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LOGIN INSTRUCTIONS & VITAL INFORMATION

How Do I...

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

- Go to NWU Dual Credit/Teacher Access website to locate the following instructions.
- Open a browser and go to NWU Office 365 (<https://outlook.com/nebrwesleyan.edu>)
- Sign in with your NWU Email address as follows: _____@nebrwesleyan.edu
- Enter your Activation Token: _____ (Provided to you upon hire)
- 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.
- Write it down in this handbook – **HERE** and add it to your Honors Academy file.
NWU Office 365: Username (NWU email) _____ **Password** _____
- 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.
- Set your time zone to "Central Time (U.S. and Canada)"
- If you forget your username and/or password, you will need to email Marian or her assistant. We can send your username and/or send an activation code to reset your password.

2. Reset My **NWU SYSTEM (WebAdvisor)** Instructor Password?

- Go to NWU Dual Credit/Teacher Access website to locate the following instructions.
- Open a browser and go to "Reset your password" (<https://www.nebrwesleyan.edu/node/410425>)
- Enter your NWU username (or the first part of your NWU email address before @nebrwesleyan.edu)
- Enter your registered alternate email.
- Click appropriate WebAdvisor dropdown.
- You will receive an email message to your alternate email address (generally your school email address), which includes a password reset code and instructions. Remember to monitor not just your alternate email address Inbox, but also the Junk folder.
- Write it down in this handbook – **HERE** and add it to your Honors Academy file:
NWU system: Username (first part of email address) _____ **Password** _____
- If you forget your username and/or password, you will need to email Marian or her assistant to request possible assistance from CSIT. CSIT can be contacted at 402-465-7777 or wits@nebrwesleyan.edu

3. Check My Roster?

- Go to www.nebrwesleyan.edu
- Click on "Inside NWU"
- Click on "WebAdvisor"
- "Login" using your NWU Computer system username and password.
- Click on "Faculty"
- Click on "Class Roster"
- VERY IMPORTANT: Under "select a term" find "Honors Academy 21-22"
- Click on the class that you want to check and hit "submit". You will see your roster.

4. Post Final Grades?

- Follow steps a-e in number 2 above.
- Click on "Roster & Final Grading"
- Select the course you want to enter grades for.
- Click on "Grading"
- Select the "Final Grade" tab. If this tab does not appear, log out, clear your browser's cache & log back in.
- 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/welcome-wesleyan-honors-academy>

NWU Honors Academy Important Dates

2021-2022

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

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

October 1 – *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 15 – 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 Petition to Drop/Add/Withdraw for Fall semester courses that end in December.

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

January 11 – Registration opens for Spring semester courses.

January 13 at 5 pm – Grades due for courses that end in December.

January 14 – First semester transcripts available for students to request (for accounts paid in full) **IF** everyone submitted grades on time.

February 11 – *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 25 – Late Registration deadline for Spring courses starting in January. ADDs after this date are by online Petition only.

March 18 – *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 – Deadline for ACE scholarship application for Spring semester courses.

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

June 2 – Transcripts for 2021-22 available for students to request (for accounts paid in full) **IF** everyone submitted grades on time.



Nebraska Wesleyan Honors Academy 2021-2022 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

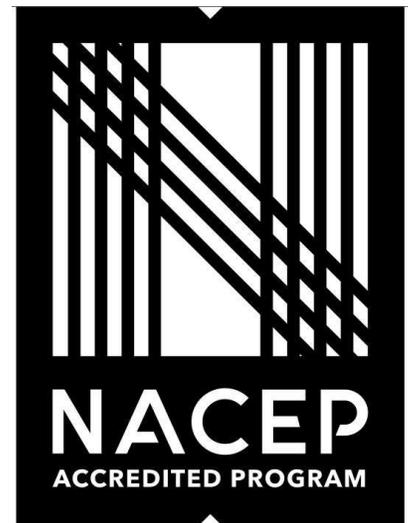
Wesleyan's Honors Academy has met NACEP's rigorous program quality standards which are recognized by four-year and two-year institutions across the U.S..

Wesleyan's Honors Academy has met NACEP's rigorous program quality standards which are recognized by four-year and two-year institutions across the U.S.

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.

Nebraska Wesleyan University is the only institution in Nebraska to 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 page 13 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 once the instructor is approved by the appropriate department at Nebraska Wesleyan. This 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 out at the 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 she sends the verification 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 both the University computer system and NWU Office 365. 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 WebAdvisor to check rosters and post grades; and
- find out information about Nebraska Wesleyan events and campus programs.

A screenshot of the Nebraska Wesleyan University WebAdvisor login page. The page has a blue header with the university logo and navigation links for 'LOG IN', 'MAIN MENU', and 'CONTACT US'. Below the header, there is a 'Welcome Guest!' message. The main content area is titled 'Log In' and contains two input fields: 'User ID' and 'Password'. A 'SUBMIT' button is located below the password field. At the bottom of the page, there is another navigation bar with 'LOG IN', 'MAIN MENU', and 'CONTACT US' links, and the text 'WebAdvisor 3.1 POWERED BY DATATEL'.

The following list 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:

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.
- In using NWU Computing Resources you must respect the rights of other members of the NWU community and of the larger internet community.
- You must use NWU Computing Resources in an ethical and responsible manner.
- You must abide by all security restrictions on NWU Computing Resources.



What can't you do?

- You may not allow another person to use your user name and password, nor use another person's user name 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 deceiving purpose including, but not limited to, unauthorized copying of software.
- 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.

Faculty ID

A faculty ID card is provided when a high school instructor first becomes a Wesleyan Adjunct Faculty member and should be retained until you no longer participate in the Honors Academy. You will use the card to access various resources available through the Honors Academy Program such as admission to fine arts productions and athletic events. Replacement of the card can be costly and may cause disruption to your services; please keep it secure. 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

Nebraska Wesleyan University has established a Curriculum Development program to assist Honors Academy teachers 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. In addition, a “Matching Funds” amount will be mailed 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.

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, and use of the library services. High school faculty members are invited to attend guest lectures, can ask for class tours and admittance of their classes to special events.

WHA Curriculum Enhancement Fund

<u>Total Credit Hours</u>	<u>Amount Awarded</u>
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

Degree Completion Assistance

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

Degree Completion Assistance	
One 3-hour course remaining.....	Up to \$2,000.00/course
Two 3-hour courses remaining.....	Up to \$1,000.00/course
Three 3-hour courses remaining	Up to \$670.00/course
Four 3-hour courses remaining	Up to \$500.00/course
Five 3-hour courses remaining.....	Up to \$500.00/course
Six 3-hour courses remaining.....	Up to \$500.00/course



During the 2020-2021 school year, the Honors Academy provided over \$200,000 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.

Policies and Procedures: Students



Eligibility

Students must have junior or senior status and be enrolled for the entire semester/year in a course approved for Wesleyan Honors Academy credit that is being taught by a qualified Wesleyan Honors Academy adjunct instructor. Beginning fall of 2021, eligible sophomores in select courses may enroll in the program if permitted by their high school. All Honors Academy instructors and courses for each high school are listed on the Honors Academy web site and in the Appendix of this document.

Students should have a B+ or better average in their previous high school courses. 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 instructor to advise student into Honors Academy classes.

Enrollment

To enroll for Nebraska Wesleyan credit, a student must complete and submit an on-line registration application found on the Honors Academy web site at honorsacademy.nebrweselyan.edu .

Directions are available from the instructor. (See also page 27 in this handbook) The online form includes the conditions of credit, including the title of the high school course and the comparable Nebraska Wesleyan course, the college credits available, tuition, and

enrollment/withdrawal deadlines.

The Nebraska Wesleyan Business Office will mail an invoice for tuition due. See page 11 for 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.

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.

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 2021 deadline for most Full-Year and Fall Semester classes is October 1, 2021. Deadline for most classes which begin second semester is February 11, 2022.

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 2 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.

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.
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. 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.

The following list 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:

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 school-supported student organizations.
- You may use NWU Computing Resources only while you are an enrolled NWU student.
- You must use NWU Computing Resources in an ethical and responsible manner.
- You must abide by all security restrictions on NWU Computing Resources.



What can't you do?

- You may not allow another person to use your login information, nor use another person's user name and password, to access NWU computing resources.
- Do not use NWU computing resources to support or advocate any commercial, political, or nonprofit organization without the written permission of the NWU Administration.
- NWU computing resources cannot be for any illegal or deceiving purpose including, but not limited to, unauthorized copying of software.
- You may not violate other NWU policies 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 or use them to for unauthorized access to other 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 course. The high school teacher must record a letter grade on the Nebraska Wesleyan transcript, per Nebraska Wesleyan's grading policy.

Dropping a Course

If a student doubts that he or she will be able to complete a course with a satisfactory grade, he or 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 or her college level experience, he or 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 form found on the website under the Honors Academy section. 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, 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.

Most schools that accept Wesleyan Honors Academy credit 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 transcript, go to:
<https://www.nebrwesleyan.edu/academics/honors-academy-dual-credit/grades-and-transcripts>.

Transcript requests can be made via the Web 24/7 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 as a hard copy: \$5.50
- Official transcript ordered online and sent electronically: \$6.50
- Official transcript ordered in the Registrar's Office: \$8.00

Contact the NWU Registrar's Office at 402-465-2243 or registrar@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

Course Descriptions

There are currently sixteen Nebraska Wesleyan University departments that offer Honors Academy courses. A total of 45 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

Lisa Lockman, M.F.A., Departmental Liaison

Art History 1030: Survey of Non-Western Art History: Ancient to 21st 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.

Art History 1040: Survey West Art History: Anc 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 a 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.

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.

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.

Other courses may be reviewed.

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.

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.

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.

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.

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.

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.

Chemistry 1110L: Chemical Principles Laboratory (1)

Laboratory supporting Chem 1110 Chemical Principles I.

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.

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 models of communication, including: invitational, persuasive, dialogic, conflict management, group and interpersonal. Students will explore the foundations of the communication discipline as well as the influence of communication scholars across public and private realms. Once they have developed an understanding of the theoretical underpinnings of effective communication; students will develop the skills necessary to overcome the barriers to effective communication.

English

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

English 1010: English Language and Writing (3)

A course designed to help students write with clarity, confidence, and conviction through regular practice in writing (including argument and exposition, writing as discovery, and personal exploration). Particular attention will be given to the role of revision in the writing process. This course also includes a study of language and its social roles, with special attention to the origin, development, and current nature of the English language.

English 1020: Composition, Language and Literature (3)

This is a course in which students develop their composition skills through reading and writing about literature. The course includes a discussion of multiple genres and of literary works' historical and cultural contexts. Students will develop skills of writing in multiple forms and will learn the skills and terminology appropriate to discussing literary works in different genres. Students will receive instruction in writing skills such as structuring an argument, using evidence from multiple sources, using conventions appropriately, and refining an essay through revision.

History

Steve Wills, Departmental Liaison

History 1010: Topics in U.S. History to 1877 (4)

A survey of United States history beginning with pre-contact 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.

History 1020: United States Society and Culture since 1877 (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 in the lives of individuals, and the increasing involvement of the United States in the world.

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.

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.

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.

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.

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): grade of "C" or better in Mathematics 1600.

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.

Modern Languages

French

Dr. Sara Miles, French Liaison
Anne Hajek, Assessment

MFREN 1010: French Stage I: 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.

MFREN 1020: French Stage II: 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. Prerequisite(s): MFREN 1010 French Stage 1: Personal Perspectives or appropriate placement.

MFREN 2010: French Stage III: 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.

MFREN 2020: French Stage IV: 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.

German

Dr. JoAnn Fuess, German Liaison

MGRMN 1010 German Stage I: 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.

MGRMN 1020 German Stage II: 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.

MGRMN 2010 German Stage III: 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.

MGRMN 2020 German Stage IV: 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.

Japanese

Dr. Yuko Yamada, Japanese Liaison

MJPAN 1010: Japanese Stage I: 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.

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.

Spanish

Katie Whyrick, Spanish Liaison

Anne Hajek, Assessment

SPAN 1010 Spanish Stage I: 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.

SPAN 1020 Spanish Stage II: 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.

SPAN 2010 Spanish Stage III: 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.

SPAN 2020 Spanish Stage IV: 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.

Physics

Dr. William Wehrbein, Departmental Liaison

PHYS 1600 Principles of Physics I (4)

The principles of classical mechanics, waves, light, electricity, and magnetism. Algebra and trigonometry will be utilized in descriptions and problems.

Physics 1700 Principles of Physics II (4)

A continuation of Physics 1600 with emphasis on waves, sound, electricity, magnetism, and electronics. Prerequisite(s): Physics 1600 Principles of Physics I.

Political Science

Dr. Zachary Baumann, Departmental Liaison

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

This course will introduce students to ideas about institutional structures, political actors, and constitutional debates in U.S. government and politics. We will explore the historical development and founding of the United States, discuss major debates about the structure of our republican form of government, connect the three branches of government to contemporary politics and elections, examine the role of race and gender in American politics, and critique the American constitutional system.

Psychology
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.

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.

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.

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.

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.

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Krista Cox

Asst. Director, Wesleyan Honors Academy
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Andrea Howell

Staff Assistant, Wesleyan Honors Academy
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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.

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SOCIOLOGY

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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, 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 2021-2022 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 the Web 24/7 through the National Student Clearinghouse. Place your order at www.nebrwesleyan.edu/about-nwu/registrar-office/order-transcripts . Contact the Nebraska Wesleyan University Registrar's Office with any questions at 402-465-2243 or 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

Honors Academy On-Line Registration

Students register online to enroll in Nebraska Wesleyan dual enrollment courses by going to HonorsAcademy.NebrWesleyan.edu

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

1. Go to 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 20th 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 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

City - School	Last Name	First Name	Discipline
Alma High School	Bell	Michael	MSPAN
Alma High School	Dietz	Julie	ENG
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 High School	Henning	David	BIO
Beatrice ESU #5	Garcia	Kelly	MSPAN
Blair High School	Joy	Laura	ENG
Bridgeport Public Schools	Johnson	Craig	HIST
Brownell Talbot High School	Low	Matthew	ENG
Brownell Talbot High School	Newman	Kari	CHEM
Cedar Rapids Riverside Public School	Dobson	LaTravia	CHEM
Cedar Rapids Riverside Public School	VanDeWalle	Erin	ENG/COMM
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
Columbus Scotus High School	Salyard	Thomas	PHYS
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 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	Larson-Miller	Cindy	BIO
Franklin High School	Einspahr	Julie	MATH
Franklin High School	Kahrs	Shannette	PHYS
Franklin High School	Sidman	Lynn	ENG
Geneva Fillmore Central	Theobald	Kimberly	BIO
Grand Island Central Catholic	Engle	Jordan	MATH
Grand Island Central Catholic	Koepp	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

Appendix A: Participating Schools/Instructors/Courses

Hastings High School	Sorgenfrei	Elizabeth	ENG
Hastings High School	Theoharis	Pete	HIST
Hastings St. Cecilia High School	Choquette	Jalaene	ENG
Hay Springs High School	Sommerville	Melissa	BUS/ECON
Hebron Thayer Central High School	Lukert	Kristy	MATH
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	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	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 High School	Bargen	Andrew	HIST/POLSC
Lincoln High School	Gish	Lenny	MATH
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
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	Cornwell	Joel	HIST
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 Pius X High School	Allen	Abbie	ENG
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

Appendix A: Participating Schools/Instructors/Courses

Lincoln Science Focus Program	Graff	Johnna	ENG
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	Goans	Carol	MATH
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	Peterson	Francis	CHEM
Lincoln Southeast High School	Roeber - Schoening	Kelli	MATH
Lincoln Southeast High School	Segrist	Sam	ENG
Lincoln Southeast High School	Spangler	Greg	ARTH
Lincoln Southeast High School	Tillinghast	Lindsey	BUS/ECON
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	VanZandt	Sasha	MFREN
Lincoln Southwest High School	Vifquain	Gina	MATH
Lyons - Decatur High School	Mace	Katie	ENG
Lyons - Decatur High School	Timm	Paul	BIO
Mullen High School	Hardin	Sarah	BIO
Murray Conestoga High School	Skiles	Mark	BIO
Murray Conestoga High School	Schlichtemeier	Jessica	ENG/COMM
Norfolk Home School	Henre	Vauri	ENG
Norfolk High School	Dieckman	Sandy	MATH
Norfolk High School	Kopf	Carrie	MATH
Norfolk High School	Porn	Brian	HIST
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 Creighton Prep	Ayers	Elaine	ENG
Omaha Creighton Prep	LeMar	Martha	REL
Omaha Creighton Prep	O'Keefe	Kathy	REL
Omaha Creighton Prep	Olsen	Mattie	REL
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	McGill	Renee	ENG
Omaha Marian High School	Piernicky	Megan	ENG
Omaha Marian High School	Tripe	Halli	COMM
Omaha Marian High School	Tunink	Stacy	CHEM

Appendix A: Participating Schools/Instructors/Courses

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
Omaha Westside High School	Klepfer	Jordan	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	Nguyen	Marie	ENG
Papillion-LaVista South High School	Thornton	Anne Marie	ENG
Papillion-LaVista South High School	Vavruska	Amy	CHEM
Plattsmouth High School	Schroeder	Tyson	BUS/ECON
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	Newman	Andy	ENG/HIST
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	Kersulov	Michael	ENG
Stuart High School	Hart	Jeff	HIST/POL SC
Stuart High School	Larabee	Brenda	ENG
Sumner Eddyville Miller High School	Bowie	Tierra	MATH
Utica Centennial High School	Pair	Rebecca	BIO
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
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- Beemer High School	Klitz	Angi	COMM
West Point Guardian Angel Central Catholic	Jansen	Tarah	MATH
West Point Guardian Angel Central Catholic	Klitz	Angi	COMM
West Point Guardian Angel Central Catholic	Kreikemeier	Leslie	ENG
Wisner-Pilger High School	Plagge	Joan	BIO



NEBRASKA
WESLEYAN
UNIVERSITY

HONORS ACADEMY APPLICATION PART 1: TEACHER INFORMATION

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: _____

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)

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.)

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

HONORS ACADEMY APPLICATION

PART 2: COURSE INFORMATION



NEBRASKA
WESLEYAN
UNIVERSITY

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

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.

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Andrea Howell
staff assistant
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ahowell@nebrwesleyan.edu



NWU Honors Academy Departmental Coordinators

For questions related to curriculum and assessment, contact your Nebraska Wesleyan departmental coordinator. Plan to stay in regular contact with your coordinator during the semester.

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