

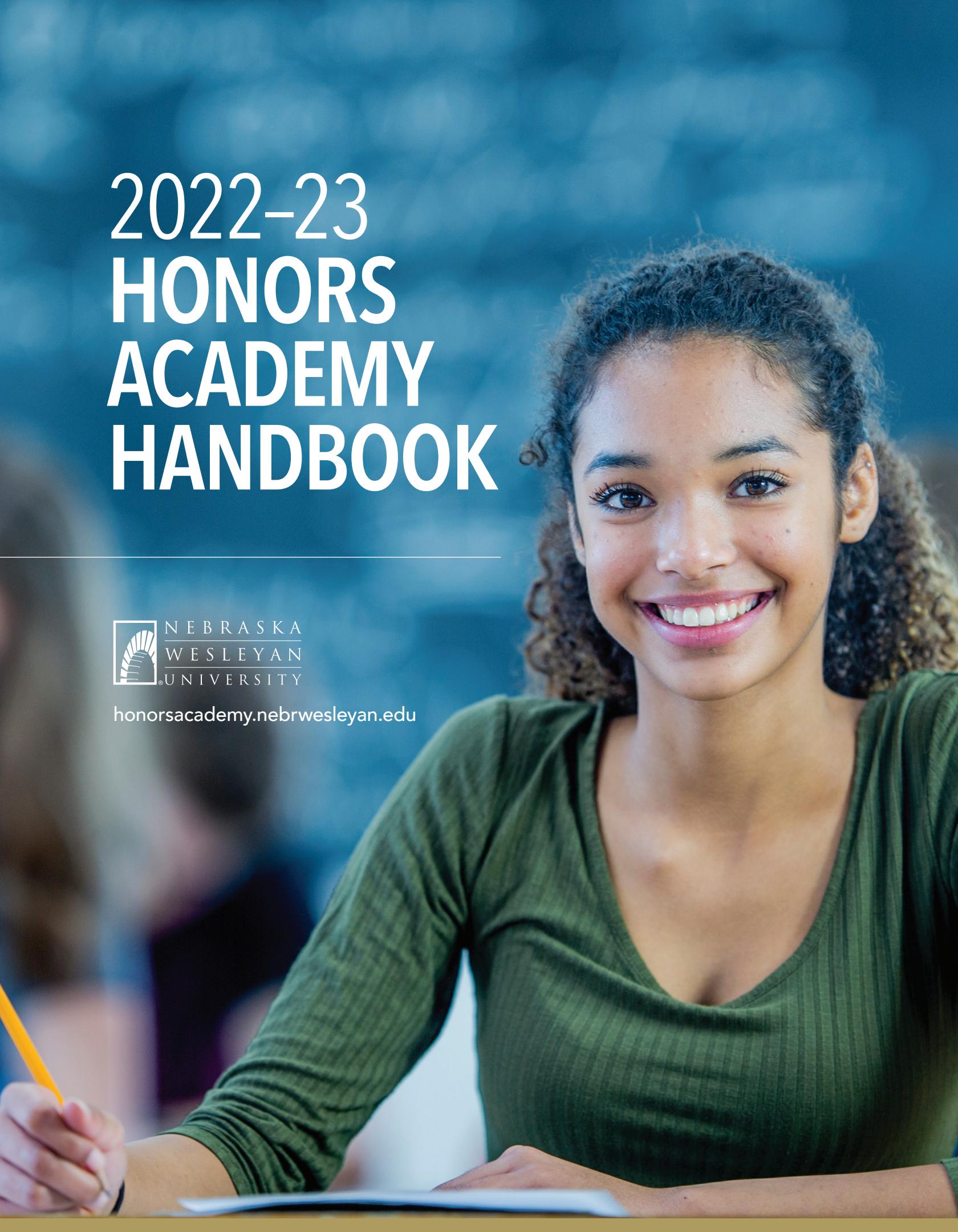
# 2022-23 HONORS ACADEMY HANDBOOK

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NEBRASKA  
WESLEYAN  
UNIVERSITY

[honorsacademy.nebrwesleyan.edu](http://honorsacademy.nebrwesleyan.edu)



# **LOGIN INSTRUCTIONS & VITAL INFORMATION**

## **Your Office 365 Account**

All Wesleyan Honors Academy instructors are issued a username and password for your Office 365 (Outlook) account. Using this system to access information, you can send and receive emails from your NWU Outlook email account, utilize online resources including library databases, CANVAS and find out information about Nebraska Wesleyan events and programs.

## ***How Do I ...***

### **1. Activate or Reset My OFFICE 365 Instructor Password?**

Go to NWU Dual Credit website to locate the following instructions under “Access tools for WHA courses”.

**To Activate your account the first time:** Go to [NWU Office 365](#) from your browser. Sign in with your NWU email address and Office 365 activation code that was sent in your initial email from CSIT. If this is the first time you are signing in, you will need to create a password.

- a. Open a browser and go to NWU Office 365 (<https://outlook.com/nebrwesleyan.edu>)
- b. Sign in with your NWU Email address as follows: \_\_\_\_\_@nebrwesleyan.edu
- c. Enter your activation password which was provided in the email.
- d. You will be asked to update your password. Enter the activation password again and then enter and confirm your new password. Your password must be between 8 and 16 characters long. Do not use common dictionary words, names or sequential numbers. Use a combination of letters and numbers.
- e. Keep a record of your password as it can be long between times you use it.
- f. Set up the "Don't Lose Access to your account" page. Enter your cell phone number (quickest option) or security questions and answers for Office365 to use to recover.
- g. Set your time zone to "Central Time (U.S. and Canada)"
- h. If you forget your username and/or password, you will need to email Marian Borgmann Ingwersen or her assistant. We can send your username and/or send an activation code to reset your password.

### **2. Check My Roster?**

- a. Go to [www.nebrwesleyan.edu](http://www.nebrwesleyan.edu)
- b. Click on “Inside NWU”
- c. Click on “**Self-Service**”
- d. “Login” using your NWU Office 365 username and password.
- e. Click on “Faculty”
- f. Click on “Class Roster”
- g. VERY IMPORTANT: Under “select a term” find “Honors Academy 22-23”
- h. Click on the class that you want to check and hit “submit”. You will see your roster.

### **3. Post Final Grades?**

- a. Follow steps a-e in number 2 above.
- b. Click on “Roster & Final Grading”
- c. Select the course you want to enter grades for.
- d. Click on “Grading”
- e. Select the “Final Grade” tab. If this tab does not appear, log out, clear your browser’s cache & log back in.
- f. Enter a letter grade for each student using the drop-down menu.

**More Program Information can be found on our NWU Honors Academy website at:**

<https://www.nebrwesleyan.edu/academics/wesleyan-honors-academy>

# NWU Honors Academy Important Dates

## 2022 - 2023

**June – August** - Faculty Workshops – All current and prospective WHA Instructors invited.

**August 1** – ACE scholarship application open for Fall semester and Full-year courses.

**October 7** – *On-Time* Registration deadline for all Fall semester, Full-year, and First Block WHA courses. This is also the last day to DROP a Fall, Full-year, or First Block course without a petition.

**October 21** – Late Registration deadline for Fall, Full-year, and First Block courses. Adds after this date are by Petition only.

**November 1** – *On-Time* Registration deadline for Fall courses starting in October.

**November 15** – ACE scholarship application open for Spring semester courses.

**November 15** - Late Registration deadline for Fall courses starting in October. Adds for Fall courses starting in October after this date are by Petition only.

**December 1** – FINAL deadline to submit a late Petition to Drop/Add/Withdraw for Fall semester courses that end in December.

**December 15** – ACE scholarship application deadline for Fall semester and Full-year courses.

**January 12 at 5 pm** – Grades due from course instructors for courses that end in December.

**January 13** – First semester transcripts available for students to request (for accounts paid in full) **IF** all instructors were able to submit grades on time.

**February 10** – *On-Time* Registration deadline for Spring semester courses starting in January. This is also the last day to DROP a Spring course without a petition.

**February 24** – Late Registration deadline for Spring courses starting in January. Adds after this date are by online Petition only.

**March 17** – *On-Time* Registration deadline for Spring courses starting in March.

**March 31** – Late Registration deadline for Spring courses starting in March. Adds for Spring courses starting in March after this date are by Petition only.

**May 1** – FINAL deadline to submit a Petition to Drop/Add/Withdraw for Spring semester and Full-year courses that end in May or June.

**May 15** – ACE scholarship application deadline for Spring semester courses.

**June 1 at 5:00 p.m.** – Grades due from course instructors for Spring semester and full-year courses.

**June 2** – Transcripts for 2022-23 available for students to request (for accounts paid in full) **IF** all instructors were able to submit grades on time.



# Nebraska Wesleyan Honors Academy

## 2022-2023

### Handbook

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# The Wesleyan Honors Academy

## Welcome to the Wesleyan Honors Academy!

This handbook is designed to provide program information for potential and approved teachers, as well as Honors Academy students.

Wesleyan Honors Academy (WHA) offers students an opportunity to experience college-level expectations—challenging them with a rigorous academic curriculum and earning college credit in selected advanced-level courses taught by highly-qualified and motivated high school teachers nominated by school officials and approved by the respective Nebraska Wesleyan University Department.

In addition to receiving credit toward high school graduation for these selected academic courses, students may also enroll concurrently in courses approved for college credit through Nebraska Wesleyan University.

Students who register and complete Honors Academy-approved high school courses receive a grade on a Nebraska Wesleyan University transcript and credit toward a degree at Nebraska Wesleyan University. Students who elect to attend another college or university may transfer the credits earned from Nebraska Wesleyan University.

## ~ Our Mission ~

The Wesleyan Honors Academy (WHA) program seeks to promote Nebraska Wesleyan University's commitment to partnering relationships with secondary schools to provide talented and highly motivated high school juniors and seniors with a quality honors educational experience. The mission of Wesleyan Honors Academy complements the mission of Nebraska Wesleyan University to promote intellectual and personal growth within the context of liberal arts education.

## What is the most important impact NWU Honors Academy has had on your school?

- Giving students an opportunity to experience the challenge of college level curriculum with the safety-net of a High School.
- The NWU Honors Academy allows our students to take a rigorous class load. This helps us create an academic atmosphere that our students flourish in.
- Credibility with the parents and accountability with the students.
- Students have been able to earn credits at many universities around the country that have accepted the DE credit and thus saved time and thousands of dollars.
- NWU Honors Academy has challenged our students in their English classes. The result of this has been a strong sense of readiness for college level classwork among our students.

*--Sampling of Responses from an Administrator Survey*

# Accreditation

Nebraska Wesleyan University is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

The Nebraska Wesleyan Honors Academy program is also an accredited member of the National Alliance of Concurrent Enrollment Partnerships (NACEP). This means

**Wesleyan's Honors Academy  
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year and two- year  
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Nebraska Wesleyan University is the only institution in Nebraska (and one of the few in the Midwest) to earn accreditation and, as a result

can assure its high school partners that it maintains the highest quality in its concurrent enrollment (dual credit) programming. This includes Honors Academy policies and practices which ensure that:

- Concurrent enrollment courses offered in the high school are equivalent to the courses offered on-campus by Nebraska Wesleyan University;
- Students enrolled in concurrent enrollment courses are held to the same standards of achievement as students in on-campus courses; and
- Instructors teaching WHA courses through the concurrent enrollment program meet the rigorous academic requirements for adjunct faculty and instructors teaching at Nebraska Wesleyan University.



Additionally, the standards encourage greater accountability for concurrent enrollment programs through required impact studies, student surveys, and course and program evaluations.

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earn NACEP accreditation.**

Because of this NACEP designation, many institutions, such as South Dakota public universities accept Nebraska Wesleyan transfer credits without question. Since NACEP is recognized across the country, WHA credits may

be more successfully transferred to out-of-state institutions. However, it is important for students to work with their chosen colleges to ensure a smooth transfer process. See our website as well as page 17 for more guidance on transfer of WHA credit to other institutions.

# Policies and Procedures: Faculty

## Faculty Qualifications

A high school teacher who wishes to become an Adjunct Instructor in the Wesleyan Honors Academy program should ideally hold a master's degree in the subject area of the courses they propose to offer for the Wesleyan Honors Academy. Teachers who have a master's degree in a field other than the subject they are offering may qualify if they have an undergraduate degree in the discipline and have acquired a minimum of 18 hours of graduate credit and other specialized preparation in the relevant subject field. The high school teacher will also be expected to communicate with his/her high school administration, as well as the Wesleyan Honors Academy Program Director to begin the process of qualifying.

## Faculty Application Process

### Two-step Application Process:

1. **Teacher Application**
2. **Course Application**

The Wesleyan Honors Academy Director will work with high school principals and/or central school district curriculum specialists to identify high school courses and teachers for participation in Wesleyan Honors Academy and invite them to apply. Teachers may also request information and an application directly from the Honors Academy Director. Application forms can be found on our website or in the back of this book as well.

The **Teacher Application Form** and supporting materials should be submitted first to the Director. Official transcripts showing applicable undergraduate and graduate course work must be included for the application to be evaluated. The Director will then review the instructor application materials for minimal requirements and forward the information to the appropriate Departmental Liaison.



The **Course Application Form** is submitted after the instructor is approved by the appropriate department at Nebraska Wesleyan. This application form requires a course description which includes scope, organization, teaching style, expectations of students, and the textbook or reading requirements. In addition, teachers must submit sample examinations and research, writing, or speaking assignments. The high school principal or appropriate administrator must also send a letter of support to the Honors Academy Director. Art instructors must send visuals of their and their students' artwork.

The department liaison meets with the perspective instructor to review the course materials and go over the new instructor check list. This may occur via email, zoom, and/or phone calls or meeting in person. New teachers are also allotted time at the annual summer meeting to clarify any questions with the liaison. Once the liaison has approved the instructor and course, he or she notifies the Director and verification is sent to the instructor.

## **Probationary Status**

Approval to teach in the Wesleyan Honors Academy program is considered probationary for the first year that an instructor participates. After the first year, a teacher will automatically be considered qualified to remain in the program if the Honors Academy Director and the respective Departmental Liaison approve continued participation.



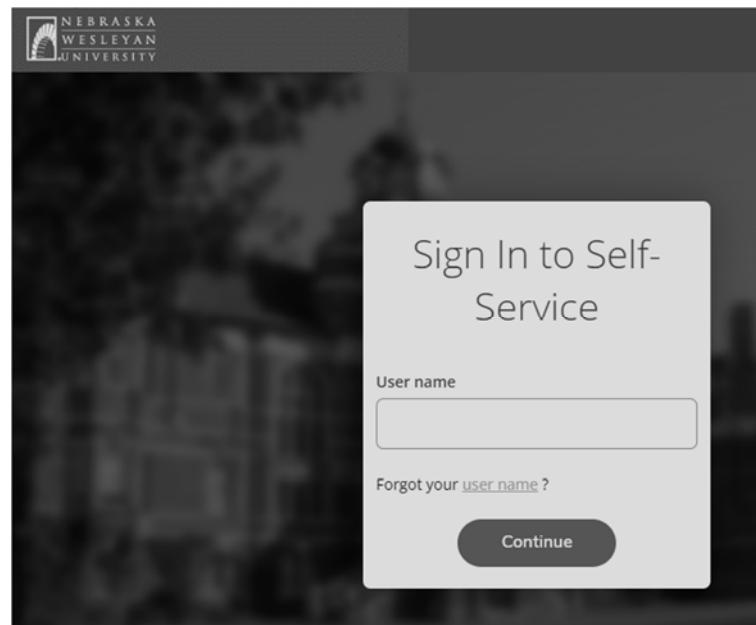
## **Site Visits by Departmental Liaisons**

The Departmental Liaison will attempt to arrange a minimum of two site visits with a newly appointed Adjunct Instructor during the first year of the appointment and on a regular basis thereafter. The purpose of site visits is to become acquainted and observe the Adjunct Instructor in the classroom. The visits also allow campus faculty to communicate assessment strategies, further curriculum development and assist in assessment implementation.

## **University Computer System Access**

All Wesleyan Honors Academy Instructors are issued a user name and password for the NWU Office 365 and Self-Service systems. Keep the information you receive in a secure place because it will take time to assign a new password. Using this access information, the instructor can:

- utilize on-line resources - including library databases and Canvas;
- use Self-Service to check rosters and post grades; and
- find out information about Nebraska Wesleyan events and campus programs.



The following list is the NWU Computer Technology Use Policy and is meant to guide the instructor – and his/her students – in the proper use of the Wesleyan computer service:



## **Computer Technology Use Policy**

*(last revised: June 14, 2021)*

### **Policy statement**

While NWU respects the privacy its community members, safety, liability, and business concerns may require NWU to access any electronic files or e-mail or other electronic communication on its systems. All

materials on or in NWU computers are the property of NWU and accessible by NWU administration. This policy applies equally to students, faculty, staff and guests on campus. Any hardware or software purchased with NWU funds, including but not limited to NWU professional development funds or Student-Faculty collaborative research funds, are the property of NWU and must be returned after the completion of the student's degree or the employee's employment.

### **NWU Computing Resources**

For purposes of this policy, the phrase NWU Computing Resources means any device, network, technology, or software made available to you by NWU, either for a charge or at no additional cost, including but not limited to wireless networks services, printers, audio visual technology, NWU laptops, workstations, mainframe computers, classroom and grading software, and office suite software such as word processing, spreadsheet, and presentation software provided by NWU.

### **What can you do?**

- \* You may use NWU Computing Resources for activities relevant to your role at NWU.
- \* You may use NWU Computing Resources for academic and educational purposes, including involvement in professional organizations.
- \* You must use NWU Computing Resources in an ethical and responsible manner and respect the rights and members of the NWU community and the larger internet community.
- \* You may use NWU Computing Resources only while you are a currently enrolled student, an employee, or a faculty emeritus of Nebraska Wesleyan University, or as a participant in an on-going program of the University.
- \* You must abide by all security restrictions on NWU Computing Resources.

### **What you cannot do?**

- \* You may not allow another person to use your username and password, nor use another person's username and password, to access NWU computing resources.
- \* You may not use NWU computing resources to support or advocate any commercial, political, or nonprofit organization without the written permission of the NWU Administration.

- \* You may not use NWU computing resources for any illegal or deceptive purpose including, but not limited to, unauthorized copying of software.
- \* You may not violate other NWU policies, including but not limited to policies against the harassment of others, in your use of NWU computing resources.
- \* You may not be wasteful of NWU computing resources, use them unfairly, or disrupt their intended use.
- \* You may not intentionally damage NWU computing resources.
- \* You may not use NWU computing resources for unauthorized access to other resources.
- \* You may not attempt or commit any criminal act using NWU computing resources.
- \* You may not use NWU computing resources to violate the intellectual property rights of others, such as illegal downloading of information or files.
- \* You may not access Tor, I2P, hidden services, “the dark Web,” or similar services designed to obscure your identity or location.
- \* You may not install any software on a NWU device without the approval of NWU.
- \* You may not attempt to defeat or circumvent any security measure implemented by NWU.

### **What happens if you don't comply?**

- \* Failure to comply with these guidelines will result in disciplinary action according to standard University policies and procedures.
- \* The Code of Student Conduct includes as conduct subject to disciplinary sanctions that relating to theft or other abuse of University computer resources.

### **Faculty ID**

A Faculty ID card is provided when a high school instructor first becomes a Wesleyan Honors Academy adjunct instructor and should be retained until you no longer participate in the program. Adjunct faculty can use the card to access various resources such as

admission to fine arts productions, the NWU library, athletic events, etc. For your safety and security, you may be requested to present your ID card to campus security or University officials. If you are asked for identification by security or any University official, you must present it.



## Program Benefits

NWU Honors Academy has established a Curriculum Development program with numerous benefits to assist Honors Academy instructors in providing the highest level of instruction and most effective learning environment for students enrolled in Honors Academy courses.

### Funding for High Schools and Teachers

A **curriculum enhancement fund** (c-fund) is established for each instructor, with the award based on the enrollment chart shown at right. These personal funds are for the purpose of assisting instructors to fund items or experiences that improve their capacity to offer their courses.

In addition, a “**Matching Funds**” amount will be mailed in the form of a check to each district offering Honors Academy courses during the subsequent year if the school is still involved. Through this program Nebraska Wesleyan is able to help participating schools acquire new books, equipment and other curricular materials.

### Professional Development Opportunities

Honors Academy Instructors are offered annual paid **Professional Development** opportunities. Instructors are invited to attend to discuss changes in policies and/or procedures, to interact with other Honors Academy Instructors and Wesleyan Academic Departmental Liaisons. A presentation to enhance knowledge in their discipline is included. Honors Academy Instructors are encouraged to work closely with the Departmental Liaisons throughout the academic year in areas of curriculum development and assessment coordination with the on-campus courses in their area.

Departments may also offer discipline-specific workshops throughout the academic year, based around special speakers or activities on campus. These events allow teachers to expand their academic resources and interact with off-campus colleagues and campus-based professors.

#### WHA Curriculum Enhancement Fund

Total Credit <u>Hours</u>	Amount Awarded
1 - 24	\$ 350.00
25 - 49	\$ 400.00
50 - 74	\$ 450.00
75 - 99	\$ 500.00
100 - 124	\$ 550.00
125 - 149	\$ 600.00
150 - 174	\$ 650.00
175 - 199	\$ 700.00
200 - 224	\$ 750.00
225 - 249	\$ 800.00
250 - 274	\$ 850.00
275 - 299	\$ 900.00
300 - 324	\$ 950.00
325 - 349	\$1000.00
350 - 374	\$1050.00
375 - 399	\$1100.00

*“I enjoyed putting faces with names. The best part of the day is that it became very obvious to me how passionate Marian is about her work and that she truly wants to help me in any way she can. I’ve already emailed a few questions her way and she responds quickly. So far I feel confident in my work.”*

--Summer Workshop participant

## Campus Resources

As an adjunct faculty member, the high school teacher has access to all of the resources and programs granted to on-campus faculty. This includes free admission to fine arts productions, athletic events, the use of the library services, plus many more opportunities. High school faculty members are invited to attend guest lectures, can ask for class tours and admittance of their classes to special events.

## Degree Completion Assistance

The Honors Academy program offers a Postgraduate Scholarship which is available to teachers who are within 18 hours of qualifying to teach WHA courses. Tuition at the institution of his/her choice will be reimbursed to the teacher according to the below allocation schedule:

### Degree Completion Assistance

One 3-hour course remaining.....	Up to \$2,000 /course
Two 3-hour courses remaining .....	Up to \$1,000/course
Three 3-hour courses remaining .....	Up to \$670/course
Four 3-hour courses remaining .....	Up to \$500/course
Five 3-hour courses remaining .....	Up to \$500/course
Six 3-hour courses remaining.....	Up to \$500/course



During the 2021-2022 school year, the Honors Academy provided over \$250,000 in support to teachers and schools including teacher scholarships and payments to teachers and schools for computers, books, conferences, costumes, international travel and much more.



## **Non-Compliance**

Honors Academy teachers are required to complete the necessary administrative and professional development aspects of the Honors Academy program. If a given instructor fails to do so, they will be considered non-compliant. Listed below are the potential areas in which a teacher may be considered non-compliant:

1. The instructor fails to attend professional development workshops. Instructors are expected to attend all professional development workshops although rare absences are allowed for special circumstances. If an instructor can't, at times, attend the on-campus workshops, he or she may take part in other professional development activities. These must be reported back to the Honors Academy director. Minimal requirement is at least once in three years.
2. The instructor fails to provide a course of equivalent content and rigor as those sections offered on-campus and approved by the department.
3. The instructor does not submit required information/artifacts to the director or department liaisons for assessment and/or syllabus alignment purposes. These requirements vary by department and all instructors are expected to be aware of their responsibilities in this area.
4. The instructor does not follow-through on arrangements made for site visits from the department liaisons. Site visits should be scheduled when the instructor is actively teaching a course and should allow the liaison to see good interaction with students.
5. The instructor does not clarify rosters and/or submit grades as required.

Non-compliance will be determined by the director of the Wesleyan Honors Academy with input from the department liaison usually through classroom visits or failure of the instructor to complete the submittal of materials or professional development activities.

If an instructor is found to be non-compliant, the following steps will be taken in order to help the instructor return to compliance:

1. The director and department liaison will meet and discuss the approach needed for a given set of circumstances.
2. The director will contact the instructor and meet with him or her to outline the changes that must occur in order for the instructor to return to compliance. The administration at the high school will be notified of the problem.
3. The instructor will be given time to consider the outlined changes and whether or not he or she wishes to continue in the program.
4. If the instructor wishes to continue in the Honors Academy program, he or she will be given one academic year to correct problems and will be visited in the classroom at least twice during that year by the liaison and at least once by the director to consider whether progress towards the stated changes is being met. The high school administration is kept apprised of the status of the instructor.
5. Both the director and the liaison must agree that the instructor has regained compliance. If this occurs, the instructor returns to equal status as other compliant instructors.
6. If the instructor remains non-compliant after one academic year, he or she is removed from the program and the high school administration notified that the instructor is no longer able to offer courses in the program.

The curriculum fund account will be closed to non-compliant instructors until he or she returns to compliant status.



# Policies and Procedures: Students



## Student Eligibility

Nebraska Wesleyan's Honors Academy dual credit program is designed for motivated high school juniors, seniors and sophomores in select courses who are passionate about learning and excited by the challenges of earning college credit in select advanced-level high school courses. All Honors Academy instructors and courses for each high school are listed on the Honors Academy website and in the Appendix of this document.

High school students should have a B+ or better average in their previous high school courses to enroll in an Honors Academy course. The high school teacher and counselor serve an important role in advising students interested in Honors Academy and assessing their likely level of success. Because students are accepted on campus with a floating ACT or SAT score, we do not require a base placement score for Concurrent Enrollment Program students. We depend on the high school personnel to advise students into the Honors Academy courses.

## Student Enrollment

To enroll for Nebraska Wesleyan dual credit, a student must complete and submit an on-line registration found on the Honors Academy web site at: [honorsacademy.nebrweselyan.edu](http://honorsacademy.nebrweselyan.edu).

Directions are also available from the instructor. See page 30 in this handbook. The online form includes the conditions of credit, including the title of the high school course and the comparable Nebraska Wesleyan University course, the college credits available, tuition and

enrollment/withdrawal deadlines.

The Nebraska Wesleyan Business Office will mail an invoice for tuition due once a student is enrolled. See page 14 for payment details.

Enrollment in Honors Academy for college credit is not a high school activity and is not required. Students may be enrolled in the advanced high school course and not in Nebraska Wesleyan's Honors Academy.

## Registration

**Regular registrations** must be entered by the registration deadline noted on the registration flyer the student receives. You will then be billed for the course. The 2022 deadline for most Full-Year and Fall Semester classes is October 7, 2022. Deadline for most classes which begin second semester is February 10, 2023.

**Late registrations** will be accepted for registrations completed within two weeks of the registration deadline. There will be a \$15.00 late registration fee assessed for late registrations occurring in the two-week time frame. The late registration fee will be assessed and included in the bill for the course. Failure to pay the fee will result in the student's registration being declined. Late registrants do not receive a t-shirt or ID Card.

**Registration after the two-week, late-registration time-period.** Students who wish to register after the two-week, late registration period will have their request considered through the University's Academic Petition process. The student must have a legitimate reason for the request. Students should use the online petition form, found on the Nebraska Wesleyan website under the Honors Academy, to request their late addition. The form will be forwarded to the high school instructor who must sign in support of legitimacy of the addition. The Honors Academy Director and NWU Dean of Academic Affairs must also approve the addition. If permission to add is granted, the student must pay for the credit and the late registration fee immediately. All petitions must be submitted by December 1 for the fall term and May 1 for year-long and spring courses.

No student having already completed a high school course will be allowed to then register for college credit for that course.

If the student drops the high school course and has registered for the college course, he/she must also DROP the Nebraska Wesleyan course by the deadline stated on the enrollment form for a refund of tuition. If a student withdraws from the Wesleyan course after the deadline, a refund will not be granted. Failure to follow withdrawal procedures will result in a grade of "F" on the college transcript.

Enrollment in Honors Academy does not translate into application and admission to Wesleyan University as a full-time student after high school. Honors Academy students who are interested in attending Wesleyan University after high school graduation should contact the Wesleyan Admissions Office.

## Tuition Payment

Tuition is currently \$95.00 per credit hour. There are no additional fees or charges for textbooks or labs.



The four ways to pay for Honors Academy courses are as follows:

1. The student or parent/guardian may mail a check or money order for the full amount after they receive their bill from the NWU Business Office.
2. Parents or students may pay with a credit/debit card by calling the NWU Business Office. There is an additional fee for using a card. For more information, contact the NWU Business Office at (402) 465-2119 or [businessoffice@nebrwesleyan.edu](mailto:businessoffice@nebrwesleyan.edu).
3. Parents or students may pay online with a credit/debit card at <https://www.nebrwesleyan.edu/wha-payment>
4. Students demonstrating financial need may apply for and receive an ACE (Access College Early) scholarship available through the Nebraska Coordinating Commission for Post- Secondary Education. The high school counselor is the contact person for students. The scholarship application should be completed as soon as possible, as this scholarship is on a first-come /first-serve basis. Students need to register for the class before the scholarship can be awarded.

## Student ID

A student ID card is provided when a student completes the registration process for their first Honors Academy course. This ID will have an identification number on it. The ID card should be retained until all possible Honors Academy courses have been completed. The student will use the card and number to access various resources available through the Honors Academy Program such as admission to fine arts productions and athletic events, as well as access to the Cochrane-Woods Library and the Cooper Writing Center. Information about Wesleyan events and programs can be found on the NWU website.

Replacement of the ID card is costly and will cause disruption to the student's services; please keep it secure. For safety and security, students may be requested to present a student ID to campus security or University officials and if so, must present it.



## **University Computer System Access**

At the request of the High School instructor, Wesleyan Honors Academy students may be issued a guest login for the University computer system. Using this access information, the students can utilize on-line library resources, access online performing arts tickets, plus more.

The following is from the NWU student handbook and is meant to guide the instructor – and his/her students – in the proper use of the Wesleyan computer service:



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- \* You may not violate other NWU policies, including but not limited to policies against the harassment of others, in your use of NWU computing resources.
- \* You may not be wasteful of NWU computing resources, use them unfairly, or disrupt their intended use.
- \* You may not intentionally damage NWU computing resources.
- \* You may not use NWU computing resources for unauthorized access to other resources.
- \* You may not attempt or commit any criminal act using NWU computing resources.
- \* You may not use NWU computing resources to violate the intellectual property rights of others, such as illegal downloading of information or files.
- \* You may not access Tor, I2P, hidden services, "the dark Web," or similar services designed to obscure your identity or location.
- \* You may not install any software on a NWU device without the approval of NWU.
- \* You may not attempt to defeat or circumvent any security measure implemented by NWU.

## **What happens if you don't comply?**

- \* Failure to comply with these guidelines will result in disciplinary action according to standard University policies and procedures.
- \* The Code of Student Conduct includes as conduct subject to disciplinary sanctions that relating to theft or other abuse of University computer resources.



## **Pass/Fail – Not Allowed**

Even if a student may take the advanced high school course on a pass/fail basis, he/she may not do so for the Nebraska Wesleyan Honors Academy course. The high school teacher must record a letter grade on the transcript, per Nebraska Wesleyan's grading policy.

## **Dropping a Course**

If a student doubts that he/she will be able to complete a course with a satisfactory grade, he/she should consult with the high school teacher about the option of dropping the course. If the student decides to drop the course from his/her college level experience, he/she must contact the Honors Academy Staff Assistant or Director to inform them of their intent to drop.

If this request falls after the established drop deadline for the Honors Academy courses, the student may complete the online petition to drop form found on the Honors Academy Website. If the college course is not dropped, and the student fails the course, a grade of "F" will appear on the transcript.

A successfully dropped course includes a tuition refund. Leaving a class after the drop deadline requires using the petition process for a "withdrawal". There is no refund of tuition with a withdrawal.



## **Grades**

The student is issued a letter grade by the high school instructor at the conclusion of the course. Grades are available on the transcript at the end of the term\*.

\*January 13 for fall semester classes and June 1 for full-year and spring semester classes.

## **Transfer of Credits**

If a student elects to attend a college or university other than Nebraska Wesleyan University, he or she will need to request a transcript from the NWU Registrar's Office.

While Nebraska Wesleyan cannot guarantee that another college or university will accept the transfer of credit from Honors Academy courses, experience has shown that the vast majority of colleges and universities do accept transfer grades of "C" or better. Honors Academy students have previously transferred credit to many public and private colleges and universities throughout the country, including the University of Nebraska – Lincoln and its branch campuses.

*If possible, students should contact the Registrar at the colleges or universities they are considering attending **prior** to enrolling in Honors Academy courses to ascertain how the course will transfer.*

*The transfer.Nebraska.edu portal is a good place to check for transfer equivalencies. See the Honors Academy website for more information and for further resource links.*

As Nebraska's only NACEP-accredited dual credit program, the credits earned with Wesleyan Honors Academy will transfer to most U.S. colleges and will do so as one or more of the following:

1. The hours will count towards the total hours required for graduation from that institution (general elective);
2. The course will replace a course required in the general education curriculum; and/or
3. The course will replace a course required in a major or minor at the accepting school.

It is important that the student clarify this information as soon as he/she knows which school will be attended. In most cases, the transferred NWU grade is not included in the GPA calculations at the accepting institution. If the student brings Honors Academy credit to Nebraska Wesleyan University, the course will count in the same area as the on-campus equivalent and the grade will become part of the student's GPA calculations.

## **Requesting Transcripts**

- Transcripts of academic records are available to students and alumni whose accounts are paid in full. To request a NWU transcript, please visit our WHA homepage.

Official transcript requests can be made online through the [National Student Clearinghouse](#). You can place as many orders as you like in one session using any major credit card, and your card will only be charged after your order has been completed. You can also track your order online using your email address and order number. Order updates are available via mobile text message and will also be emailed to you. An online signed consent is required to complete this order. For your convenience, a consent form will be generated for your order that you can approve instantly online.

Transcript pricing is as follows:

- Official transcript ordered online and sent electronically: \$6.50
- Official transcript ordered online and sent as a hard copy: \$5.50
- Official transcript ordered in the Registrar's Office: \$8.00

Contact the NWU Registrar's Office at 402-465-2243 or [registar@nebrwesleyan.edu](mailto:registar@nebrwesleyan.edu) with transcript questions.

New student registration events at colleges and universities may occur prior to the time that the Wesleyan University transcript arrives at the other institution. We recommend that a student take a listing of his or her Wesleyan Honors Academy courses to the college registration event in order to reflect the anticipated college credit from Wesleyan University.

A student's account with the business office, library, and other pertinent campus offices must be paid in full before an official transcript will be issued.

## Drug and Alcohol Policy

Nebraska Wesleyan University urges its members to exercise mature judgment and social responsibility when making decisions regarding the use of alcoholic beverages and other drugs, and will implement appropriate procedures to protect the interests of the students and the University community. Such procedures may include a screening process or the request for an evaluation from a qualified professional to determine the seriousness of the problem. This University community prohibits the sale, possession, distribution or use of illegal drugs by students, faculty or staff.

Violations of law and/or violations of the Code of Student Conduct shall be adjudicated by the proper judicial bodies. Consumption or possession of alcohol is prohibited in any public area. It is a violation of the laws of the State of Nebraska and the alcohol policy for students under the legal drinking age (21 years of age) to consume or possess alcoholic beverages. It is also illegal for a person under the age of 21 to be present at gatherings where alcohol is present. The University will take action against students involved in procuring alcoholic beverages for minors.

Guests are bound by the same rules regarding alcoholic beverages and illegal drugs. Violators will be asked to leave the campus and/or referred to local authorities.

Violations may be referred directly to local authorities and/or action may be taken by the University. The University Judiciary will impose sanctions on students for violations of the Alcohol and Drug Policy consistent with local, state and federal law. These sanctions may include disciplinary warning, disciplinary

probation, fines, restitution, revocation of privileges or restriction of activities, disciplinary suspension or expulsion as well as termination of the residence hall contract. Local authorities may impose legal sanctions that may include incarceration and/or fines for those found guilty of violating local, state and federal law.

The health risks of using illegal drugs and/or alcohol are difficult to predict due to the unknown chemicals involved in these substances. Beverage alcohol is a central nervous system depressant. It slows down bodily functions such as heart rate, pulse and respiration. Drinking large enough amounts of alcohol over a period of time can produce psychological and physical dependence or alcoholism. Prolonged heavy drinking can lead to stomach irritation, ulcers, malnutrition, high blood pressure, lowered resistance to disease, and possible irreversible brain and nervous system damage. Alcohol can be harmful to unborn babies, resulting in fetal alcohol syndrome.

There is also a wide range of health risks associated with the use of illegal drugs such as marijuana, cocaine and anabolic steroids. The diminishment of intellectual ability, long-term genetic damage and other health risks may be severe and lead to permanent impairment or even death.

For information and access to counseling, treatment, support groups and rehabilitation programs contact Student Health Services (ext. 2375), the Career and Counseling Center (ext. 2224) and/or the Lincoln Council on Alcoholism and Drugs (402-475-2694).

To view the complete NWU Alcohol and Drug Policy, go to: [www.nebrwesleyan.edu/about-nwu/policies-and-procedures/alcohol-and-drugs-policy](http://www.nebrwesleyan.edu/about-nwu/policies-and-procedures/alcohol-and-drugs-policy)

# Course Descriptions

There are currently sixteen Nebraska Wesleyan University departments that offer Honors Academy courses. A total of 49 separate courses are available in these areas. A school's ability to offer courses depends entirely on the qualification of its staff members and the administration's decision to allow qualified instructors to offer the courses. A given school may offer any of the following courses (numbers in brackets represent credit hours).

## Art

**David Gracie, M.F.A., Departmental Liaison**  
**Bailey Barnard, Departmental Liaison**

### **Art History 1030FYW: Survey of Non-Western Art History: Ancient to 21<sup>st</sup> Century (4)**

The course surveys African, Asian, Native American, Oceanic, and Pre-Columbian arts from pre-history to the present day. This course is defined by what it will not cover - art of the European tradition. The term "non-western" does not imply a lesser quality or an opposition to art in western tradition. It is a term used to reflect a growing awareness of the richness and diversity of world culture. Since this is a survey course, the art we will examine will be the most representative of each culture. Students gain familiarity with movements, time periods, and individual artists. Students learn to identify works of art, are introduced to art terminology, practice the fundamentals of visual analysis, and develop the ability to analyze the content and contexts of works of art.

Archway Curriculum: First-Year Curriculum: First-Year Writing

Archway Curriculum: Essential Connections: Diversity Instructive: Global

Archway Curriculum: Integrative Core: Going Global Thread

### **Art History 1040FYW: Survey West Art History: Ancient to 21st Century (4)**

This course surveys western art chronologically from prehistory to the present day. Discussions center on understanding various civilizations through their visual arts, the cultural exchange between these civilizations, and how images are used for political, economic, religious and social purposes. Guiding themes within this course, such as patronage, gender, identity, political/religious turmoil, colonialism, and global trade, will introduce students to why certain types of art are created and how these works of art function within society. Students gain familiarity with movements, time periods, and individual works of art. Students learn to identify works of art, are introduced to art terminology, practice the fundamentals of visual analysis, and develop the ability to analyze the content and contexts of works of art.

Archway Curriculum: First-Year Curriculum: First-Year Writing

Archway Curriculum: Essential Connections: Diversity Instructive: Global

Archway Curriculum: Integrative Core: Going Global Thread

### **Art 1050: Art Research (4)**

This studio art course provides an introduction to fundamental concepts and techniques for creative production + problem solving + presentation. We will aim to expand your understanding of what you can achieve and what interests you through experimentation with time, surface, and space as well as a thoughtful exploration of the elements and principles of 2D, 3D, and 4D art and design. While this course will cover some ideas of technique, materials, and process, this is primarily a course where our goal will be to develop our ideas and strategies for how to engage an artistic practice that takes place across material + dimensional boundaries based on the needs of "the work" and the concepts behind it.

Prerequisite(s): Permission of department chair.

Archway Curriculum: Essential Connections: Speaking Instructive

### **Art 1300: Introduction to Drawing (4)**

A studio art investigation into drawing as a tool for thinking, observing and questioning. Students will become familiar with fundamental techniques and concepts such as line, value, form and perspective. A variety of dry media and surfaces will be used. Formal and in-progress critiques will be held throughout the semester. Attending and/or participating in local art exhibitions and artist lectures is required. Various levels (1-4) of this studio art medium may meet together. The course requirements of each level are different.

Archway Curriculum: Foundational Literacies: Creative and Performing Arts

### **Biology**

**Dr. Angela McKinney, Departmental Liaison**

### **Biology 1010: Perspectives in Biological Science (4)**

Designed for non-science majors, this general education course will examine the principles of biology within the context of the human experience and covers cell biology, physiology, genetics, evolution, ecology, and the interaction of humankind and the environment. Course content will be offered in a variety of formats including but not limited to: lectures in person or online; laboratory experience; group activities and discussion-based activities.

Archway Curriculum: Foundational Literacies: Scientific Investigations: Natural Science Laboratory

### **Business and Economics**

**Dr. Thom Jackman, Departmental Liaison**

### **Accounting 1310: Principles of Accounting I (3)**

This is an introduction to the basic accounting model and the framework for developing financial statements. The major focus is on the study of generally accepted accounting principles as they apply to the measurement of income and the presentation of a firm's financial position.

### **Accounting 1320: Principles of Accounting II (3)**

The role of accounting in the formation and capitalization of corporations is studied. Other topics include cash flow, analysis and interpretation of financial statements, and basic managerial accounting. Prerequisite(s): Grade of "C-" or better in Accounting 1310.

### **Economics 1530: Macroeconomic Principles (3)**

An examination of the macroeconomic theories, problems, and policies of the U.S. economy. Topics include supply and demand, a description of the main sectors of the economy, and the role of government in stabilizing the economy with monetary and fiscal policies.

Archway Curriculum: Foundational Literacies: Scientific Investigations: Social Science

Archway Curriculum: Integrative Core: Going Global Thread

### **Economics 1540: Microeconomic Principles (3)**

An examination of the microeconomic theories, problems, and policies of the U.S. economy. Topics include the theory of the firm, market structures, and current economic issues such as income distribution, antitrust policy, poverty, the farm problem, and international trade.

### **Business Administration 1800: Personal Finance (3)**

Personal Finance is focused on giving college students the fundamental understanding and basic implementation skills in the following areas: insurance, investment, buying/leasing a car, renting/buying real estate, and personal accounting. This is accomplished through lecture, discussion, community experts, on-line resources, and completion of an extensive personal finance portfolio.

## **Chemistry**

**Dr. Nathanael Fackler, Departmental Liaison**

### **Chemistry 1110: Chemical Principles I (3)**

A study of the fundamental principles of chemistry including structures of atoms and molecules, periodicity, stoichiometry, reactions, solutions, gases and thermochemistry.

Archway Curriculum: Foundational Literacies: Scientific Investigations: Natural Science Laboratory

### **Chemistry 1110L: Chemical Principles Laboratory (1)**

Laboratory supporting Chem 1110 Chemical Principles I.

Archway Curriculum: Foundational Literacies: Scientific Investigations: Natural Science Laboratory

## **Communication**

**Dr. Rachel Pokora, Departmental Liaison**

### **Communication 1000: Fundamentals of Communication (3)**

This course is designed to help students develop the skills necessary to effectively communicate in a variety of settings. The course will focus on a broad base of communication concepts and skills and offer students the opportunity to apply those skills. Students will explore several models of communication, including: invitational, persuasive and dialogic. Once they have developed an understanding of the theoretical underpinnings of effective communication; students will develop the skills necessary to overcome the anxiety associated with public speaking, analyze audience needs, prepare effective speeches, deliver engaging speeches, better participate in small group discussions, and improve listening and response skills.

Archway Curriculum: Essential Connections: Speaking Instructive

### **Communication 1250: Introduction to Communication Studies (4)**

This course is designed to help students develop the skills necessary to effectively communicate in public, private and professional settings. The course will focus on a broad base of communication theory, concepts, and skills and offer students the opportunity to apply those skills. Students will explore several modes of communication, including persuasive and invitational speaking, dialogue, and interpersonal communication. Students will explore the foundations of the communication discipline and consider the importance of communication for our personal, professional, and civic lives.

Archway Curriculum: Essential Connections: Speaking Instructive

Archway Curriculum: Integrative Core: Identity Thread

### **English**

**Mary Hickman, M.F.A., Departmental Liaison**

### **English 1010FYW: Writing and Language (2, 3, or 4)**

Students in this composition course will develop their skills in academic writing as they learn about topics drawn from the study of language, such as the history of language, language and gender, linguistic diversity and language policies in government and education.

Archway Curriculum: First-Year Curriculum: First-Year Writing

### **English 1020FYW: Writing and Literature (2, 3, or 4)**

Students in this composition course will develop their skill in academic writing as they respond to and analyze literature.

Archway Curriculum: First-Year Curriculum: First-Year Writing

### **Geography**

**Steve Wills, Departmental Liaison**

### **GEOG 1510 Physical Geography (3)**

A course that introduces modern geography and examines spatial relationships among such physical phenomena as climate, topography, soils, and vegetation.

### **GEOG 1520 Cultural Geography (3)**

A course that examines the spatial relationships of such phenomena as population, economic activity, and societal groups.

Archway Curriculum: Essential Connections: Diversity Instructive: Global

**History**  
**Steve Wills, Departmental Liaison**

**History 1010: Topics in United States History to 1877 (3 or 4)**

A survey of United States history beginning with precontact cultures, examining the varied colonial and native cultures, and tracing the political, economic, social, and cultural development of the United States, and concluding with Reconstruction. No P/F.

This is not a First Year Writing course.

Effective Fall 2018 this course counts toward the Innovation thread. Students who took the course previously may count the course toward the Democracy thread.

Archway Curriculum: Integrative Core: Innovation Thread

**History 1020: United States Society and Culture since 1877 (3 or 4)**

A survey of United States history beginning with post-Civil War Reconstruction period, tracing economic, social, and cultural development to the present, emphasizing the emergence of a dominantly urban-industrial society, multiple civil rights movements, the expanded role of government, increasing government in the lives of individuals, and the increasing involvement of the United States in the world. No P/F.

This is not a First Year Writing course.

Archway Curriculum: Integrative Core: Democracy Thread

Archway Curriculum: Integrative Core: UC Leadership Thread

**History 1110: World Civilizations (4)**

An in-depth study of one time frame across world cultures. The course is designed to introduce students to the uniqueness and interconnectedness of cultures in the global community. Historical dimensions of today's ethical and political concerns will be examined in order to foster responsible world citizenship. Course topics change regularly and may include a global survey of the twentieth century or the history of indigenous nations leading up to the Age of European Exploration.

Archway Curriculum: Essential Connections: Diversity Instructive: Global

Archway Curriculum: Integrative Core: Going Global Thread

**History 2130 Western Civilization Through Literature (4)**

A chronological survey of Western Civilization from 1500 to the present, focusing on the literary record which exemplifies changing societies; artistic and literary styles; and philosophical, religious, and political patterns. The course will include a reexamination of Biblical texts in the Reformation, the revival and imitation of classical texts in the Renaissance, absolutism and its critics, the revolutionary and Romantic movements, ethnic minorities, colonialism, the crisis of Western thought in the twentieth century, and the impact of totalitarianism. This also counts as an elective for the Modern Language Studies major. No P/F.

## **Mathematics**

**Dr. Kristie Pfabe, Departmental Liaison (Statistics)**

**Dr. Brent McKain, Departmental Liaison (Calculus)**

### **Math 1300: Statistics (3)**

An introduction to statistics concepts with an emphasis on applications. Topics include descriptive statistics, discrete and continuous probability distributions, the central limit theorem, confidence intervals, hypothesis testing, and linear regression.

Archway Curriculum: Foundational Literacies: Mathematical Problem Solving

### **Math 1600: Calculus I (5)**

An introduction to calculus of a single variable. Topics include limits, continuity, differentiation and beginning integration, with applications. Assignments help build proficiency in the use of a computer algebra system.

Prerequisite(s): Math ACT score of at least 27 or a grade of "C" or better in MATH 1470

Trigonometry or MATH 1400 Pre-Calculus or permission of instructor.

Archway Curriculum: Foundational Literacies: Mathematical Problem Solving

### **Math 1610: Calculus II (5)**

A continuation of Mathematics 1600. Topics studied include integration techniques and applications, differential equations, numerical approximations, sequences and series, and sectors. Assignments are given that help build proficiency in the use of a computer algebra system.

Prerequisite(s): Permission of the department chair or grade of "C" or better in MATH 1600 Calculus I.

Archway Curriculum: Foundational Literacies: Mathematical Problem Solving

## **Modern Languages**

### **French**

**Dr. Sara Miles, French Liaison**

**Anne Hajek, Assessment**

### **MFREN 1010: French Stage 1: Personal Perspectives (4)**

Stage 1: Personal Perspectives begins the development of the basic concepts of French language and culture, thus providing the necessary knowledge and skills for students to interact in French about familiar topics. No P/F.

### **MFREN 1020: French Stage 2: Personal Connections (4)**

A continuation of Stage 1: Personal Perspectives, Stage 2: Personal Connections expands on the basic concepts of French language and culture, thus providing the necessary knowledge and skills for students to interact in French about familiar topics. No P/F. Prerequisite(s): MFREN 1010 French Stage 1: Personal Perspectives or appropriate placement.

Archway Curriculum: Foundational Literacies: Modern Language Literacy

### **MFREN 2010: French Stage 3: Cultural Perspectives (4)**

Stage 3: Cultural Perspectives invites students to explore cultural perspectives of French-speaking countries and their own as they review and develop their listening, speaking, reading, and writing skills and intercultural competence, thereby enhancing their ability to interact in French with more confidence on familiar topics. Prerequisite(s): MFREN 1020 French Stage 2: Personal Connections or appropriate placement.

Archway Curriculum: Foundational Literacies: Modern Language Literacy

### **MFREN 2020: French Stage 4: Global Connections (4)**

Stage 4: Global Connections invites students to enhance their intercultural and linguistic competence by exploring cultural, geographical, historical, and social perspectives of French-speaking countries as they develop their listening, speaking, reading, and writing skills and intercultural competence, thereby allowing them to engage and interact more effectively with native speakers of French. Prerequisite(s): MFREN 2010 French Stage 3: Cultural Perspectives or appropriate placement.

Archway Curriculum: Foundational Literacies: Modern Language Literacy

Archway Curriculum: Integrative Core: Going Global Thread

### **MFREN 2030 Perspectives In Language And Culture (4)**

An intermediate-level language course, MFREN 2030 Perspectives In Language And Culture invites students to explore cultural perspectives of French-speaking countries and their own as they review and develop their listening, speaking, reading, and writing skills and intercultural competence through task-based learning, thereby enhancing their ability to interact in French with more confidence on familiar topics. This is a non-sequential, intermediate-level course that may be taken before or after MFRE-2040. Prerequisite(s): MFREN 1020 French Stage 2: Personal Connections or appropriate placement.

Archway Curriculum: Foundational Literacies: Modern Language Literacy

Archway Curriculum: Integrative Core: Going Global Thread

### **German**

**Dr. JoAnn Fuess, German Liaison**

### **MGRMN 1010 German Stage 1: Personal Perspectives (4)**

Stage 1: Personal Perspectives begins the development of the basic concepts of German language and culture, thus providing the necessary knowledge and skills for students to interact in German about familiar topics. No P/F.

### **MGRMN 1020 German Stage 2: Personal Connections (4)**

A continuation of Stage 1: Personal Perspectives, Stage 2: Personal Connections expands on the basic concepts of German language and culture, thus providing the necessary knowledge and skills for students to interact in German about familiar topics. Prerequisite(s): MGRMN 1010 German Stage 1: Personal Perspectives or equivalent. No P/F.

Archway Curriculum: Foundational Literacies: Modern Language Literacy

### **MGRMN 2010 German Stage 3: Cultural Perspectives (4)**

Stage 3: Cultural Perspectives invites students to explore cultural perspectives of German-speaking countries and their own as they review and develop their listening, speaking, reading, and writing skills and intercultural competence, thereby enhancing their ability to interact in German with more confidence on familiar topics. Prerequisite(s): MGRMN 1020 German Stage 2: Personal Connections or equivalent.

Archway Curriculum: Foundational Literacies: Modern Language Literacy

### **MGRMN 2020 German Stage 4: Global Connections (4)**

Stage 4: Global Connections invites students to enhance their intercultural and linguistic competence by exploring cultural, geographical, historical, and social perspectives of German-speaking countries as they develop their listening, speaking, reading, and writing skills and intercultural competence, thereby allowing them to engage and interact more effectively with native speakers of German. Prerequisite(s): MGRMN 2010 German Stage 3: Cultural Perspectives or equivalent.

Archway Curriculum: Foundational Literacies: Modern Language Literacy

Archway Curriculum: Integrative Core: Going Global Thread

### **MGRMN 2030 Perspectives In Language And Culture (4 hours)**

An intermediate-level language course, MGRMN 2030 Perspectives In Language And Culture invites students to explore cultural perspectives of German-speaking countries and their own as they review and develop their listening, speaking, reading, and writing skills and intercultural competence through task-based learning, thereby enhancing their ability to interact in German with more confidence on familiar topics. This is a non-sequential, intermediate-level course that may be taken before or after MGRMN 2040. Prerequisite(s): MGRMN 1020 German Stage 2: Personal Connections or appropriate placement. Archway Curriculum: Foundational Literacies: Modern Language Literacy

Archway Curriculum: Integrative Core: Going Global Thread

### **Japanese**

**Anne Hajek, Assessment**

### **MJPAN 1010: Japanese Stage 1: Personal Perspectives (5)**

Stage 1: Personal Perspectives begins the development of the basic concepts of Japanese language and culture, thus providing the necessary knowledge and skills for students to interact in Japanese about familiar topics. No P/F.

### **MJPAN 1020: Japanese Stage 2: Personal Connections (5)**

A continuation of Stage 1: Personal Perspectives, Stage 2: Personal Connections expands on the basic concepts of Japanese language and culture, thus providing the necessary knowledge and skills for students to interact in Japanese about familiar topics. Prerequisite(s): MJPAN 1010 Japanese Stage 1: Personal Perspectives. No P/F.

Archway Curriculum: Foundational Literacies: Modern Language Literacy

### **MJPAN 2030 Perspectives In Language And Culture (5 hours)**

An intermediate-level language course, MJPAN 2030 Perspectives In Language And Culture invites students to explore cultural perspectives of Japan and their own as they review and develop their listening, speaking, reading, and writing skills and intercultural competence through task-based learning, thereby enhancing their ability to interact in Japanese with more confidence on familiar topics. This is a non-sequential, intermediate-level course that may be taken before or after MJPAN 2040. Prerequisite(s): MJPAN 1020 Japanese Stage 2: Personal Connections or appropriate placement.

Archway Curriculum: Foundational Literacies: Modern Language Literacy

Archway Curriculum: Integrative Core: Going Global Thread

### **Spanish**

**Dr. Catherine Nelson, Spanish Liaison  
Anne Hajek, Assessment**

#### **SPAN 1010 Spanish Stage 1: Personal Perspectives (4)**

Stage 1: Personal Perspectives begins the development of the basic concepts of Spanish language and culture, thus providing the necessary knowledge and skills for students to interact in Spanish about familiar topics. No P/F.

#### **SPAN 1020 Spanish Stage 2: Personal Connections (4)**

A continuation of Stage 1: Personal Perspectives, Stage 2: Personal Connections expands on the basic concepts of Spanish language and culture, thus providing the necessary knowledge and skills for students to interact in Spanish about familiar topics. Prerequisite(s): MSPAN 1010 Spanish Stage 1: Personal Perspectives or appropriate placement. No P/F.

Archway Curriculum: Foundational Literacies: Modern Language Literacy

#### **SPAN 2010 Spanish Stage 3: Cultural Perspectives (4)**

Stage 3: Cultural Perspectives invites students to explore cultural perspectives of Spanish-speaking countries and their own as they review and develop their listening, speaking, reading, and writing skills and intercultural competence, thereby enhancing their ability to interact in Spanish with more confidence on familiar topics. Prerequisite(s): MSPAN 1020 Spanish Stage 2: Personal Connections or appropriate placement.

Archway Curriculum: Foundational Literacies: Modern Language Literacy

#### **SPAN 2020 Spanish Stage 4: Global Connections (4)**

Stage 4: Global Connections invites students to enhance their intercultural and linguistic competence by exploring cultural, geographical, historical, and social perspectives of Spanish-speaking countries as they develop their listening, speaking, reading, and writing skills and intercultural competence, thereby allowing them to engage and interact more effectively with native speakers of Spanish. Prerequisite(s): MSPAN 2010 Spanish Stage 3: Cultural Perspectives or appropriate placement.

Archway Curriculum: Foundational Literacies: Modern Language Literacy

Archway Curriculum: Integrative Core: Going Global Thread

## **Music**

**Dr. Steven Kaup, Departmental Liaison**

### **Music 1610: Fundamentals of Music Theory (3)**

A review of the fundamentals of music (scales, key signatures, intervals) and the presentation of triads and their harmonic and melodic implications. Students at the appropriate skill level may attempt to test out of this course. Please see the instructor or Department Chair for more information.

## **Physics**

**Dr. William Wehrbein, Departmental Liaison**

### **PHYS 1600 Principles of Physics I (4)**

The principles of classical mechanics, energy and motion designed for majors in the natural and health sciences. Algebra and trigonometry will be used in descriptions and problems. Three two-hour workshop sessions per week. Students may not receive credit for both PHYS 1600 and PHYS 2000 General Physics I.

Prerequisite(s): A grade of "C" or better in MATH 1470 Trigonometry or MATH 1400 Pre-Calculus or a MATH ACT score of 27 or permission of the instructor.

Archway Curriculum: Foundational Literacies: Scientific Investigations: Natural Science Laboratory

### **Physics 1700 Principles of Physics II (4)**

A continuation of PHYS 1600 with emphasis on waves, sound, electricity, magnetism, and electronics. Three two-hour workshop sessions per week. Students may not receive credit for both PHYS 1700 and PHYS 2100 General Physics II. Prerequisite(s): PHYS 1600 Principles of Physics I. (Normally offered each spring semester.)

Archway Curriculum: Foundational Literacies: Scientific Investigations: Natural Science Laboratory

## **Political Science**

**Dr. Zachary Baumann, Departmental Liaison**

### **Political Science 1000: United States Government and Politics (3)**

This course is an examination of the context, processes, institutions, and outcomes of the U.S. political system. This course introduces students to basic concepts and theories central to the study of political science.

(Course offered in Adult Undergraduate program or Wesleyan Honors Academy.)

Archway Curriculum: Foundational Literacies: Scientific Investigations: Social Science

Archway Curriculum: Integrative Core: UC Leadership Thread

## **Psychology**

**Dr. Rachel Hayes, Departmental Liaison**

### **Psychology 1010: Introduction to Psychological Science (4)**

The Introduction to Psychological Science course will engage students in a learner-centered approach to the science of behavior and mental processes by synthesizing these areas of psychology: Scientific Inquiry, Biopsychology, Development and Learning, Sociocultural Context, Individual Variations, and Applications of Psychological Science.

This is not a First Year Writing Course.

Archway Curriculum: Foundational Literacies: Scientific Investigations: Social Science

Archway Curriculum: Integrative Core: UC Reflected Self Thread

## **Religion and Philosophy**

**Dr. Jonathan Redding, Departmental Liaison**

### **Religion 1150: World Religions (3)**

This course is a study of the cultural settings, lives of founders when appropriate, oral or written traditions and literature, worldviews, myths, rituals, ideals of conduct, and development of some of the world's religions. Religions studied will typically include tribal religions, Hinduism, Jainism, Buddhism, Taoism, Confucianism, Shinto, Zoroastrianism, Judaism, Christianity, Islam, Sikhism, and Bahai. Readings, videos, and websites will help introduce and illustrate not only the cultural settings in which these religions appear, but also the voices and faces of contemporary religious practitioners.

Archway Curriculum: Essential Connections: Diversity Instructive: Global

Archway Curriculum: Integrative Core: Power Thread

Archway Curriculum: Integrative Core: UC Reflected Self Thread

### **Religion 2250: Religion, Peace and Social Justice (3)**

This course explores religious responses to social justice issues, such as conflict, poverty, oppression, discrimination, and the environment. Particular focus is lent to the distribution of resources, gender and racial discrimination, war and other forms of violent behavior and the historical, philosophical, religious, economic, cultural influences therein. The course will also show some implications that theories and implementations of justice have that could aid in framing public policy and social justice activism around particular issues.

Archway Curriculum: Essential Connections: Speaking Instructive

Archway Curriculum: Justice Thread

## **Sociology**

**Dr. Susan Wortman, Departmental Liaison**

### **Sociology 1110: Introduction to Sociology (4)**

This course is an introduction to using the sociological perspective as a method of social inquiry. Students explore such basic concepts as culture, socialization, social structure, social interaction, and social change. They study and apply the theories and research methodologies used to investigate human social interaction. These concepts are applied to social topics such as race, class, gender, family, crime, population, environment, and others.

Archway Curriculum: Foundational Literacies: Scientific Investigations: Social Science

Archway Curriculum: Integrative Core: UC Reflected Self Thread

## Administrative Staff

Please feel free to contact the following people with general questions about the program, scheduling concerns, registration information and various miscellaneous information you may need.

### **Marian Borgmann-Ingwersen, Ph.D.**

Director, Wesleyan Honors Academy  
402-465-2415  
[mborgman@nebrwesleyan.edu](mailto:mborgman@nebrwesleyan.edu)

### **Krista Cox**

Asst. Director, Wesleyan Honors Academy  
308-991-3897  
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### **Andrea Howell**

Staff Assistant, Wesleyan Honors Academy  
402-465-7605  
[ahowell@nebrwesleyan.edu](mailto:ahowell@nebrwesleyan.edu)

### **Departmental Liaisons**

Please become comfortable with your respective Departmental Liaison. They should be in contact with you during the semester and are your source for answers to curriculum and assessment related questions.

#### **ART**

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#### **David Gracie, M.F.A.**

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#### **ENGLISH**

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#### **BIOLOGY**

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#### **GEOGRAPHY**

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#### **BUSINESS AND ECONOMICS**

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#### **HISTORY**

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[swills@nebrwesleyan.edu](mailto:swills@nebrwesleyan.edu)

#### **CHEMISTRY**

Dr. Nathan Fackler  
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#### **MATHEMATICS**

Dr. Kristie Pfabe: *Statistics*  
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#### **COMMUNICATION**

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**MODERN LANGUAGES**

Dr. Jo Ann Fuess: *German*  
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Anne Hajek: *French & Spanish Assessment*  
[ahajek@nebrwesleyan.edu](mailto:ahajek@nebrwesleyan.edu)

Dr. Sara Miles: *French*  
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Dr. Catherine Nelson: *Spanish*  
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**MUSIC**

Dr. Steven Kaup  
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**PHYSICS**

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[wmw@nebrwesleyan.edu](mailto:wmw@nebrwesleyan.edu)

**POLITICAL SCIENCE**

Dr. Zachary Baumann  
[zbaumann@nebrwesleyan.edu](mailto:zbaumann@nebrwesleyan.edu)

**PSYCHOLOGY**

Dr. Rachel Hayes  
[rhayes@nebrwesleyan.edu](mailto:rhayes@nebrwesleyan.edu)

**RELIGION AND PHILOSOPHY**

Dr. Jonathan Redding  
[jredding@nebrwesleyan.edu](mailto:jredding@nebrwesleyan.edu)

**SOCIOLOGY**

Dr. Susan Wortman  
[swortman@nebrwesleyan.edu](mailto:swortman@nebrwesleyan.edu)

# **Nebraska Wesleyan University Honors Academy**

## **Top student, parent, counselor and teacher FAQs**

### **Q1: What is Wesleyan Honors Academy?**

A1: Honors Academy is a concurrent-enrollment program that allows students to earn college credit for successfully completing approved Advanced Placement (AP) or Honors-level courses through their high school. Students are concurrently enrolled in high school and college and receive credit toward graduation from both institutions.

### **Q2: What courses are available to students?**

A2: At this time courses are available in Art, Biology, Business, Economics, English, Chemistry, Communication Studies, History, Geology, Mathematics, Modern Languages, Music, Physics, Political Science, Psychology, Religion, and Sociology. The availability varies by school, so check with your guidance counselor for available courses.

### **Q3: Who teaches the courses?**

A3: High school faculty who have applied and been accepted as adjunct faculty at Nebraska Wesleyan teach the courses. They also submit a course application that must be approved by the departmental Liaison on Wesleyan's campus. Honors Academy courses are deemed to have a curriculum equivalent to the comparable Nebraska Wesleyan course, and therefore at least as rigorous as those taught to first year students on campuses across the country.

### **Q4: What are some of the benefits of taking Honors Academy courses in High School?**

A4: By earning credits toward graduation, students may not need to take the heavy course loads that most first-year students face. This is not only helpful academically; it gives a student more time to participate in sports or other co-curricular activities on campus. Additionally, there is significant cost savings per credit hour compared with tuition rates on campuses.

### **Q5: Why participate in Honors Academy instead of or in addition to taking the AP Exam?**

A5: Not all students accurately demonstrate what they have learned by taking standardized tests. Students who plan to take the AP exam have only one opportunity to demonstrate success. Honors Academy students are graded on all assignments throughout the term of the course and receive a course grade for their cumulative classroom effort, without the pressure of a one-time test. Students who successfully pass the AP exam may have the course requirement waived by the institution the student attends; however, it may not reduce the number of hours that the student needs

to graduate from that institution. Credit earned through Honors Academy fulfills the course requirement and applies toward the total number of credits an institution requires for graduation in most instances.

**Q6: What is the tuition rate for Honors Academy classes?**

A6: The tuition rate for 2022-2023 is \$95 per credit hour. There are no additional costs for fees or books, as is sometimes the case in other dual enrollment programs.

**Q7: Do other institutions accept Wesleyan Honors Academy credit for transfer?**

A7: Acceptance of credit is always the purview of the receiving institution; however, approximately 90+% of colleges and universities across the country accept dual-credit courses.

**Q8: How do students transfer Honors Academy credits to other institutions?**

A8: NWU offers an expedited process of delivering transcripts which allows students to order transcripts at their convenience from any location with an internet connection. Transcript requests will be made via online through the National Student Clearinghouse. Place your order at [www.nebrwesleyan.edu/about-nwu/registrars-office/order-transcripts](http://www.nebrwesleyan.edu/about-nwu/registrars-office/order-transcripts). Contact the Nebraska Wesleyan University Registrar's Office with any questions at 402-465-2243 or [registar@nebrwesleyan.edu](mailto:registar@nebrwesleyan.edu)

**Q9: What does a student need to do in order to drop or withdraw from an Honors Academy course?**

A9: Students who need to drop a course must contact both the high school and Nebraska Wesleyan Honors Academy. Remember, students are concurrently enrolled in both systems. The registration and drop deadlines for all courses are listed on the email registration confirmation form. Dropped courses do not show up on a transcript and tuition is refunded. After the drop deadlines students may still withdraw from courses, but a "W" will show up on the student's transcript and tuition is forfeited. Failure to follow proper withdrawal procedures may result in a grade of "F" for the course.

**Q10: How do students register for Honors Academy courses?**

A10: Registration flyers are mailed to Honors Academy faculty in mid-August for distribution in their classrooms. Students must complete the on-line application form for the course and submit it to Nebraska Wesleyan University. Payment for the applicable tuition will be billed. Registration for spring only courses will take place following the holiday break in December-January. Registration and drop deadlines for all courses are listed on the on-line form. [www.nebrwesleyan.edu/undergraduate/dual-credit-high-school-students/register-online](http://www.nebrwesleyan.edu/undergraduate/dual-credit-high-school-students/register-online)

# Honors Academy On-Line Registration

Students register online to enroll in Nebraska Wesleyan dual enrollment courses by going to [HonorsAcademy.NebrWesleyan.edu](http://HonorsAcademy.NebrWesleyan.edu)

Here are the instructions students or their parents will use to register.

1. Go to [honorsacademy.nebrwesleyan.edu](http://honorsacademy.nebrwesleyan.edu) and click on “Register Online”.
2. Fill in your contact information. On the next page, select your high school and the classes you wish to receive credit for. Check with your teacher if you are not sure which class to select.
3. Select your payment method. Payment is not due at the time of registration, and you can select a different payment option when you pay. We send paper statements around the 20<sup>th</sup> of each month. Please remit your payment or set up a payment plan when you receive that statement. To apply for ACE funding, see your high school counselor and complete the application form. You must be registered for the class before you get final approval from ACE.
4. On the next page, read the “conditions of credit” and check the box, “I accept the conditions of credit stated above.” Click “Submit”. You will receive a confirmation email for your records. Be sure to save this for future reference.
5. If you have any questions, visit [honorsacademy.nebrwesleyan.edu](http://honorsacademy.nebrwesleyan.edu) or call (402)465-7605.

Once students have submitted the online registration form, they should **PRINT** a copy of the confirmation to keep for future reference.

If students, parents, or anyone involved in registration have any questions or need assistance, please have them contact the **Honors Academy Office at (402)465-7605.**

## Appendix A: Participating Schools/Instructors/Courses

<b>City - School</b>	<b>Last Name</b>	<b>First Name</b>	<b>Discipline</b>
Alma High School	Bell	Michael	MSPAN
Alma High School	Kermmoade	Laurie	BIO
Alma High School	Pfeil	Amanda	MATH
Aurora High School	Wiarda	Karrie	ENG
Bancroft-Rosalie High School	Hulstein	James	HIST/POLSC/BUS
Beatrice ESU #5	Garcia	Kelly	MSPAN
Beatrice High School	Henning	David	BIO
Blair High School	Peatrowsky	Emily	ENG
Bridgeport Public Schools	Johnson	Craig	HIST
Cedar Rapids Riverside Public School	Dobson	LaTravia	CHEM
Cedar Rapids Riverside Public School	VanDeWalle	Erin	ENG/COMM
Columbus High School	Alarcon	Blanca	MSPAN
Columbus High School	Johnson	Jimmy	MATH
Columbus High School	Velasco	Liliana	MSPAN
Columbus High School	Watson	Michelle	MATH
Columbus Lakeview High School	Krienke	Jill	MATH
Cozad High School	Auwerda	Nicholas	PHYS
Elkhorn High School	Anderson	Mariko	MJPAN
Elkhorn High School	Bock	Ashley	ENG
Elkhorn High School	Garst	Jeff	ENG
Elkhorn Mt. Michael High School	Plank, OSB	Rev. Stephen	MFREN
Elkhorn Mt. Michael High School	Sullivan	Eileen	ENG
Elkhorn North High School	Anderson	Mariko	MJAP
Elkhorn North High School	Hayworth	Amanda	ENG
Elkhorn North High School	Huber	Teresa	ENG
Elkhorn North High School	Lacey	Jeff	ENG

## **Appendix A: Participating Schools/Instructors/Courses**

Elkhorn South High School	Anderson	Mariko	MJPAN
Elkhorn South High School	Simons	Melissa	ENG
Elkhorn South High School	Smith	Jeff	MATH
Elkhorn South High School	Stanley	Stephanie	MSPAN
Firth Norris High School	Boon	Nicole	ENG
Firth Norris High School	Coady	Janelle	ENG
Firth Norris High School	Dornbos	Katy	CHEM
Firth Norris High School	Pair	Rebecca	BIO
Franklin High School	Einspahr	Julie	MATH
Franklin High School	Sidman	Lynn	ENG
Geneva Fillmore Central	Patterson	Brittney	BUS
Geneva Fillmore Central	Theobald	Kimberly	BIO
Grand Island Central Catholic	Engle	Jordan	MATH
Grand Island Central Catholic	Koepf	Tyler	MUSIC
Greeley Central Valley High School	Underwood	Nichole	ENG
Hampton High School	Alexander	Patrick	HIST
Harrison Sioux County High School	Rohan	Dashiell	ENG
Hastings Adams Central	Boelhower	Jamey	ENG
Hastings High School	Fielder	Jim	PHYS
Hastings High School	Ortegren	Kirk	MATH
Hastings High School	Shaw	Linda	MSPAN
Hastings High School	Sorgenfrei	Elizabeth	ENG
Hastings High School	Theoharis	Pete	HIST
Hastings St. Cecilia High School	Andersen	Alecia	MSPAN
Hastings St. Cecilia High School	Andersen	Ethan	BIO
Hastings St. Cecilia High School	Choquette	Jalaene	ENG
Hay Springs High School	Sommerville	Melissa	BUS/ECON
Hebron Thayer Central High School	Lukert	Kristy	MATH

## Appendix A: Participating Schools/Instructors/Courses

<b>City - School</b>	<b>Last Name</b>	<b>First Name</b>	<b>Discipline</b>
Hemingford High School	Gomez	Pete	PHYS
Lincoln Arts & Humanities Program	Hunt	Sally	ENG
Lincoln Christian High School	Monroe	Gretchen	ENG
Lincoln East High School	Ahlschwede	Tom	MATH
Lincoln East High School	Blankenship	Nathan	SOCIO
Lincoln East High School	Cornwell	Joel	HIST
Lincoln East High School	Dutton	Toni	ENG
Lincoln East High School	Evans	Yulia	MGERM
Lincoln East High School	Funk	Lauren	ENG
Lincoln East High School	Kerkman	Travis	HIST
Lincoln East High School	Maupin	Lisa	MFREN
Lincoln East High School	Meter	Cameron	MATH
Lincoln East High School	Rippe	Kevin	HIST/POLSC
Lincoln East High School	Sayre	Eric	ENG
Lincoln East High School	Schleicher	Michaela	POLSCI
Lincoln East High School	Staples-Farmer	Sarah	ENG
Lincoln East High School	Yunge	Paula	MSPAN
Lincoln High School	Bargen	Andrew	HIST/POLSC
Lincoln High School	Gish	Lenny	MATH
Lincoln High School	Herting	Lindsey	PSYCH
Lincoln High School	Juiliano	David	MATH
Lincoln High School	Meyer	Jefferey	MATH
Lincoln High School	Pickering	Kim	BUS/ECON
Lincoln High School	Roberts-Day	Owen	ENG
Lincoln High School	Stokes	Shawn	ARTH
Lincoln North Star High School	Bern	Mitch	BIO
Lincoln North Star High School	Burback	Brian	HIST

## Appendix A: Participating Schools/Instructors/Courses

<b>City - School</b>	<b>Last Name</b>	<b>First Name</b>	<b>Discipline</b>
Lincoln North Star High School	Cowan	Shelby	ENG
Lincoln North Star High School	Heminger	Cara	MFREN
Lincoln North Star High School	Johnson	Shari	ENG
Lincoln North Star High School	Lockert	Eric	MATH
Lincoln North Star High School	Maddux	Cyndy	ENG
Lincoln North Star High School	Maddux	Pete	HIST
Lincoln North Star High School	Meyer	Jessica	ENG
Lincoln North Star High School	Pope	Malia	MSPAN
Lincoln North Star High School	Quattrocchi	Anthony (Tony)	HIST
Lincoln North Star High School	Travis	David	MATH
Lincoln North Star High School	Vesely	Emily	CHEM
Lincoln North Star High School	Wandzilak	Brian	ECON
Lincoln Northeast High School	Eckman	Steve	MATH
Lincoln Northeast High School	Fagler	Jeff	BUS/ECON
Lincoln Northeast High School	Hernandez	Melissa	MSPAN
Lincoln Northeast High School	Okemba	Brittany	MATH
Lincoln Northeast High School	Seiboldt	Cassandra	MATH
Lincoln Northeast High School	VanEngen	Matt	HIST
Lincoln Northwest High School	Deschaine	Maggie	ENG
Lincoln Northwest High School	Larson-Miller	Cindy	BIO
Lincoln Northwest High School	Van Zandt	Sasha	MFREN
Lincoln Pius X High School	Hays	Caycee	ENG
Lincoln Pius X High School	Jakub	Katerina	ENG
Lincoln Pius X High School	Johnson	Thomas	ENG
Lincoln Pius X High School	Scheffler	Jeremy	MATH
Lincoln Science Focus Program	Graff	Johnna	ENG
Lincoln Science Focus Program	White	Philip	SOCIO

## Appendix A: Participating Schools/Instructors/Courses

<b>City - School</b>	<b>Last Name</b>	<b>First Name</b>	<b>Discipline</b>
Lincoln Southeast High School	Beacom	Kyle	HIST
Lincoln Southeast High School	Browning	Kelleen	MGRMN
Lincoln Southeast High School	Craft	Noa	HIST
Lincoln Southeast High School	Christensen	Jessica	BUS/ECON
Lincoln Southeast High School	Holdorf	Alan	MATH
Lincoln Southeast High School	Kaiser	Brian	MATH
Lincoln Southeast High School	Martinez	Adriana	ENG
Lincoln Southeast High School	Olson	Stephani	BUS/ECON
Lincoln Southeast High School	Peterson	Francis	CHEM
Lincoln Southeast High School	Rice	Angelea	ENG
Lincoln Southeast High School	Roeber - Schoening	Kelli	MATH
Lincoln Southeast High School	Segrist	Sam	ENG
Lincoln Southeast High School	Sejkora	Kelsey	ENG
Lincoln Southeast High School	Spangler	Greg	ARTH
Lincoln Southeast High School	West	Sherry	MATH
Lincoln Southwest High School	Cooper	Greg	CHEM
Lincoln Southwest High School	DeVries	Jeff	MATH
Lincoln Southwest High School	Hinrichs	Josh	BUS/ECON
Lincoln Southwest High School	James	Matt	MATH
Lincoln Southwest High School	Nettleton	Thomas	SOC
Lincoln Southwest High School	Payant	Marla	ENG
Lincoln Southwest High School	Piper	Teresa (Tracy)	ENG
Lincoln Southwest High School	Powers	Tiffany	MATH
Lincoln Southwest High School	Schofield	Sarah	MATH
Lincoln Southwest High School	True	Ashli	MATH
Lincoln Southwest High School	Vifquain	Gina	MATH

## Appendix A: Participating Schools/Instructors/Courses

<b>City - School</b>	<b>Last Name</b>	<b>First Name</b>	<b>Discipline</b>
Lyons - Decatur High School	Mace	Katie	ENG
Lyons - Decatur High School	Timm	Paul	BIO
Minatare Public Schools	Gomez	Pete	PHYS
Mullen High School	Hardin	Sarah	BIO
Murray Conestoga High School	Hegge	Nick	HIST
Murray Conestoga High School	Skiles	Mark	BIO
Murray Conestoga High School	Schllichtemeier	Jessica	ENG/COMM
Norfolk Home School	Henre	Vauri	ENG
Norfolk High School	Dieckman	Sandy	MATH
Norfolk High School	Kopf	Carrie	MATH
Norfolk High School	Waltke	Mackenzie	BIO
Oakland-Craig High School	Lierman	Lonnie	HIST
Omaha Brownell Talbot High School	Newman	Kari	CHEM
Omaha Brownell Talbot High School	Low	Matthew	ENG
Omaha Brownell Talbot High School	Ramert	Lynn	ENG
Omaha Duchesne Academy	Gilreath	LeClara	HIST
Omaha Duchesne Academy	Goliber	Michelle	MSPAN
Omaha Duchesne Academy	Holtmann	Drew	REL
Omaha Marian High School	Bauman	Amy	ENG
Omaha Marian High School	Cotton	Aleecia (Alee)	ENG
Omaha Marian High School	Delkamiller	Kory	REL
Omaha Marian High School	Fuller	Kevin	REL
Omaha Marian High School	Koesters	Mark	REL
Omaha Marian High School	McGill	Renee	ENG
Omaha Marian High School	Panning	Craig	BUS/ECON
Omaha Marian High School	Piernicky	Megan	ENG
Omaha Marian High School	Tripe	Halli	COMM

## Appendix A: Participating Schools/Instructors/Courses

<b>City - School</b>	<b>Last Name</b>	<b>First Name</b>	<b>Discipline</b>
Omaha Marian High School	Tunink	Stacy	CHEM
Omaha Mercy High School	Humphreys	Brooks	HIST/POLSC
Omaha Mercy High School	Rhoads	Rebecca	MFREN
Omaha Roncalli Catholic High School	Hoffmeier Mangus	Toni	ENG
Omaha Westside High School	Hike	Sarah	ENG
Omaha Westside High School	Inmon	Melissa	ENG
Overton High School	Bowie	Tiera	MATH
Oxford Southern Valley High School	Hamilton	Chad	MATH
Oxford Southern Valley High School	Jorgenson	Rebecca	ART
Oxford Southern Valley High School	McQuay	Meredith	ENG
Papillion LaVista: Health Systems Academy	Heaton	Jessica	ENG
Papillion-LaVista South High School	Thornton	Anne Marie	ENG
Papillion-LaVista South High School	Vavruska	Amy	CHEM
Plattsmouth High School	Shuey	Jana	BUS/ECON
Pleasanton High School	Hand	Leatta	MATH
Red Cloud High School	Daehling	Kevin	HIST
Seward High School	Pinkall	Jenny	BIO
Seward High School	Royuk	Kyle	MATH
Sidney High School	Fehringer	Ashley	BUS/ECON
Sidney High School	Sweetser	Caleb	MATH
South Sioux City High School	Simons	Danell	ENG
Spencer Boyd County High School	Hart	Jeff	HIST/POLSC
Springfield Platteview High School	Ehrke	Kirsten	MSPAN
Springfield Platteview High School	Falch	Kelly	ENG
Springfield Platteview High School	Hartwig	Anna	ENG
Springfield Platteview High School	Kersulov	Michael	ENG
Stuart High School	Hart	Jeff	HIST/POL SC

## **Appendix A: Participating Schools/Instructors/Courses**

<b>City - School</b>	<b>Last Name</b>	<b>First Name</b>	<b>Discipline</b>
Stuart High School	Larabee	Brenda	ENG
Sumner Eddyville Miller High School	Bowie	Tierra	MATH
Wahoo Bishop Neumann High School	Costa	Samantha	MUS
Wahoo Bishop Neumann High School	Gerdes	Tom	BIO
Wahoo Bishop Neumann High School	Kennett	Fr. Cole	REL
Wahoo Bishop Neumann High School	Rezac	Tim	ENG
Wahoo Bishop Neumann High School	Sieck	Katie	MATH
Waverly High School	Goldsmith	Trent	BUS/ECON
Waverly High School	Graham	Lisa	ENG
Waverly High School	Jensen	Dan	HIST
Waverly High School	Malcom	Susan	ENG
Wayne High School	Spieker	Dwaine	ENG
West Point- Beemer High School	Guenther	Kelli	MATH
West Point- Beemer High School	Guenther	Nancy	ENG
West Point Guardian Angel Central Catholic	Jansen	Tarah	MATH
West Point Guardian Angel Central Catholic	Kreikemeier	Leslie	ENG
West Point Guardian Angel Central Catholic	Lammlie	Alan	CHEM
Wisner-Pilger High School	Plagge	Joan	BIO



NEBRASKA  
WESLEYAN  
UNIVERSITY

DATE: \_\_\_\_\_

NAME: \_\_\_\_\_

How do you prefer that students address you?

Mrs.    Ms.    Mr.    Dr.    By my first name

HIGH SCHOOL: \_\_\_\_\_

MAILING ADDRESS: \_\_\_\_\_

CITY/STATE/ZIP: \_\_\_\_\_

HONORS ACADEMY APPLICATION

PART 1:  
TEACHER INFORMATION

Send this form and all supporting materials to:

Marian Borgmann-Ingwersen, Director,  
Nebraska Wesleyan University Honors Academy  
5000 Saint Paul Avenue, Lincoln, NE 68504-2794  
Or email to: mborgman@nebrwesleyan.edu

SCHOOL TELEPHONE: \_\_\_\_\_

HOME OR CELL TELEPHONE: \_\_\_\_\_

TOTAL YEARS TEACHING: \_\_\_\_\_

YEARS AT CURRENT SCHOOL: \_\_\_\_\_

PREFERRED E-MAIL ADDRESS: \_\_\_\_\_

NAME OF HIGH SCHOOL COURSE PROPOSED FOR WESLEYAN HONORS ACADEMY: (please write on line below)

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EDUCATIONAL HISTORY: Begin with baccalaureate degree. Please send transcripts.

College/University Attended	Dates Attended	Major or Primary Field	Degree	Month/Year

OTHER RELEVANT EDUCATIONAL EXPERIENCE

(Include non-credit continuing education opportunities, institutes attended, certificates received, teaching awards or special recognitions, etc. Please include year of participation or recognition.)

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NEBRASKA WESLEYAN APPROVAL FOR COURSE SUBMISSION

Applicant meets the minimum North Central Association's accreditation standards for appointment as an Adjunct Instructor at Nebraska Wesleyan University.

Applicant does not meet the minimum North Central Association's accreditation standards for appointment as an Adjunct Instructor at Nebraska Wesleyan University.

Nebraska Wesleyan Departmental Coordinator

Department

Date

REV 07-2021

# HONORS ACADEMY APPLICATION

## PART 2: COURSE INFORMATION

Send this form and all supporting materials to:

Marian Borgmann-Ingwersen, Director, Nebraska  
Wesleyan University Honors Academy  
5000 Saint Paul Avenue, Lincoln, NE 68504-2794  
Or email to: mborgman@nebrwesleyan.edu



N E B R A S K A  
W E S L E Y A N  
U N I V E R S I T Y

DATE: \_\_\_\_\_

NAME: \_\_\_\_\_

MAILING ADDRESS: \_\_\_\_\_

HIGH SCHOOL: \_\_\_\_\_

CITY/STATE/ZIP: \_\_\_\_\_

E-MAIL ADDRESS: \_\_\_\_\_

NAME OF HIGH SCHOOL COURSE PROPOSED FOR WESLEYAN HONORS ACADEMY:

LENGTH OF COURSE:  Fall – One Semester     Spring – One Semester     Full Year - 2 Semesters

BLOCK CLASS – START AND STOP DATES: \_\_\_\_\_

BRIEF DESCRIPTION OF COURSE:

TEXTBOOK(S) ASSIGNED TO STUDENTS:

USING THIS FORM AS A COVER SHEET, ASSEMBLE THE FOLLOWING MATERIALS:

- A one to two-page description of your course describing its scope, organization and expectations of students.
- A photocopy of the Table of Contents of the textbook you are using, marking the chapters that will be covered.
- A course syllabus (or outline of the course), listing required readings, papers, projects and/or reports.
- A copy of major assignments made during the course
- A copy of the final examination for the course (if one is used)
- A letter of support from your principal or superintendent.
- A brief resume indicating work and education background.

### Nebraska Wesleyan Course Approval

Course accepted for \_\_\_\_\_ hrs. cr. In \_\_\_\_\_

NWU Departmental Liaison

Date

Director, Wesleyan Honors Academy

Date

REV 04-27-2021

Contact these Nebraska Wesleyan University staff members with questions about the Honors Academy program.

**Marian Borgmann-Ingwersen**  
*director*  
402.465.2415  
mborgman@nebrwesleyan.edu

**Krista Cox**  
*assistant director*  
308.991.3897  
kcox@nebrwesleyan.edu

**Andrea Howell**  
*staff assistant*  
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