

HONORS COLLEGE

Overview

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Honors College (<http://www.wcupa.edu/honorsCollege/>)

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Gerardina Martin (gmartin@wcupa.edu), *Interim Chairperson*

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Richard Burns, *Computer Science*

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Cecilia Chien, *History*

Dean Johnson, *Philosophy*

Timothy Jussaume, *Honors College*

Peter H. Loedel, *Political Science*

David G. Levasseur, *Honors College; Communication and Media*

Edward J. Lordan, *Communication and Media*

Robert Maggio, *Music, Theory and Composition*

Gerardina L. Martin, *Honors College*

Donald McCown, *Health*

Paul Morgan, *Educational Foundations and Policy Studies*

Dana Morrison, *Educational Foundations and Policy Studies*

Margaret Niiler, *Languages and Cultures*

Adebayo Oluwayomi, *Philosophy*

Matthew Pierlott, *Philosophy*

Meghan G. Ramick, *Kinesiology*

Harvey Rovine, *Theatre and Dance*

Matt B. Saboe, *Economics and Finance*

Henrik Syse, *Peace Research Institute, Oslo, Former Member/Vice Chair*

Norwegian Nobel Committee

Sandra Tomkowicz, *Management*

Maria Urrutia, *Theatre and Dance*

Zachary Voras, *Chemistry*

Zachary C. Wooten, *Honors College*

Emeriti Faculty

Charles A. Hardy, *History*

John Helion, *Kinesiology*

Ruth Porritt, *Philosophy*

Leigh Shaffer, *Anthropology and Sociology (Emeritus)**

Donna Usher, *Art (Emeritus)*

* Deceased

Honors College Mission

Modeling a commitment to liberal arts and cross-disciplinary education, the Honors College celebrates outstanding students and encourages them to strive for a high level of academic excellence. The college prepares students to become forces for positive change in the life of the campus and the broader community through scholarship, co-curricular activities, service, teamwork, and leadership. The college motivates students to examine and refine character, become active citizens, and value life-long learning. With the motto, "To Be Honorable Is to Serve," honors is about the business of preparing leaders for the 21st century.

The University provides to students with outstanding achievements in scholarship, community service, the arts, and leadership the opportunity to participate in a challenging honors curriculum and to receive appropriate recognition when they complete the requirements. The

Honors College aims to provide an inviting and inclusive environment in each of its three pathway programs designed for academically gifted and highly motivated students to interact and form a learning community of peers, faculty, administrators, and staff who will challenge and enrich the students' college experience.

The Honors College seeks cross-disciplinary connections, in the liberal arts tradition, which develop students' natural intellectual abilities, and to challenge them to use these skills on behalf of the larger community. The Honors College embodies a commitment to access and inclusion for qualified students with three pathway opportunities for entering first-year students, continuing WCU students, and transfer students. Official Acceptance to the Honors College is competitive.

The Honors College full-time faculty, with input from associated teaching faculty and the advisory board, sets the policies of the college, including determination of admission and retention of students. Students who successfully complete their Honors College receive designation on their University transcript and the right to wear a medallion of achievement at commencement. Recognition at commencement is based on the student's academic record as of the completed semester prior to commencement.

Honors College Program Design for All Pathways

The Honors College aims to provide an inviting environment for academically gifted and highly motivated students to interact and form a learning community of peers, faculty, administrators, and staff that will challenge and enrich the students' college experience. Grounded in the liberal arts tradition, the Honors College seeks cross-disciplinary connections in order to develop students' natural intellectual abilities and to challenge them to employ those gifts on behalf of the larger community. For this reason, the West Chester University Honors College considers "honors" to be more than a matter of strong grades; it implies a decision to use knowledge as an active problem solver in both the campus community and in the world. To that end, the Honors College seeks to build character and foster a commitment to life-long learning that prepares leaders for the 21st Century.

The Honors College actively promotes faculty mentored undergraduate student research which may lead to poster or paper presentations at local, state, regional, national and international contexts or to publication. Students engage in grant writing skill development and gain clearance certification in human subject research. Honors hosts a campus wide Graduate School Fair and a professional development seminar, providing students encouragement in seeking opportunities for post baccalaureate professional and/or graduate study leading towards advanced degrees.

An intentional focus on leadership in a global community is evident by a continuing partnership in South Africa. A seminar-based research/service course, incorporating international travel, ideally occurs in spring of odd-numbered years. A leadership theories course, offered each fall, draws lessons from the South Africa transformations from apartheid to democracy. Aid to South Africa has become the signature philanthropic program of the Honors College. The annual event offers educational exhibits and raises funds in support of HIV-AIDS afflicted children in South Africa.

In 2015, the Honors College began a relationship with the Norwegian Nobel Peace Institute (NNPI) and the Nobel Peace Committee. A fall honors seminar links Nobel's aspirations for peace with the Division of Student Affairs to offer the Nobel Leadership Series. West Chester Honors students receive an invitation each fall to formally nominate a candidate to the NNPI for consideration as recipient of the Nobel Peace Prize in the following year.

Fulfillment of the Honors College's mission to service comes primarily through a vibrant Honors Student Association (H.S.A.), the co-curricular arm of the honors experience. The H.S.A. provides students a myriad of opportunities to put leadership theory into practice for the service of others. Students witness their abilities to enact change through their efforts in civic engagement. Students who document a

minimum 30 hours of service in a minimum of seven semesters or who achieve a minimum of 250 documented hours qualify as Donna M. Carney Service Scholars.

Program Design - Honors College Core Pathway (HCCP)

The Honors College Core Pathway (HCCP) functions as a learning-living community with four distinctive components: summer symposium, block scheduling, access to the Peer Leader Program (PLP), and designated first-year housing.

Students admitted and beginning as first semester students in the fall attend our mandatory Honors College Summer Symposium (HCSS). Fully funded by the Honors College, the HCSS is traditionally held as a full-time residency event from late Sunday afternoon through Thursday evening on a publicized week in July. During this event students become familiar with the campus and its academic resources, meet the Honors College faculty, experience residential living, and begin the process of building as a community dedicated towards personal leadership development and civic engagement.

Each entering student, in conjunction with their first semester Honors courses, is assigned an upper-class student, through the PLP. Typically within the student's major, the PLP students provide weekly check-in sessions on academic progression and issues related to transitioning to college life.

The Honors College Director, in consultation with the students' academic major department, builds the first semester schedule for all entering HCCP students. All members of the entering cohort are enrolled in HON 100 and HON 352. We enroll most students in a mathematics course, based on their major, or block scheduled into a common section of MAT 121. Most students also take a science course, based on the students' major, or block scheduled into a common section of HON 122. The remaining credit hours, striving towards 18 and thus maximizing tuition dollars, are reserved for courses specific to each students' academic major. Where possible, we schedule all students in a given major into the same section of a given required class. Doing this enables students to more easily form meaningful study groups in their residential hall, Allegheny.

To further facilitate our living-learning community, all entering first year fall students in the Honors College reside on the 6th or 7th floor of Allegheny Hall. Students in good standing may retain space in hours housing throughout their undergraduate experience. Suite-style, air-conditioned rooms with bathroom facilities house two students. The 7th floor of Allegheny also hosts a designated lounge with projection system, free laundry facilities and an ice machine, a music practice room with a baby grand piano, and a technology center equipped with video editing capabilities for Honors student use.

Program Design - Honors College Bridge Pathway (HCBP)

Students competitively selected for the Honors College Bridge Pathway (HCBP) begin their Honors College experience in the spring of their first year. Similar to the Core program, we strive to create opportunities for strong community building. Specifically, HCBP students become integrated into the Honors community through four methods: spring semester block scheduling, attendance at summer symposium, involvement in the Peer Leader Program (PLP), and a housing option for the sophomore year.

Students admitted to the HCBP, in consultation with the Director of the Honors College, will have their first year spring semester course schedule altered by the addition of a minimum of two honors core seminars, typically replacing traditional general education courses which the student no longer needs for graduation. This enables HCBP students to begin integration with their first year Honors College peers. HCBP students also are assigned an upper-class honors student through the PLP who provides weekly check-in sessions on academic progression and issues related to transitioning to college life. HCBP

students are required to attend the *Honors College Summer Symposium*, traditionally held as a full-time residency event from late Sunday afternoon through Thursday evening on a publicized week, in July and register for HON 100 in the fall of their sophomore year. Active engagement in the Summer Symposium and enrollment in HON 100 enable HCBP students to function as a bridge in welcoming and transitioning the entering class of students.

Because designated campus housing is typically contractual on a full year basis, we do not mandate HCBP students to move their housing for the spring semester into designated Honors College housing in Allegheny; however, should available space exist, and a student desire placement, we work with the campus residential staff to explore options. If students in the HCBP designated campus housing for the subsequent year, they may opt for placement on the 6th or 7th floor of Allegheny.

Programs

Honors Program

- Honors College Core Pathway (<https://catalog.wcupa.edu/undergraduate/honors-college/honors-college/honors-college-core-pathway/>)
- Honors College Bridge Pathway (<https://catalog.wcupa.edu/undergraduate/honors-college/honors-college/honors-college-bridge-pathway/>)
- Honors College Seminar Pathway (<https://catalog.wcupa.edu/undergraduate/honors-college/honors-college/honors-college-seminar-pathway/>)

Minor

- Civic and Professional Leadership (<https://catalog.wcupa.edu/undergraduate/honors-college/honors-college/civic-professional-leadership-minor/>)

Policies

- See undergraduate admissions information. (<https://catalog.wcupa.edu/general-information/admissions-enrollment/undergraduate-admissions/>)
- See academic policies. (<https://catalog.wcupa.edu/undergraduate/academic-policies-procedures/>)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department programs may be listed below.

Admissions Policies

Honors College Core Pathway (HCCP)

Honors College membership comprises students with outstanding achievements in scholarship, community service, the arts, and/or leadership. Membership in honors is highly competitive with a maximum of 80 seats open to entering first year students each fall. Current membership includes students from 61 different academic majors. Successful candidates typically demonstrate a combination of the following:

1. Minimum unweighted high school GPA of 3.6
2. Minimum 1270 SAT (combined math and verbal score)/27 ACT
3. Top 20 percent of their graduating class
4. A record of achievement in high school honors/AP courses

Candidates are reviewed and selected on the basis of commitment to service, leadership potential, and fit with the college's philosophy.

Honors College Bridge Pathway (HCBP)

Eligible candidates must complete their first college semester, earn a minimum cumulative grade point average of a 3.75 for the completion of a minimum of 16 college-level credits counting towards graduation. Qualified students must apply between the December posting of fall semester grades through an advertised date in early January. The HCBP application, found on the Honors College website (<https://www.wcupa.edu/viceProvost/honorsCollege/>), requires students to demonstrate active contributions and service to the co-curricular elements of the campus community. Students with successful applications are contacted for an interview, held in mid-January, by a team consisting of a combination of honors faculty, alumni and current honors students.

Honors College Seminar Pathway (HCSP)

Enhancing inclusivity and access, the HCSP affords external transfer or native students on the cusp of their junior year an opportunity for honors course work. Students with 30 completed credits and a minimum cumulative grade point average minimum of 3.25 may apply. The HCSP application, found on the Honors College Web Site, requires students to demonstrate active contributions and service to the co-curricular elements of the campus community. The admissions process is rolling; applications are accepted at any time.

Minor in Civic and Professional Leadership

Students must complete either HON 110 or CPL 120 before applying to the minor.

Program Requirement Completion Policies

Honors College Core (HCCP) and Honors College Bridge Pathways (HCBP)

Membership in the Honors College enables students to enhance their strengths through a specially designed 27-hour core of cross-disciplinary courses that, with one additional course in both mathematics and science, meet general education requirements for honors students. Cross-disciplinary means that all courses in the core contain information drawn from a minimum of two academic disciplines. The honors core incorporates 100-, 200-, and 300-level courses. Students complete three courses at the 100/200 level, during their first year in the college, focusing on personal development, including physical and psychological well-being, communication, and ethics and morality in a technological age. Courses at the 300 level, completed by the middle of the student's third year, build upon the learner's knowledge of self and address broader perspectives of community and social change. Learners study significant historical and contemporary figures, literary works, and the context in which they helped model society. Students become aware of the economic realities that impact change and discover how educational and political structure, science, and the fine arts influence society. Honors certification is awarded upon completion of the core 27 hours; one course in mathematics (we strongly recommend statistics for those majors without a specific mathematics requirement); one course in general education approved science; two upper-level, cross-disciplinary honors seminars; and a capstone project. Students completing the full honors curriculum receive designation on their University transcript and the right to wear a medallion of achievement at commencement. Recognition at commencement is based on the student's academic record as of the completed semester prior to commencement.

Honors College Seminar Pathway (HCSP)

The HCSP embraces the Honors College mission of providing an environment for high ability, academically motivated students, to utilize an interdisciplinary framework to study approaches to personal leadership development for the purpose of civic engagement. Enhancing inclusivity and access, the HCSP affords external transfer or native students on the cusp of their junior year an opportunity for honors course work. A minimum grade of C+ must be earned in any course counting towards the HCSP.

Students complete the HCSP by completing a minimum of four HON prefix seminars at the HON 320 level or above and maintain an overall cumulative GPA of 3.25 at the time of graduation clearance.

Minor in Civic and Professional Leadership

Students may obtain minor recognition on their transcript through completion of 18 credits of coursework and pass/fail for completion of 6 co-curricular competencies. Students must have:

1. An overall 2.5 GPA in the minor at the completion of coursework,
2. Earned a grade of C or higher in all courses counted towards the minor, and
3. Have verification of completion of a minimum of six co-curricular competencies, as documented in the student's co-curricular portfolio.

Academic Probation Policy for All Honors College Pathways

In order to be in good standing with the Honors College, students must maintain a 3.25 cumulative GPA, be active in a minimum of one campus co-curricular activity, and regularly register for the sequence of honors core courses and seminars. Failure to maintain these requirements will cause the student to be placed on probation from honors and may lead to their dismissal from the College.

College probation and dismissal follow these procedures: Once a student in the Honors College has earned 31 credit hours, their cumulative GPA will be reviewed. If the student's average is below a 3.0, the student will be dropped from the Honors College. If a student's average is below a 3.25 but not below a 3.0, the student will be placed on Honors College probation for two semesters, during which time the student is expected to raise their cumulative GPA to a 3.25. If at the end of the two semesters the cumulative GPA is not a 3.25 or higher, the student will be dismissed from the college. Students also may be placed on probation if they are not actively participating in a minimum of one campus co-curricular activity or if they are not regularly registering for and completing the sequence of honors core courses and seminars. No student will be eligible for honors transcript recognition without maintaining a 3.25 cumulative GPA upon completion of the Honors College's required elements. A minimum grade of C+ must be earned in all honors course work that is counted towards graduation.

Students dismissed from the Honors College may seek reinstatement by contacting the College's director. Students may appeal the dismissal or probationary action for extraordinary circumstances by contacting the Honors Director who will take the appeal before the Honors Department for a final decision. Any student who is dismissed from Honors or voluntarily chooses to leave the College may not seek admission to the seminar program.

Faculty

Professors

Michael Bell (mbell@wcupa.edu) (2001)
B.A., Arizona State University; M.A., Northern Arizona University;
Ph.D., University of Texas at Austin

Richard Burns (rburns@wcupa.edu) (2012)
Chairperson, Computer Science
B.A., Saint Joseph's University; M.A., Ph.D., University of Delaware

Cecilia Lee-Fang Chien (cchien@wcupa.edu) (2005)
B.A., Central Michigan University; M.A., Ph.D., Harvard University

Dean J. Johnson (djohnson4@wcupa.edu) (2013)
B.A., Manchester University; M.A., Bethany Theological Seminary;
Ph.D., University of Denver / Iliff School of Theology

David G. Levasseur (dlevasseur@wcupa.edu) (1997)
B.A., M.A., University of Maryland-College Park; Ph.D., University of Kansas

Peter H. Loedel (ploedel@wcupa.edu) (1996)
B.A., B.A., M.A., Ph.D., University of California, Santa Barbara

Edward J. Lordan (elordan@wcupa.edu) (2001)
B.A., West Chester University; M.A., Temple University; Ph.D., Syracuse University

Robert C. Maggio (rmaggio@wcupa.edu) (1991)
B.A., Yale University; M.A., Ph.D., University of Pennsylvania

Donald McCown (dmccown@wcupa.edu) (2011)
Graduate Coordinator, Public Health Sciences
B.A., Eastern University; M.S.S., Bryn Mawr College; Ph.D. Tilburg University

Paul A. Morgan (pmorgan@wcupa.edu) (1999)
B.A., University of Illinois; Ph.D., Columbia University

Matthew Pierlott (mpierlott@wcupa.edu) (2006)
B.A., University of Scranton; Ph.D., Marquette University

Harvey Rovine (hrovine@wcupa.edu) (1992)
B.S., Towson University; M.A., University of Central Florida; Ph.D., University of Illinois

Matt B. Saboe (msaboe@wcupa.edu) (2013)
B.A., Moravian College

Associate Professors

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B.A., M.A., University of Puerto Rico at Mayaguez; Ph.D., The Pennsylvania State University

Timothy Jussaume (tjussaume@wcupa.edu) (2023)
Director, Honors College
B.A., College of the Holy Cross; M.A., Ph.D., Villanova University

Gerardina L. Martin (gmartin@wcupa.edu) (2013)
Interim Chairperson, Honors College
B.S., M.M., M.A., West Chester University; M.A.Ed., University of Phoenix; D.P.A., West Chester University

Dana Morrison (dmorrison@wcupa.edu) (2012)
B.A., West Chester University; M.A., Villanova University; Ph.D., University of Delaware

Meghan G Ramick (mramick@wcupa.edu) (2018)
B.S., Ph.D., University of Delaware

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B.F.A., The University of the Arts; M.F.A., Goddard College; M.Ed., Temple University

Zachary C. Wooten (zwooten@wcupa.edu) (2022)
B.A., West Chester University; M.T., Princeton Theological Seminary; Ph.D., Alvernia University

Assistant Professors

Margaret Niiler (mniiler@wcupa.edu) (2016)
M.A., University of Delaware

Adebayo Oluwayomi (aoluwayomi@wcupa.edu) (2022)
Graduate Coordinator, Philosophy
B.A., Olabisi Onabanjo University; M.A., University of Ibadan; Ph.D., Texas A&M University

Courses

CPL 120. Leadership Theories for Today's Society. 3 Credits.

Introduction to the study of leadership theory and practice as it relates to the students' civic and professional development. The course content places special emphasis on leadership practices and the relationship between leaders and followers inspired by social inequities surrounding issues of race, ethnicity, class, gender and inclusion.
Gen Ed Attribute: Diverse Community(select both)

CPL 301. Contemporary Challenges in Business Leadership. 3 Credits.

One of six junior-senior level seminars students may select from to fulfill the CPL minor. Students reflect on their personal leadership development to date. CPL 301 gives specific focus to the range of contemporary leadership challenges and opportunities within the multi-faceted fields of business.

CPL 302. Contemporary Challenges in Political Leadership. 3 Credits.

One of six junior-senior level seminars students may select from to fulfill the CPL minor. Students reflect on their personal leadership development to date. This course gives specific focus to the range of contemporary leadership challenges and opportunities within the multi-faceted fields of community development and politics.
CPL 302 Prerequisite: A Minor in Civic and Professional Leadership must be declared. Juniors or Seniors; Completion of one of the following: CRJ 110, HIS 150, HON 310, MAT 161, PSC 100, SOC 100, or SWO 225, with a minimum grade of D-. Corequisites: CHE 371, COM 340, or PHI 355.

CPL 303. Contemporary Challenges in Educational Leadership. 3 Credits.

One of six junior-senior level seminars students may select from to fulfill the CPL minor. Students reflect on their personal leadership development to date. CPL 303 gives specific focus to the range of contemporary leadership challenges and opportunities within the multi-faceted fields and contexts of education.

CPL 304. Contemporary Challenges in Arts Leadership. 3 Credits.

One of six junior-senior level seminars student may select from to fulfill the CPL minor. Students reflect on their personal leadership development to date. CPL 304 gives specific focus to the range of contemporary leadership challenges and opportunities within the multi-faceted fields of the Arts and Art Administration.

CPL 305. Contemporary Challenges in Public Health Leadership. 3 Credits.

One of six junior-senior level seminars students may select from to fulfill the CPL minor. Students reflect on their personal leadership development to date. CPL 305 gives specific focus to the range of contemporary leadership challenges and opportunities within the multi-faceted fields of public health.

CPL 306. Contemporary Challenges in Science, Technology, Engineering and Mathematics (STEM) Leadership. 3 Credits.

One of six junior-senior level seminars students may select from to fulfill the CPL minor. Students reflect on their personal leadership development to date. This course gives specific focus to the range of contemporary leadership challenges and opportunities within the multi-faceted fields of science, technology, engineering and mathematics; the STEM programs.
CPL 306 Prerequisite: Minor in Civic and Professional Leadership must be declared; 60 credits must be earned. Successful completion of one of the following: BIO 210, CHE 101, CHE 103, CHE 107, COM 201, CSC 110, CSC 115, CSC 141, HON 314, MAT 121, MAT 162, MAT 301, PHI 125, PHY 125, PHY 100, PHY 130, or PHY 170, with a minimum grade of D-.

CPL 399. Leadership Theory to Practice. 3 Credits.

Students will identify and document six leadership competencies in a co-curricular portfolio in collaboration with the Division of Student Affairs. Competencies will be assessed in the semester in which they are submitted. Students in the CPL minor must have documented a minimum of three competencies by the end of their junior year and all six competencies by the fifth week of their final semester. Students may enroll in pass/fail in the semester in which they intend to submit documentation of their final competency for assessment.

HON

HON 100. Self-Awareness and Development. 3 Credits.

Focus on methods individuals use to develop skills in the physical, cognitive, emotional, and social aspect of life. A holistic approach to both physical and mental aspects will be addressed. Methods for enhancement and maintenance of strengths will be discussed as well as approaches to risk taking.

HON 110. Civic Engagement and Theories of Leadership. 3 Credits.

Introduction to the interdisciplinary study of leadership theory and civic engagement through the use of films as case studies. The course content places special emphasis on leadership practices and the relationships between leaders and followers inspired by social inequities surrounding issues of race, ethnicity, class, gender and inclusion.
Gen Ed Attribute: Interdisciplinary Requirement

HON 122. Computer Science for Social Justice. 3 Credits.

Introduction to the fundamentals of computing and how they can be used by leaders to help enact social change. Topics include surveys of the following sub-areas of computer science: artificial intelligence, hardware/operating systems, programming languages/software, ethics/social issues, history, electronic communications, problem solving, and programming. The course includes laboratory projects in application software, programming, and electronic communication. A central theme of the course will be an examination of the mapping between past and future technological innovation and civic change. Such examination will challenge students to learn ways leaders can use computer science to promote social justice. Gen Ed Attribute: Science Distributive

HON 211. Decision Making and Public Discourse. 3 Credits.

Examination of the role of ethical dialogue and debate in public policy making of rotating topics such as the environment or health care. Emphasis on logic and critical thinking as key roles in identifying problems, devising solutions, and evaluating proposed policies. Consistent with the emphasis on the public forum, students will develop public speaking and critical listening skills.

Gen Ed Attribute: Speaking Emphasis

HON 212. Ethics and Moral Choice in Tech Age. 3 Credits.

Approaches to ethical recommendation and moral decision-making processes. Engagement of the scientific approach by using case studies from genetics, ecology, physics, chemistry, and computer science to allow students to confront ways traditional views of ethics and moral decision-making apply to a contemporary world.

Gen Ed Attribute: Ethics Requirement, Humanities Distributive

HON 310. Theories and Strategies of Community Change. 3 Credits.

Spectrum of approaches to social change and significant figures who make these changes possible. Works of historical and sociological literature, including biographies and autobiographies of key figures, will be identified as a basis for observation of how thinkers of the past identified key issues and articulated solutions to those problems.

HON 311. Stewardship and Civic Engagement. 3 Credits.

Foundations of market and nonmarket economies as they relate to good stewardship and civic responsibility. Fusing literature and economics, the values and limitations of market capitalism and command socialism will be addressed.

Gen Ed Attribute: Community Engagement Pathway, Humanities Distributive, Speaking Emphasis

HON 312. Educational Systems and Social Influence. 3 Credits.

An introduction to philosophy, history, and sociology of American education. The evolution of the school as an institution in a democratic society; its relationships to issues dealing with race, class, gender and ethnicity; the geographical implications the school has for the community and vice versa; the degree to which school should and/or can serve as agents for social change.

Gen Ed Attribute: Behavioral & Social Science, Diverse Community(select both)

HON 313. American Government, Democracy and Public Opinion. 3 Credits.

Influence of the role of public opinion in a democracy by examination of how individuals form their opinions and how those opinions influence government and public policy making. Such areas as government structure, political thought, and sociologic and geographic influences will be covered.

Gen Ed Attribute: Behavioral & Social Science

HON 314. Science, Technology, and Environmental Systems. 3 Credits.

Impact of technology and the environment as forces of influence on communities. The lab course will combine a historical overview with a contemporary focus on ways the science community is developing and regulating ideas for the future. Laboratory field experiences will involve data collection and observation in a variety of environmental contexts.

HON 314 Corequisite: HON 314L.

Gen Ed Attribute: Science Distributive

HON 314L. Science, Technology, and Environmental Systems Lab. 0 Credits.

Laboratory studies of the impact of technology and the environment as forces of influence on communities. The lab course will combine a historical overview with a contemporary focus on ways the science community is developing and regulating ideas for the future. Laboratory field experiences will involve data collection and observation in a variety of environmental contexts. HON 314L Corequisite: HON 314.

HON 315. Community and the Arts. 3 Credits.

Investigation of the arts as agents of social change and influence. Significant historical and contemporary works from art, dance, music, and theatre will be identified for case analysis.

Gen Ed Attribute: Arts Distributive Requirement

HON 320. Honors Seminar: Global Issues. 3 Credits.

Special topics involving study at an international location. Subject matter rotates and is determined by the honors director and the Honors Council through competitive submission from University faculty

Gen Ed Attribute: Interdisciplinary Requirement

Repeatable for credit.

HON 322. Developing Leadership with ELLs in the Classroom & Community. 3 Credits.

The study of issues, leadership challenges and strategies for the effective teaching of English Language Learners (ELLs) and for effective communicating with ELLs in the community. Along with globalization come multi-cultural and multi-lingual challenges and opportunities for leaders in communities, classrooms, school administration, and the private sector. In particular, this course focuses on the gifts brought and challenges faced by a rapidly growing population of English Language Learners (ELLs) as they seek integration into the larger community. Research in linguistics draws from multiple disciplines and the course will take advantage of various intellectual approaches from areas such as educational psychology, cultural anthropology, literacy studies, intercultural communication, sociology, and political science in their contributions to building community in cross-cultural contexts.

Gen Ed Attribute: Behavioral & Social Science, Diverse Community(select both)

HON 340. Pathways to Professional Leadership. 0.5-1 Credits.

Research, creative projects, reports and readings in preparation for post-undergraduate experiences such as graduate or professional schools fellowships and assistantships. Junior standing. May not be used towards seminar requirements for Honors. Honors College members or permission of the Director of Honors Program.

Repeatable for credit.

HON 351. Honors Seminar. 3 Credits.

This is a special topics course. Subject matter rotates and is determined by the Honors director and the Honors Council through competitive submission from University faculty.

HON 351 Prerequisite: Student must be enrolled in the Honors Core, Honors Bridge, or Honors Seminar or be enrolled in the Minor in Civic and Professional Leadership.

Gen Ed Attribute: Interdisciplinary Requirement, Writing Emphasis (select both)

Repeatable for credit.

HON 352. Honors Seminar. 3 Credits.

This is a special topics course. Subject matter rotates and is determined by the Honors director and the Honors Council through competitive submission from University faculty.

Gen Ed Attribute: Interdisciplinary Requirement, Writing Emphasis (select both)

Repeatable for credit.

HON 353. A Nobel Idea: The Norway Experience for Promoting Peace and Developing Leaders. 3 Credits.

Exploration of strategies leaders employ as they seek the establishment of peace. Case studies are drawn from Nobel Peace Laureates.

Repeatable for credit.

HON 355. Environmental Stewardship. 3 Credits.

Exploration of climate change in the northern hemisphere over the past thousand years, focusing on Norway, the United States, and the North Atlantic world and the challenges leaders face in environmental stewardship.

HON 359. Honors Seminar on Advanced Speaking Skills for Leaders. 3 Credits.

This course is designed to develop students' leadership skills by refining their individual public speaking abilities beyond the basics. Topics covered include speech structure, speech delivery, impromptu speaking, ceremonial speaking, motivational speaking, style, narratives, and visual aids.

Gen Ed Attribute: Speaking Emphasis

HON 381. Symposium in the Arts and Humanities. 3 Credits.

Investigation of leadership issues as they are found within special topics in the arts and humanities.

Gen Ed Attribute: Interdisciplinary Requirement, Writing Emphasis (select both)

Repeatable for credit.

HON 382. Symposium in Social and Behavioral Science. 3 Credits.

Investigation of leadership issues as they are found within special topics in the social and behavioral sciences.

Gen Ed Attribute: Interdisciplinary Requirement, Writing Emphasis (select both)

Repeatable for credit.

HON 383. Symposium in the Sciences. 3 Credits.

Investigation of leadership issues as they are found within special topics in the sciences.

Gen Ed Attribute: Writing Emphasis (select both)

Repeatable for credit.

HON 399. Directed Studies. 1-3 Credits.

Research, creative projects, reports and readings in relationship to leadership development and civic engagement, sophomore standing.

Repeatable for credit.

HON 400. Honors Internship. 3-12 Credits.

This course provides a structured and supervised interdisciplinary work experience addressing topics within the scope and mission of the Honors College, often involving civic engagement, leadership issues, global exploration and/or service learning. Credits earned are based on amount of time spent on site.

HON 400 Prerequisite: Successful completion of CPL 120, HON 100, or HON 110, with a minimum grade of D-; sophomore standing; and department consent.

Repeatable for credit.

HON 451. Honors Seminar. 3 Credits.

Second of two special topics offered fall semester. Subject matter rotates and is determined by the Honors director and the Honors Council through competitive submission from University faculty.

Gen Ed Attribute: Interdisciplinary Requirement, Writing Emphasis (select both)

Distance education offering may be available.

Repeatable for credit.

HON 452. Honors Seminar. 3 Credits.

Second of two special topics offered spring semester. Subject matter rotates and is determined by the Honors director and the Honors Council through competitive submission from University faculty.

Gen Ed Attribute: Interdisciplinary Requirement, Writing Emphasis (select both)

Repeatable for credit.

HON 480. Senior Project. 3 Credits.

Students identify and/or investigate a topic for in-depth study that involves a cross disciplinary inquiry approach.

HON 490. Honors Capstone Senior Project. 3-6 Credits.

Students will identify and investigate a problem in a community business, nonprofit agency, or research laboratory, and then work to solve the problem. Students will be expected to play an active role in the problem-solving effort and contribute a minimum of ten hours each week to help solve the problem. Students will seek interaction with the CEO, senior officer(s), and/or senior investigators of the business, agency, or laboratory, who will serve as leader models for student study. While projects are generally completed in the senior year, students may register for this course upon completion of the 27-hour core or by special permission of the Honors College Director.

HON 490 Prerequisite: Successful completion of HON 312 or HON 322; HON 100, HON 211, HON 212, HON 310, HON 311, HON 314, and HON 315, with minimum grades of D-.

Gen Ed Attribute: Ethics Requirement, Speaking Emphasis, Writing Emphasis (select both)

Repeatable for credit.