tr>
<td>Presentation</td>
<td>30</td>
</tr>
<tr>
<td>Self Evaluation</td>
<td>15</td>
</tr>
<tr>
<td>External Evaluations</td>
<td>30</td>
</tr>
<tr>
<td>Exit Interview</td>
<td>15</td>
</tr>
</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>225-250 points</td>
</tr>
<tr>
<td>B</td>
<td>200-224 points</td>
</tr>
<tr>
<td>C</td>
<td>175-199 points</td>
</tr>
<tr>
<td>D</td>
<td>150-198 points</td>
</tr>
<tr>
<td>U</td>
<td>149 and below points</td>
</tr>
</tbody>
</table>

**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

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

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

<table>
<thead>
<tr>
<th>Expression: Creative works express an artistic concept, feeling, or personal meaning</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product clearly commemorates ideas, feelings, or meaning to the audience that aligns with the creator's intent.</td>
<td>Ideas, feelings, or meanings are partially conveyed but not easily ascertained by viewers.</td>
<td>Idea, feelings, or meanings are poorly conveyed. Viewer is confused about presentation.</td>
<td>Project incomplete or non-existent.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observation: Detail, degree of perceived craftsmanship</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention to detail and obvious focus on project is used to interpret intent or mood.</td>
<td>Craftsmanship evident, but not exemplary</td>
<td>Subject matter is identified with some detail and inconsistent quality/workmanship</td>
<td>Quality/detail/craftsmanship is mediocre</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exploration and Stretch: Student's ability to reach beyond his/her capacity, explore, and learn during process of mistakes/obstacles</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product is possibly new and is original. Obstacles were overcome and learned from. Unusual ideas portrayed. Significant revision and quality improvement employed</td>
<td>Product is unique in some ways. Obstacles were overcome. Difficulty of project is understood. Obvious revision and quality improvement</td>
<td>Originality is somewhat weak and mistakes were distracting. Presentation could have benefited from more revision and quality improvement.</td>
<td>Sense of inventiveness/vision lacking. Little sense of revision</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Submission of Requirements</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>All requirements are submitted and of great quality</td>
<td>One requirement is missing, but those provided are of good quality</td>
<td>Two - three requirements are missing and those provided need improvement of quality</td>
<td>Four or more requirements are missing and provided requirements are poor quality</td>
<td>Very few requirements are provided</td>
<td></td>
</tr>
</tbody>
</table>

---

### 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
<table>
<thead>
<tr>
<th>Secondary Research Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sources</strong></td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
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<td>1</td>
</tr>
<tr>
<td><strong>Formatting</strong></td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>4</td>
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<tr>
<td>3</td>
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<tr>
<td>2</td>
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<tr>
<td>1</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td><strong>Conclusion and How to Proceed</strong></td>
</tr>
<tr>
<td>5</td>
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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

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<td><strong>Scientific Paper Components</strong></td>
<td>Includes all necessary components of an APA scientific paper <em>refer above</em></td>
<td>Average introduction and conclusion. Purpose is clear, but no final thought.</td>
<td>Weak introduction or conclusion. Purpose unclear, no final thought.</td>
<td>Thesis Statement and concluding statement only.</td>
<td>Missing introduction or conclusion. Purpose unclear.</td>
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<td><strong>Scientific Paper Grammar</strong></td>
<td>Five errors or fewer.</td>
<td>Six to nine errors.</td>
<td>Ten to fourteen errors.</td>
<td>Fifteen to nineteen errors.</td>
<td>Twenty errors or more.</td>
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<td><strong>Experimentation/Research</strong></td>
<td>Experimental research is original and challenging. Appropriate supervision was provided.</td>
<td>Research is original, appropriate supervision present, but too similar to classroom research.</td>
<td>Research is primarily original, but technique was invalid.</td>
<td>Research is duplicate to classroom procedures so challenge for honors student was absent</td>
<td>Research is plagiarized and supervision was not present.</td>
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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/ Unit Head signature __________________________ Date __________________

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/