# **Cohen Honors Curriculum**

What is Honors? Honors offers students a different way to do their degree, designed to be broader, deeper, or more complex than traditional college study – or, as we say, Cohen Honors is *more meaningful work*! Most Honors courses & experiences also meet general education or major requirements. They simply push you farther. They may require additional research or creative activity, encourage collaboration or independent problem solving, or engage you outside the classroom in integrative and reflective applied learning.

What do you gain? No matter what curriculum path Cohen Honors students follow, they prepare to be intellectual, professional, and community leaders who ask complex questions and apply multiple methods or try different approaches to solve problems. We place a particular emphasis on the skills and habits associated with the pillars established in the student-written [Honors College Charter.](https://www.wichita.edu/academics/honors_college/documents/college_charter.pdf)

Who can earn honors? Students in any major can earn an honors distinction from the Cohen Honors College. Some majors offer an honors distinction in the major. Most Cohen Honors student work toward the University Honors minor. Students with multiple interests and the initiative to design their own major may want to consider the Honors Baccalaureate degree.

For more details, visit the [Undergraduate Catalog](http://catalog.wichita.edu/undergraduate/honors-college/#degreesandtracksofferedtext) or [suggested honors course sequences](https://www.wichita.edu/academics/honors_college/SuggestedCourseSequences.php) page.

* **Choose, change, or add an area of emphasis**: Find the Change of Major app in your [MyWSU portal](https://mywsu.wichita.edu/) to select your Honors path.
* **Good Standing** in the Honors College requires maintaining a minimum overall GPA of 3.25 and completing 12 honors credits by the end of your junior year.
* **Honors Option Agreement forms and Petition for Exceptions forms** are available online on the Forms page: [www.wichita.edu/honorsforms](http://www.wichita.edu/honorsforms).

## UNIVERSITY HONORS MINOR

### **University Honors Minor (18 honors credits minimum), including:**

* HNRS 101 Honors Portfolio (0 cr hybrid)
* Research &/or Design-Thinking (3 cr or equivalent documented in the portfolio). Options include:
  + HNRS 310X (2) + HNRS 410 (1) FYRE First-Year Research Experience workshop and independent study;
  + HNRS 485 (3) Honors Independent Research or Creative Activity;
  + HNRS 486 (3) Honors Collaborative Research Design;
  + HNRS 491 (3) Honors Thesis;
  + ID 300H (3) Design-Thinking Honors;
  + OR: a department methods course with an honors option agreement; completion of McNair Scholar, NASA, KINBRE, or equivalent program - documented in your eportfolio
* Capstone Portfolio Lab (0 cr hybrid) – junior year
* Additional honors credits of your choosing: HNRS seminars, H department courses, or use an [honors option agreement](http://www.wichita.edu/honorsforms) to turn a regular course into an honors course.

#### **Areas of Emphasis - optional**

Honors students have the option of taking an area-of-emphasis sequence within their Honors Minor. This provides you with a concentration that integrates traditional academic study and experiential learning. You are not required to complete an area of emphasis.

Students typically complete the area of emphasis sequence in their 2nd and 3rd years, but it may be taken at any time.

#### How does it work?

* Complete a minimum of 18 honors credits total.
* Take the relevant area survey or seminar course.
* Choose additional courses from the list for each area of emphasis.
* Complete a capstone portfolio by Nov 1 or Apr 1 of your final semester.

##### **University Honors Minor - Emory K. Lindquist Research Scholar track**

* Complete any 6 credits on Research & Design-Thinking options list.
* Complete the research & reflection workbooks in the Portfolio.
* Choose courses to reach a minimum of 18 honors credits total. Departmental honors track courses may be applied toward requirements for the Lindquist Research Scholar emphasis.

##### **University Honors Minor - Law & Public Policy track**

This course sequence is designed to explore skills and content related to careers in law and public service.

* Take HNRS 352 Survey of Law & Public Policy in your 2nd or 3rd year.
* Select one applied and one theory course.
* Choose any additional 3-credit course from the list, submit a [petition](http://www.wichita.edu/honorsforms) to count a different course toward your track, or complete an applied learning experience and the reflection workbooks in the Portfolio.

##### **University Honors Minor - Leadership track**

This course sequence introduces multiple leadership theories and practices with a focus on social change.

* Take HNRS 351 Honors Leadership Survey in your 2nd or 3rd year to begin your exploration and development of leadership skills.
* Select electives from the approved list.
* Complete an applied learning experience and the reflection workbooks in the Portfolio.

## DEPARTMENTAL HONORS TRACKS – TYPICALLY BEGIN 2ND YEAR AND BEYOND

Departmental Honors tracks engage students in depth of study or enhancement of the major and typically begin in the 2nd year or beyond. Courses in the departmental honors tracks may be used toward the University Honors minor so long as there are 3 credits of unduplicated coursework in the minor.

Talk with your major college advisor about honors in your major.

HONORS BACCALAUREATE DEGREE

A rigorous interdisciplinary degree designed by the student with faculty mentorship and approval, the HB is higher education for the 21st century.

* Select two or three concentrations (from two colleges) in any existing area of study.
* Select concentration courses with faculty approval (36 credit hours minimum).
* Determine relevant research methods by your 3rd year.
* Complete a thesis or capstone project (3 credits minimum).
* Complete 18 honors credits. These may also meet general education, major, or elective course requirements. You may choose an area of emphasis, but you aren’t required to.
* Complete a minimum of 120 credits total to earn your degree.

## COHEN HONORS PILLARS AND OUTCOMES - PILOT

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| Pillar 1 – Intellectual – Interdisciplinary Academics |
| * Integrative Thinking   Master cognitive, transferable, and practical skills.   * Interdisciplinarity   Value the knowledge in other disciplines.   * Curiosity   Commit to curiosity and lifelong learning. |
| Pillar 2 – Innovative -- Undergraduate Research & Design-Thinking |
| * Empathy   Meet unaddressed challenges and needs.   * Ambiguity   Accept risk and ambiguity in proposing solutions.   * Problem Solving   Solve problems creatively. |

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| Pillar 3 – Professional – Leadership Development |
| * Passion   Passionately pursue long-term goals.   * Purpose   Contribute to a common purpose and meaning. |
| Pillar 4 – Transformational – Community and Global Engagement |
| * Diversity   Embrace diversity in backgrounds, values, and perspectives.   * Positive Impact   Make a positive impact on a local or global community. |

## MODES OF LEARNING THAT SUPPORT HONORS OUTCOMES

### **Research and Creative Scholarship (“learning in depth”)**

Research and Creative Scholarship is typically created within existing departments, including department courses with honors components supplementing regular work. The goal is specialized, in-depth learning in addition to self-reflective, analytical, and creative activity. The products are often documented scholarship that leads to new integrations, new knowledge, or new understandings of creative products.

A basic understanding of research ethics and design is required of all Honors students. This requirement can be met through the First-Year Honors Portfolio, but students are encouraged to go farther than this basic module.

All HB students complete a thesis or capstone project, and any honors student may choose to complete a thesis or capstone.

This mode of learning prepares students for postgraduate study, technical careers, and professional careers outside academe, such as telecommunications or theatre.

### **Breadth and Enduring Questions (“multi- or interdisciplinary learning”)**

Honors seminar courses introduce students to breadth and enduring questions. These courses confront students with alternative modes of inquiry, exploration, discovery, tolerance of ambiguity, and enduring questions. The products often involve creative integrations of evidence from several disciplines with an aggressive emphasis on interdisciplinarity. Assessment of the products emphasizes process rather than product, focusing on metacognitive questions such as “how do you know?”

Students are encouraged to dig deep without a prescribed result, an important habit of mind for postgraduate study, professional advancement, and civic engagement.

### **Experiential Learning**

Honors students who pursue an area of emphasis are required to engage in experiential learning and reflection, and Honors students on the Scholar track may take experiential learning courses to fulfill their elective credits. Experiential (or applied) Learning focuses on student-driven learning through projects facilitated by faculty who provide no necessary, single conclusion. This mode of learning includes international travel, internships, service-learning and other forms of active learning. The process often involves continuous reflective writing and oral presentation as the students articulate their discoveries and document their personal growth.

Experience combined with research and/or reflection prepares students to enrich their communities and actively design their career paths.

*Adapted from the National Collegiate Honors Council descriptions of modes of learning that support honors outcomes*

For related curriculum models, see Purdue University and James Madison University:

* <https://honors.purdue.edu/>
* <https://www.jmu.edu/honors/curriculum.shtml> and advising form [advising-form-fillable.pdf (jmu.edu)](https://www.jmu.edu/honors/_files/advising-form-fillable.pdf)