| CEPS | COMD 363; HEAL 269, 350; PED 420; SOWK 150, 215, 260; SPED 330, 420; TED 211, 252, 255, 325, 411, 414 | 345, 355, 450; MGMT 355, 430; MKTG 355; SOWK 350; TED 300 | PED 301; TED 326, 424 |

- Students must take two distinct classes that represent two of the three pillars of sustainability—these courses may not double-count in more than one aspect of sustainability.
- Students may NOT double-count courses between the different competencies. For example, ESM 251 cannot count toward competency #3 and 5.

#6: These 4 credits will be earned in the following way. The first 3 credits will be given for completing an undergraduate research, scholarly, or creative activity

  - Students will get “h” credit for the class in their program that led to the research OR
  - Students will prepare an URSCA portfolio that provides a detailed outline of the project completed, along with a mentor’s or supervisor’s signature for the project; once the portfolio is approved by the HP Director, the requirement will be satisfied.

The remaining one credit under this requirement will be met by having all Honors students take HON 497: Honors Capstone Seminar, a class where seniors will meet once per week for one hour and listen and respond to URSCA presentations by their peers in the Honors Program. This class will be taken near the end of their programs or immediately after their URSCA project has been created.

The only credits in this version of the HP that will definitely not “count” toward graduation are

- HON 190 (1 credit)
- HON 497 (1 credit)

The remaining 21 credits of this version of the program should be flexible enough to be earned while students take classes for their programs, or if portfolios are used, students will not need to enroll in credit-bearing classes that are not part of their 120 credits to graduation.

To qualify to enter the Honors Program, students will be required to have at least a 3.3 overall GPA. To qualify to graduate from the Honors Program, students will be required to have at least a 3.5 overall GPA.
Honors Program Curricular Change  
Submitted by Kathleen Hunzer

**Current Program Structure**

In the existing program where students must earn 18 credits to complete the Honors Program, two one credit HON classes are required of all students:

- HON 181: Honors Seminar (1 credit)
- HON 498: Honors Project (1 credit)

The remaining credits may be earned in a variety of ways:

- HON 181: Honors Seminar (no limit as long as new topic)
- HON 271: Honors Events (1 credit)
- HON 371: Honors Service Learning (1-3 credits)
- Gen Ed: ENGL 100 and/or 200; ART 100 (up to 9 credits)
- Contracting (no limit as long as different courses)

**Revised Program Structure (see attached)**

In the revised program, students must earn 23 credits to complete the Honors Program, but nearly all of these credits will be earned without adding credits to graduation. The two required courses for students will now be:

- HON 190: Honors Seminar (1 credit)
- HON 497: Honors Capstone Seminar (1 credit)

While earning the remaining credits, the new program requires students to meeting five key competencies:

#1: Global Engagement/Awareness (6 credits)  
#2: Rhetorical Skill/Communication Skills (3 credits)  
#3: Community Engagement (3 credits)  
#4: Sustainability (6 credits)  
#5: URSCA (3 credits)

**Rationale for the Revised Honors Program**

These revisions will improve our Honors Program by

1) Aligning the program more clearly with the university’s mission and Strategic Plan and with the standards set forth by the National Collegiate Honors Council

2) Providing a more flexible program for a broader variety of majors as well as existing and transfer students

3) Creating a program that stands out from other Honors programs in the area

4) Limiting the burden on faculty by eliminating the need for “contracting”
Kathleen Hunzer

From: Rich Wallace  
Sent: Tuesday, February 10, 2015 11:57 AM  
To: Kathleen Hunzer  
Subject: Re: Honors Program Reminder  
Attachments: image001.png

Kathleen,

Sorry I missed your call. I wasn't sure if it was in reference to the courses from our department identified for inclusion in the list, but I thought I would just reply through that email.

I reviewed the list and it looked fine to me.

Cheers,
Rich

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Rich A. Wallace, Ph.D.  
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From: Kathleen Hunzer <kathleen.hunzer@uwrf.edu>  
Date: Friday, February 6, 2015 2:37 PM  
To: Kathleen Hunzer <kathleen.hunzer@uwrf.edu>  
Subject: Honors Program Reminder

Hello, Chairs,

The Honors Program Curricular Re-design committee will be meeting Monday afternoon to finalize the proposal for a new Honors Program, so I need your department's response as to whether the courses in your department listed on the attached document under #3: Communication and Rhetoric and/or #5: Sustainability are acceptable choices. I need to have responses from all chairs involved as this proposal moves forward through the governance process. Please let me know

1) if you approve of these classes being listed in the revised program documents  
2) if you have any changes or substitutions that you'd like us to make

I really need this information by Monday February 9th at 3pm at the latest. Thank you!
Kathleen

Kathleen M. Hunzer, Ph.D.  
Director, Falcon Scholars and Honors Program
Hi Kathleen,
Greetings from New York (I'm attending a conference!), and I apologize for the delay. ART 321 would be a fine option, however, I must admit that we do not offer the course every year. It's on an every other year rotation at the moment.

If you're looking for a course that engages with these issue more fully, you might consider ART 392 Precolumbian Art History of Mesoamerica. This course focuses on ancient Olmec, Maya, and Aztec art, and the unit of the Maya is especially rooted in agricultural practices (including failures) in relation to environment, political systems, religion. Since ethnographic accounts (recorded from the 16th century to the present) are explored as one tool to engage with ancient art, social justice also figures strongly into the course.

All the best,
Kaylee

On Wed, Feb 11, 2015 at 8:51 AM, Kathleen Hunzer <kathleen.hunzer@uwrf.edu> wrote:

Hi, Kaylee,

Is your department okay with us listing ART 321 as an option under the “Sustainability: Social Justice” part of the proposed revised Honors Program? Please email me with your response as soon as possible. Thanks!

Kathleen

Kathleen M. Hunzer, Ph.D.
Director, Falcon Scholars and Honors Program
Professor of English
(715) 425-3304
From: Mark Bergland
Sent: Wednesday, January 21, 2015 3:23 PM
To: Kathleen Hunzer
Subject: Re: Honors Program Redesign Proposal

Students can take 195 after 150, but it is preferable to take 160. So listing just 160 and 195 would be fine, and we could always do an exception in special cases. BTW, congratulations on being acknowledged by Fernando yesterday!

Mark Bergland, Chair
Biology Department, AGS 410
University of Wisconsin - River Falls
River Falls, WI 54022
mark.s.bergland@uwrf.edu
715-425-3591 (office) or 715-529-8845 (cell)

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From: Kathleen Hunzer <kathleen.hunzer@uwrf.edu>
Date: Wednesday, January 21, 2015 1:15 PM
To: Mark Bergland <mark.s.bergland@uwrf.edu>
Subject: RE: Honors Program Redesign Proposal

Hi,

Do students who are not able to get into BIOL 160 take both BIOL 150 and 195? Or just 150? I’m fine with listing BIOL 160, but Leery of listing 150 if they aren’t doing the additional research component. Let me know what you think.

Kh

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From: Mark Bergland
Sent: Sunday, January 18, 2015 4:01 PM
To: Kathleen Hunzer
Subject: Re: Honors Program Redesign Proposal

Hi Kathleen,

I know we communicated about this before, but want to make sure that we are on the same page. Although we try to get all of our new majors in BIOL 160 (General Biology: Research Focus), some are put into BIOL 150 (General Biology) because either we run out of room in 160, or they have a field biology emphasis and are put in John Ford’s class. Not all of them elect to go on to BIOL 195, which is a follow-up to BIOL 160. By ‘rhetorical skill’, I was thinking of them learning the “language of science”, rather than extensive practice with communication in class. There is class discussion and presentations in both BIOL 150 and 160, but it is not a main focus of either class. In any case, we should probably list BIOL 150 and 160 rather than BIOL 195, despite what I may have said previously. What do you think?

Mark

Mark Bergland, Chair
Biology Department, AGS 410
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River Falls, WI 54022