Study in the States: Making an Impact on Honors Education

Hayley Weston
Western Michigan University, hayleyweston16@hotmail.com

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Study in the States: Making An Impact On Honors Education

Hayley M. Weston
Western Michigan University

Introduction:

Today, professionals around the world recognize the need for experiential learning in education. Many schools have adopted programs that allow for this type of learning, including The Carl and Winifred Lee Honors College at Western Michigan University in Kalamazoo, Michigan. The current Dean of the Lee Honors College, Dr. Carla Koretsky, states that, “The benefits of experiential learning are numerous. In a lecture it is easy for the mind to wander, while in experiential learning the students are constantly engaged. They learn more thoroughly and retain more information” (C, Koretsky, personal communication, March 2016). In a separate interview, the Director of Academic Advising at the Lee Honors College, Anthony Helms, states that “Conventional classroom experiences will always pale in comparison to the accessibility and overall quality of experiential learning. This is even more so with the digital native, Millennial generation” (A, Helms, personal communication, March 2016). Students at Western Michigan University who have experienced learning in this form, say that it is incomparable to anything learned in the classroom. More specifically, Diogene De Souza, an international student at Western, participant in a program entitled Study in the States, and currently studying abroad in Italy, stated that he “prefers experiential learning because you see the practical aspects of what you are learning. You take the classroom into the real world and watch how concepts alone can’t account for the fact that things get messy in the real world, and that there are other factors that cannot be replicated and often are not considered in the classroom” (D, De Souza, personal communication, March 2016).

“The mission of the Carl and Winifred Lee Honors College is to provide an exceptional undergraduate experience for high achieving students, to inspire in our graduates a thirst for the lifelong pursuit of creative inquiry and discovery, to provide our students with the skill and passion to address critical challenges, and to foster personal responsibility informed by a global perspective.” The Honors College adheres to its mission statement by providing opportunities that are not available to non-honors students because they recognize that honors student’s desire and expect learning experiences beyond what is generally offered to most undergraduate students. One particular opportunity provided by the Lee Honors College that merits further discussion is called “Study in the States.”

The Lee Honors College began offering this program in 2012. Dean Emeritus of the Lee Honors College, Dr. Nicholas Andreadis, said that the idea for Study in the States came from a conversation between he and another advisor discussing how to get more students to study abroad. The discussion led them to the idea of a unique program, Study in States (SIS), which provides students an opportunity to have a short-term learning experience outside of southwest
Michigan. The Study in the States courses provide honors students the opportunity to participate in experiential learning through practiced Western Michigan University instructors as well as through outside-the-classroom, hands-on material.

The first class offered was titled: “Journey Through Hallowed Ground” and was led by, Dr. Nicholas Andreadis. Since then, many additional courses have been incorporated as well as more professors having a part in this program. “Journey Through Hallowed Ground” will be discussed in the article along with two other successful courses: “The Texas Tour” and “Disney Pilgrimage.”

Course Administration and Planning:

Study in the States is an all-expense paid program, minus the cost for three credits of undergraduate tuition, offered to honors students only. The expenses are covered by a mix of funds including the program fee that honors students pay for in addition to private donations and endowments. There are multiple courses available to the students through which they may earn college credit towards both university and honors college requirements, double-count for general education coursework, and even occasionally substitute as electives in their program of study. These courses are generally seven to ten days long and capped at around ten students so that both the students and instructors can benefit from a much closer relationship than one would usually see in a typical classroom.

Before a course is considered for approval, there are many steps to creating a proposal (See Appendix A). In it, there are four requirements to be included. An instructor must include a course description of five hundred words or less, a course syllabus, a detailed itinerary, and a budget. Essentially, instructors have to create the entire course before it is even considered for approval. This is important for the reason that the faculty approving the course, as well as the instructor, must know if the course is going to work. The instructor needs to find out if the resources are available to create an experiential learning course first and foremost. Aspects like the availability of alumni and building relationships with them, exploring possible sites, reaching out to institutions, and estimating costs are important to the pre-proposal process for instructors. The courses also have to fulfill expectations of the Honors College, since Study in the States courses are legitimate courses for honors credit, rather than just an experience. Another part of getting the course approved is getting it approved for general education credit. Highlighted in the appendix is Western Michigan University’s General Education Policy (See Appendix B). Depending upon which general education requirement an instructor wants the class to count for, to obtain approval for general education credit, each course instructor has to adhere to the requirements and expectations of the University based on the University’s educational goals. As stated on Western Michigan University’s website, The Committee to Oversee General Education “reviews and approves courses for general education credit received from college curriculum committees and deans and forwards its recommendations to the administration.” The committee consists of representatives from each college. The COGE considers courses after they have been approved by their “respective departmental and college curriculum committees and deans.” In the course overviews, there are tables that outline general education requirements and examples from each course.
Once the courses are approved, instructors are given a staff representative from the faculty and staff of the Honors College. The staff representatives help the instructors in a few ways by supporting learning during the trips by providing input, using their expertise in certain areas, serve as quality control to make sure the class is meeting expectations of the Honors College, and to be a point of reference. Pertaining to the last point, being a point of reference connects the instructors with the Honors College and makes the communication much easier. For example, some instructors do not want to be responsible for the handling of finances for the Study in the States program, so their point of reference handles that aspect. Although instructors are required to come up with the course materials and details on their own, the point of reference can also give instructors a bit of guidance when it comes to planning since most have previous experience working with other Study in the States courses.

After course approval has taken place, it is important for instructors, as well as Honors College staff, to market the courses to students. The marketing process is much of an informal selling to students. Things like emails from advisors sent out to honors students, the newsletter, posters, and posts on social media are all ways that the courses are advertised. An idea that is currently being discussed is to have posters along the wall in the main entrance of the Honors College. These posters would include pictures and course descriptions so that students can get a general idea of what they are and what they have to offer. When talking with Anthony Helms, he mentioned the need to work on the overall branding of the courses. Some future directions include the branding of materials like the Study in the States logo and creating course-specific t-shirts.

Lee Honors College students are required to complete eighteen credit hours that consist of at least fifty percent of honors section courses offered within their major or honor specific courses and up to fifty percent of either field experience, internship, independent study, foreign language, ensembles, varsity sports, and/or study abroad plus research in the HNRS 4990 class. Research in this class is the work the students will do pertaining to their required honors thesis. Study in the States counts as one the honor specific courses and students are allowed to partake in as many of these as they wish. The application process for the courses is fairly simple. On the Honors College web page students can find a link to the application, (See Appendix C), where they can either print out and turn in a hard copy to the Honors College or email a copy to the provided email address. Once the application is filled out the advisors will go through each students file to make sure that they are in good-standing in terms of their GPA requirement of 3.5 or above, requirement of twenty volunteer hours per year, and the requirement of sponsored events attendances. Anthony Helms mentioned in his interview that they turn down less than five students per year for the course due to ‘bad standing’ with the college. Once advising checks off on the student, they are then forwarded to the individual faculty members leading the courses. Some faculty members choose to interview their students beforehand to ensure commitment and to address any potential red flags and questions from students. After the students are approved from both advising and the faculty member, they are sent an email saying they were accepted into the course and that they have to fill out a commitment to participate form, (See Appendix D), by a certain date to secure their spot in the course and confirm that they have sufficient funds. Students are also notified if they are on a waiting list for the course. The commitment to
participate form was instituted after an international student did not get his passport in time for the course causing the loss of money prepaid for traveling expenses for that particular student. If students choose to withdraw from the course after a certain date, they are told in the commitment form that they will be charged a five hundred dollar fee. The purpose of this is to cover expenses that may already have been paid such as a plane ticket. Once the commitment form is filled out, it is the instructor’s job to communicate with the students until the course begins.

**An Overview of Study in the States Courses: “Journey Through Hallowed Ground,” “The Texas Tour,” and “Disney Pilgrimage”**

“Journey Through Hallowed Ground”

“Journey Through Hallowed Ground” was the first course to be offered through the Study in the States program. The course served as a test-run for not only the faculty of the honors college but also the honors students, and to see if the program would be successful in attracting honors students and providing a different and new way of learning. Dr. Nicholas Andreadis chose this particular course because, in his words, he was an “amateur Civil War guy” and that’s what sparked his interest. Dr. Andreadis also mentioned in an interview that he recognized the notion that “learning is best done when active,” and that “America is a great textbook.” These two statements strongly represent Dr. Andreadis’ passion for experiential learning as well as his vision for what the Study in the States program had potential to become.

This particular course was based around the history of our country and, more specifically, the American Civil War. The itinerary is highlighted in Appendix E. When interviewed, Dr. Andreadis said that he wanted his students “to be active learners by getting them walking on the grounds that these important battles occurred in our history, ride horses to change perspective on experience, and do it all authentically as possible” (N. Andreadis, personal communication, January 2016). The first step in this process was choosing where to visit. It was important that each location have a message and represented America’s founding and the Civil War. For Dr. Andreadis, choosing these locations was an easy task as he had already been to most of the places and knew the sites would provide a quality experience. It was narrowing down the number of places and activities that was the difficult part. Since the Honors College is gracious enough to pay for the trip, the funding was already there but it was just a matter of contacting people in advance such as the tour guides as well as submitting student information for security purposes, especially when in Washington D.C. Before leaving for the trip, the students were required to read important documents such as the Emancipation Proclamation and the Declaration of Independence as well as select a unit or brigade from their hometown and trace their service until the end of the war. The purpose of the second assignment mentioned was to make it personal for the students and connect them to the places they would be visiting. As the class arrived at their destinations throughout the trip, each student delivered a presentation to the instructor and fellow students where the event took place in history. For example, one topic was: “What was Lincoln’s
process in creating the Gettysburg Address?” and was presented at Gettysburg. This assignment was to bring history alive for the students and make it feel real by giving students a different sensibility when reading the documents. Dr. Andreadis mentioned in his interview that “learning is best in context, on the ground” and had four outcomes that he wanted for his students:

1. To see how active learning is much more memorable
2. To have a deeper appreciation for key people in America’s history
3. To read documents with a different sensibility
4. To realize how team learning can become a small community

In the end, Dr. Andreadis stated that he “wouldn’t change a thing,” when it came to this first course. He mentioned that the biggest challenge that presented itself was the overall logistics in organizing and arranging everything and the fact that, since it was the first course ever, there was no guidebook to say what worked and what did not work. Overall, Dr. Andreadis is confident his students learned what he set out for them.

“The Texas Tour: A Corporate, Cultural, and Service Learning Venture Deep into the Heart of Texas”

The Texas Tour is a Study in the States course led by Dr. Derrick McIver, Assistant Professor of Management in the Haworth College of Business at Western Michigan University. Dr. McIver was also interviewed on the Study in the States program and expressed that the idea behind experiential and hands-on learning sounded like a fun experience for both him and the students and this was what attracted him to the program. The Texas Tour is currently running in its fourth year. Dr. McIver lived in Texas previously and knew what it had to offer students in terms of economic impact and high growth in the market. The Texas Tour course discussed in detail here was the first and included a 9-day trip visiting three different cities in Texas: San Antonio, Austin, and Houston. See Appendix F for the syllabus and itinerary. In each city the students participated in corporate tours, service-learning opportunities, and a little bit of the Lone-Star State culture. Dr. McIver had two main learning objectives set out for the students:

1. Overall professional development
2. To be able to connect education to the outside world and make it visible

Regarding the companies Dr. McIver chose, he explains that all were chosen based on his own experience and the people he knew who were alumni of Western Michigan University and able to cater to the students. As for the service-learning opportunities, those were chosen based on their ability to maximize the students experience in service-learning that would meet the objectives. Lastly, the culture was tied into the trip because it was important for the students to see how different cultures can and do occur even within the same country, as well as learning about the history of the places visited. These spots were chosen based off location and what Dr. McIver felt represented important pieces of Texas history. As with “Hallowed Grounds,” there were not a lot of guidelines and structure to follow so many months of pre-planning were required. The pre-planning process proved to be time-consuming as Dr. McIver was reliant on
his personal connections as well as connections within the Haworth College of Business and Western Michigan University’s alumni relations. After scheduling company tours and separate time with the alumni themselves, finding time to schedule everything else in between that was a task in itself.

Before the trip, students were assigned to read the “StrengthsFinder 2.0” book and complete a StrengthsFinder assessment. The purpose of this assignment was to help students learn about themselves while exploring. Another assignment before the students had to leave was a team presentation. Students were broken up into teams and were required to research one of the cities they were visiting and make a 30-minute presentation on it. This helped students get to know a little bit about the cities before embarking, which was especially beneficial for students who have never been to Texas and do not know what to expect. The students met with each other and Dr. McIver twice before leaving, once for an introduction and general overview of the course, and then another time for the presentations and a final overview.

During the trip, students visited a multitude of companies in a variety of different industries such as USAA, Dell, HEB, and many more. The corporate tours provided students with the chance to interact with alumni of Western to learn about possible roles that companies are looking for as well as types of career paths to choose. It was also a great opportunity to make connections. Many of these tours ended up being an opportunity to gain life lessons from experienced professionals. In each city the students also participated in service-learning activities ranging from volunteering at places such as Haven for Hope and Habitat for Humanity. The service-learning served to meet two of the learning objectives stated in the syllabus which were to “demonstrate leadership and responsible citizenship while representing WMU,” and to “build teamwork, leadership, and communication skills.” The culture aspect of the trip not only provided students the opportunity to have an educational experience while exploring but also allowed the students to have free time to interact with each other and make connections. The last part of the course was another two assignments and a test for students. The first assignment was to do a peer evaluation of participation in every activity and how successful they found their team and the overall trip. The second assignment was a reflection paper on what students learned from their experience. The last requirement was a test that was based on the readings they had to do before the trip. This was to show the necessity of commitment to the reading materials and being prepared for class.

In his interview, Dr. McIver was asked how he engaged with his students in the experiential learning process. He responded, “I had to merge myself as well by joining them in a way that was less directional and more hands-off. I had to try to be a guide, a coach, a mentor, versus being a teacher” (D, McIver, personal communication, November 2015). He said that this was one of the most difficult tasks because it was hard to remove himself from that teacher role. However, when asked if he would change anything to the program he said that there was not really much to be changed because there will always be little hiccups that no one can predict. He did mention that it was important to note that planning can be a nightmare in that it is time-consuming and can be difficult to organize activities and events in a way that fits with the
schedule. The last thing aspect that he thought needed to be changed for the future is that they are now making the Texas Tour a spring class. This change will be discussed in a later section.

“Disney Pilgrimage: A Journey in the Life of Walter Elias Disney”

The Disney Pilgrimage was and is currently led by Dr. Christopher W. Tremblay, Associate Provost for Enrollment Management. Dr. Tremblay was attracted to the Study in the States program for three primary reasons:

1. The opportunity to teach students since his position is currently in administration versus being a professor
2. The opportunity to be creative and unique
3. The opportunity to give back to the Lee Honors College as an honors college alum who completed his honors thesis on Disney

In his interview, Dr. Tremblay claimed that he originally planned the trip to make with friends. He stated that in December of 2013 he went to an exhibit in Chicago and “something clicked.” He said that it was an 18-month process to create the program. He began by doing research on Walt Disney’s life and then began putting his life together chronologically by creating a Google map of everywhere Disney had traveled, lived, and worked. More specifically, he included key places such as birth place, hometown, family museum, Disneyland, etc. Once this was finished he created the route and worked on logistics. Dr. Tremblay also had to contact Disney historians to set up tours and get further information and, lastly, write the syllabus. The syllabus and itinerary is outlined in Appendix G. Dr. Tremblay used some of the other course syllabi to get ideas for assignments as well as getting opinions from current and previous Study in the States faculty.

There were five major assignments for students before, during, and after the trip. Before the trip there was required meeting where Dr. Tremblay gave a lesson on Disney’s connections in the state of Michigan and discussed the course. The students had a one-on-one consultation with Dr. Tremblay to ensure that expectations were met and also had to participate in a “pre-pilgrimage field trip” to the Gilmore Car Museum. Their first assignment followed this visit. The students wrote a two-page paper about their experience at the Gilmore. Their next assignment was their “mouseketeer role.” This meant that each student would be assigned one day of the trip to be “in charge” of coordination of meals, maps, directions, thank you notes, etc. The next assignment was a photo biography. This consisted of an eight-page paper that featured a photograph from each day of the trip accompanied by a one-page write-up of each student’s most significant/impact learning about Walt Disney’s life. The purpose of this assignment was to ensure that learning outcomes were met. Dr. Tremblay mentioned in his interview that this assignment was paramount because it showed him that objectives were met and ensured that the students had a great time. During the trip, students also had to present on a chapter of Walt Disney’s biography. This was done informally en route from place to place. Finally, following the trip, each student had to select an aspect of Walt Disney’s life to research further beyond what the trip provided and write a five-to-ten-page paper on it.
Similarly to both Dr. Andreadis and Dr. McIver, Dr. Tremblay found that pre-trip planning was especially important. Dr. Tremblay said the most stressful aspects of the course are the things that happen with flights because they are beyond your control. He said the biggest challenge with this particular course was that the students wanted to see and experience more within the cities, but there was simply not enough time because authenticity was incredibly important when choosing which sites to see. Going into the future, Dr. Tremblay said that a possibility of more free time may help to overcome that challenge. Another issue that Dr. Tremblay found was the fact that he had never personally met the tour guides so he had to trust their reputation. He discovered that most of them went extremely well, with the exception of one, and was “amazed by how precisely Walt’s life story was told by each historian” (C, Tremblay, personal communication, December 2016).

Learning To Date:
Instructor’s Perspective

There are many lessons to be learned throughout the experiential learning process for both instructors and students. In their interviews, each instructor was asked what they learned from the program; all revealing different, yet comparable answers. For Dr. Andreadis, it was more of a personal journey in that one of the lessons he learned is what fun it is to be around college students again. He said, “…college is the halfway house to life. You can expand their boundaries and it will be awarded back to you. You give a little, you get a lot in return” (N, Andreadis, personal communication, January 2016). In terms of the course, Dr. Andreadis stated that he would not change a thing and was confident that objectives had been meet. However, he did mention that planning far in advance is key to a successful trip because the most difficult part is the logistics and arranging activities. He also mentioned that interviewing students beforehand is a useful tool to provide the right mix of students, and for the students to demonstrate that they are truly interested.

The instructors agreed that unintentional learning outcomes arise throughout the courses. As an example, Dr. McIver stated learning outcomes for his students, however, by the end of the trip other outcomes arose such as students understanding possible roles within companies, available career paths, what companies are looking for in terms of skills and abilities, where to volunteer and how, and how to make real connections. Dr. McIver has since made a few changes from his first Texas Tour. One of the biggest changes to the course is changing it from a summer class to a spring class. This year, 2016, the class has three separate parts. One part of the trip consists of a trip to Chicago, Illinois and another separate trip to Detroit to visit alumni and tour companies, as well as to experience cultural activities such as walking along Navy Pier in Chicago. The week of spring break is when the students go to Texas and follow a schedule similar to previous years. When asked why he decided to make this change, Dr. McIver said “adding trips to the Midwest allows the students to compare and contrast between our culture and southern culture. Being closer to home also allows the students to relate a little bit more with the companies and alumni” (D, McIver, personal communication, November 2016). When
talking with students from the first Texas Tour, Dr. McIver noticed how exhausted everyone was by the end of the trip and decided that the spring course needed an increase in learning time by adding more time for reflection versus more time for activities which resulted in the elimination of a few activities. Lastly, Dr. McIver discussed in his interview that mixing classroom work and hands-on learning is helpful for students in that they can apply their understanding and be able to apply this understanding to real-life situations.

Dr. Tremblay agrees with Dr. Andreadis and Dr. McIver on the topic of little hiccups that you cannot predict and planning ahead. He, along with the other instructors, talked many times throughout his interview about the importance of planning far in advance, but also allotting a little bit of wiggle room for unexpected events. Unforeseen factors such as meeting cancellations, poor weather conditions, and flight delays can sometimes have a major impact, which is why it is also important to have a ‘plan B’. Another point that Dr. Tremblay agreed on was the possibility of adding in more free time for the students to get to know the places they are visiting but also to get to know each other and form a bond.

**Lee Honors College Perspective**

Study in the States provides an incredible point of differentiation for the Honors College. Dean of the Honors College, Dr. Carla Koretsky, stated that she has not seen such a program in other universities. While conducting research for this paper, the author found very few examples were found to compare to Study in the States. Even then, they are not completely similar to Study in the States. Both Dr. Koretsky and Anthony Helms, said that this program is “one of the best things we do for recruitment purposes.” When speaking with Dr. Koretsky, she said that she talks about the program at all the events that the Honors College does both for current students and during recruitment events. It is a great talking point because, again, it provides a point of differentiation, but also because families are usually amazed by the cost coverage aspect of the trip which helps to draw in more interest. There are several other benefits that have come from the program such as the change in reputation for the Honors College across campus. This is because Study in the States is a faculty-led program consisting solely of ideas from the faculty across campus versus being limited to faculty and staff within the Honors College. This opportunity showcases faculty’s creative abilities in that they get the chance to create a course that incorporates their own passions. Another impact that the program has made is the greater connection made between the Honors College and the alumni. The program connects the alumni not only with Western Michigan University and the Honors College but also with the students, which generates internship and career path opportunities for the students. All of the instructors commented that they see how excited alumni are to interact with current students and how much they appreciate being reconnected with familiar ties. The alumni provide many of the life lessons learned on each trip. One quote from a student says, “I learned some of the best life advice from the alumni that we met” (E, Mulford, personal communication, March 2016).

Both faculty and students have raved about the Study in the States program and the difference it has made for them. A few statements said in interviews that correlate with this
sentiment are the differences in individuals once they return in that, they seem to come back with renewed passions for their own pursuits followed by a new focus and feelings of rejuvenation. Many students have said it was the best thing that they did in their undergraduate careers and it allowed them to appreciate what the Lee Honors College has to offer them as honors students. Faculty have mentioned the ability to create a course focused on their own passions has formed a sense of gratitude towards the program and a new passion for teaching students in experiential learning.

Moving forward into the future there are a few steps that the Lee Honors College would like to implement to improve upon the program. First is the funding of the program. Currently, the program is funded by a mix of funds including program fees. Dean Koretsky would like to see one or more endowments specifically for Study in the States that can be used every year. Another aspect of the program that Dean Koretsky would like to see is having five courses every year. Anthony Helms agreed by saying that the program could use greater program variety to fill this need. This would have to be accompanied by an increase in enrollment for the courses. Unfortunately, an issue that the Honors College has run into is low enrollment in the courses and having to cancel courses due to low enrollment. Surveys and other forms of communications have been sent to students to see where the Honors College could improve, but there does not seem to be one definitive answer yet. Many answers include: the timing and dates of the class, other summer commitments, students are not aware that the cost is covered, or students do not know about the program altogether. These issues should be further investigated going into the future.

Comparing Study Abroad to Study in the States

The Lee Honors College fully supports studying abroad in honors education. Stated in the mission and vision is the specific goal to create globalized, engaged citizens of the world. The Lee Honors College further supports this by offering scholarships specifically for students looking to study abroad and promoting studying abroad through events and programs such as Study in the States. Study in the States was originally created with studying abroad in mind. As stated previously, Dr. Andreadis was having a discussion with an advisor about initiatives to get more students to study abroad when the idea came to light.

The general consensus among both faculty and students was that they would indeed compare Study in the States to studying abroad because it provides a great first step into preparing for study abroad. It gives the opportunity to get you out of your comfort zone and put you into an unfamiliar place with people you either barely know or do not know at all. In comparison to study abroad, Study in the States also provides the opportunity for students to gain life skills through experience such as flexibility and adaptability when traveling. A student at Western Michigan University, Edward Mulford, commented that his Study in the States trip was his first time flying without his family.

Study in the States recognizes America as a place full of lessons to be learned with a multitude of cultures. The program allows for students, and faculty, to explore parts of America that they may not have otherwise. Dr. Tremblay mentioned in his interview that “sometimes you
get to see sites that even the general public does not know about” (C, Tremblay, personal communication, December 2015). Most interviews with students who participated in Study in the States consisted of statements such as, “I would have never made it there if I didn’t do the program” and “this was my first time traveling out of state.” In addition to exploring new places, the opportunity to experience a culture other than one’s own presents itself. Each city and state offers a different lifestyle that someone would not experience from media or reading a book.

**Conclusion**

The purpose of this essay is to provide insight on what the Study in the States program at the Lee Honors College is and how it has benefited students as well as faculty and the Honors College as a whole. It compares domestic travel to study abroad in that it provides cross-cultural immersion and life skills gained from being outside of one’s comfort zone. It discusses learning perspectives from the eyes of instructors and faculty as well as the impact the program has made on the Lee Honors College. The three courses presented here are just a few examples of successful courses in the program. Each course took a different path in terms of where they went and learning objectives, but are similar in that they provided students with an amazing opportunity to travel outside of southwest Michigan, to experience an unfamiliar place with unfamiliar sites, to connect with faculty and fellow honors students, to network with alumni, and, most importantly, to learn valuable lessons through experiential learning.
Study in the States is a Lee Honors College program that allows high-achieving honors students to travel outside of southwest Michigan to study with outstanding WMU instructors. These courses are intended to promote place-based, experiential study and to highlight and take advantage of the extensive expertise of WMU instructors, many of whom routinely conduct scholarship in locations outside of southwest Michigan. Courses are typically capped at 10 students so that instructors can work closely with students in each course. We strongly encourage inclusion of service-learning and other teaching best practices.

Study in the States courses are typically three credits and include 7 to 10 days of travel. Courses have been held in summer I, summer II and spring semesters. Students receive honors credit, and in some cases, general education credit, for participation in the course. Students pay regular undergraduate tuition rates for Study in the States courses, and the honors college pays all other expenses for every student enrolled in the course as well as the faculty member teaching the course. This typically includes airfare and/or ground transportation, lodging, meals and admissions to special sites. Instructors are paid for instruction in accordance with current AAUP and PIO contract rates.

Examples of past courses include:
Garbage in Gotham (New York City)-Professor Sarah Hill
The Texas Tour (Austin, Houston and San Antonio, TX)- Professor Derrick McIver
Entrepreneurship: Understanding Start Up Ecosystems (Austin, TX and Boulder, CO)-Professor John Mueller
Disney Pilgrimage (Chicago, IL to Los Angeles, CA)-Dr. Christopher Tremblay
Vue d’Afrique (Montreal, Canada)-Professor Vincent Desroches

For more information see: wmich.edu/honors/advising/states

We are seeking proposals for courses to be taught in spring 2016, summer 2016, spring 2017 and summer 2017. If you are interested in teaching a Study in the States Course, please submit the following:

- **Course Description (500 words or less):** Provide a catalog description of the course, including intended destination(s) and topics that will be covered.

- **Course Syllabus:** Provide a detailed syllabus, including learning outcomes, sample readings and assignments, tentative travel schedule and course description.
• **Detailed Itinerary:** Provide a sample itinerary to illustrate travel route, likely destinations and overall timing of the planned trip. It is not necessary to include exact dates, but please include preferred timeframe (immediately following spring semester, mid-June, over spring break, etc.).

• **Budget:** Include a proposed budget for the course detailing anticipated expenses for airfare, ground transportation, lodging, meals and other costs. The estimated cost for the trip should not exceed $1500 per student, including costs for the instructor and one honors college staff member to accompany the students. Please note that the honors college owns one 12-passenger van and one 7-passenger van on a first requested-first served basis. There is no rental fee associated with the use of these vehicles for Study in the States courses, but the budget should including gas, tolls and parking, as necessary.

For further information, please contact Dr. Carla Koretsky (Carla.koretsky@wmich.edu), dean of the Lee Honors College or Ms. Jane Baas (jane.baas@wmich.edu), associate dean of the Lee Honors College.

**Deadline for Proposals:**
September 18, 2015.

**Please Submit Proposals as a PDF to:**
Dr. Carla M Koretsky
Dean, Lee Honors College
[Carla.koretsky@wmich.edu](mailto:Carla.koretsky@wmich.edu)
Appendix B
General Education Policy

Amended and approved by the Faculty Senate on 13 May 1993, amended by the Faculty Senate on 7 September 1993, approved with revisions by President Haenicke and Provost Barrett on 3 December 1993, effective date: fall 1996, revised: spring 2004.
Table of Contents

A. INTRODUCTION .................................................................................................................. 3
   1. Educational Goals of Western Michigan University ..................................................... 3
   2. Goals of Undergraduate Education ............................................................................. 3
   3. Goals of General Education ......................................................................................... 4

B. STRUCTURE OF THE GENERAL EDUCATION PROGRAM ................................................. 5
   1. General Education Requirements ............................................................................... 5
      a. Proficiencies ............................................................................................................ 5
      b. Distribution ............................................................................................................ 6
      c. Other Requirements ............................................................................................... 6
   2. The Committee to Oversee General Education ............................................................ 7
   3. Accommodating Credit-Hour Intensive Curricula ....................................................... 7

C. CRITERIA FOR SELECTING & EVALUATING GENERAL EDUCATION COURSES ........ 8
   1. Criteria Applicable to All Courses ............................................................................. 8
   2. Criteria for the Proficiencies ....................................................................................... 9
      a. Writing Courses ...................................................................................................... 9
      b. Mathematics or Quantitative Reasoning Courses ................................................... 9
      c. Courses That Enhance a Proficiency or Develop Another One .............................. 9
   3. Criteria for Courses in the Distribution Areas ........................................................... 11
      Area I  Fine Arts ........................................................................................................ 11
      Area II  Humanities .................................................................................................. 11
      Area III The United States: Cultures and Issues ......................................................... 11
      Area IV Other Cultures and Civilizations .................................................................. 12
      Area V  Social and Behavioral Sciences ..................................................................... 13
      Area VI  Natural Sciences with Laboratory ............................................................... 13
      Area VII Natural Science and Technology: Applications and Implications .............. 14
      Area VIII Health and Well-being ............................................................................... 15
INTRODUCTION

The rationale for a general education requirement for graduation is based on the educational goals of Western Michigan University. We review these goals before stating the goals of undergraduate general education:

Educational Goals of Western Michigan University

To help each student develop the ability to think critically and objectively, to locate and assess information, and to communicate clearly and effectively in speaking and in writing; to expose each student to the knowledge and insights essential to significant participation in our increasingly technological, interdependent, and rapidly changing world; to assure that each student has the opportunity to examine the central role of ethics and values in the shaping of meaningful lives; to structure the learning experience so that students can appreciate and understand the importance and consequences of our diverse cultural and ethnic heritage; to instill in students a lifelong love of learning and a desire for involvement in the world of learning; and to enable students to acquire mastery of a field of inquiry or profession sufficient for an understanding of its methods, its subject matter, and its future in our world. Undergraduate Catalog, 2001-03, p. 1

An additional basis for the general education requirement is the statement of goals for Western Michigan University contained in the report of the University Committee on Undergraduate Education, published in October 1971:

Goals of Undergraduate Education

The major concern of Western Michigan University is the education of its undergraduate students, and it is committed to provide the environment and the means to enable these students:

1. To assume primary responsibility for their own growth and education, to achieve a genuine sense of competence, and to develop the motivation and ability to perceive and pursue learning as a continuous process.

2. To acquire the knowledge, skills, and will to examine critically [human] experience, especially as that experience relates to contemporary life and illuminates the future.

3. To gain an understanding of the persistent values of their own and other cultures and the ability to respond critically, sensitively, and sympathetically to cultural differences and change.

Goals of General Education

A bachelor's degree should signify that the individual to whom it is granted has had a broad and balanced education, as well as concentrated studies in at least one discipline or area of knowledge. It should also signify that the individual has acquired intellectual skills that are applicable across a wide range of endeavors, as well as those narrower skills appropriate to a specialization. Thus the University requires structured plans of study leading toward both a specialized and general education.

Specialized education – the primary objective of concentrated study in majors, minors, and curricula – normally restricts the scope of concern in order to ensure a detailed, specific competence in techniques and subject matter. It seeks to accomplish these ends through a program of study comprising a number of segments (courses) taught by specialists and planned to contribute to the whole; the intended result is a person with particular information and a set of skills and abilities usually shaped by specific job demands and descriptions. Often the goals of specialized education are determined or strongly influenced by external agencies, e.g., accrediting bodies or professional field demands, as much as by the stated goals of the University.

General education, on the other hand, is concerned with the breadth and balance of learning, and with the versatility that comes with proficiency in intellectual skills that have universal application. General education should develop each student's knowledge, capacity for expression and response, and critical insight to help the student become a capable, well-informed, and responsible citizen of a culturally diverse society in a complex world. To this end, the University's general education program aims to improve the student's competence in mathematics and language, both oral and written, and to foster the will and ability to think clearly, critically, reflectively, and with as much precision as the subject allows. While requiring a degree of proficiency of everyone, the University's general education program enables a student to master foundational intellectual skills through a sequence of related courses.

1 The terms "skill," "competency," and "proficiency" are used interchangeably in this document, in their ordinary and almost synonymous senses. Distinctions must be made, however, to clarify which skills (i.e., competencies or proficiencies) are within the scope of general education. Intellectual skills (i.e., competencies or proficiencies) divide into two types and three levels, as in the diagram below.

| Types and Levels of Intellectual Skills (Competencies, Proficiencies) |
|---------------------------------|-----------------|
| **LEVEL** | **TYPES** |
| Baccalaureate Level | Widely Applicable | Not in General Education |
| College Level | In General Education | May Occur in Distribution |
| Entry Level | Not in General Education | |

The types are (a) widely applicable skills, for example those related to the use of language, which are valuable in a variety of disciplines, and (b) specialized skills. The levels are (i) entry level, skills that freshmen should have upon entry into the University, and which they must remediate usually without college credit if they do not have them; (ii) college level, skills that are appropriately acquired for college credit; and (iii) baccalaureate level, more advanced skills to be acquired before the award of the baccalaureate degree. Only two of the resulting six subdivisions are part of general education as skills, namely, the widely applicable skills at the college and baccalaureate levels. At Western Michigan University, the term "skill" is frequently used to refer to entry level skills, and recently the term "proficiency" has been used to refer to college-level skills. These local connotations of the terms should not be imputed to this document's use of them.
General education also seeks to extend the undergraduate learning experience beyond particular academic or professional concentrations. It aims to acquaint the student with essential subject matter and methods of knowing in the arts and humanities, the social and behavioral sciences, mathematics, and the natural (including applied) sciences. Moreover, it aims to enable the student to use technology appropriately, and to understand the value of individual health, fitness, and well-being. These aims are based on the belief that such learning enriches human experience and fosters understanding of oneself, others, and the world.

While the two kinds of education can thus be distinguished, they are essentially complementary, not antithetical, elements of an undergraduate education; and courses in each type often contribute to fulfilling the goals of the other. Study in depth can reward the student with a sense of competence and the sobering awareness of how much is yet to be learned in any field, while the broader perspective and the habit of seeking interrelationships enhance the benefits of specialized study. Furthermore, just as specialized programs mandate some breadth in a student's education, so should the general education program allow some study in depth.

**STRUCTURE OF THE GENERAL EDUCATION PROGRAM**

This general education program incorporates the University's college-level and baccalaureate-level writing requirements, eliminates the former physical education requirement, and lets the University computer usage (literacy) requirement continue in force separately.

The program has two parts, proficiencies and distribution. What follows describes these elements of the program. However, all descriptions of course content and structure presuppose the individual professor's freedom to teach the course according to personal professional judgment. Stated requirements are not intended to impinge upon academic freedom, but only to specify a range of content within which the course should be structured. Matters of interpretation and pedagogy are the sole prerogative of the individual professor.

**General Education Requirements**

**Proficiencies**

The general education program requires each student to develop proficiency in writing and mathematics or quantitative reasoning and, beyond that, to enhance one of these proficiencies or to develop another foundational skill. Each student must:

1. complete a college-level writing course;
2. complete a baccalaureate-level writing or writing-intensive course in one's major or curriculum;
3. complete a college-level mathematics or quantitative reasoning course beyond MATH 110 (not satisfied by MATH 111), not limited to courses in the Departments of Mathematics or Statistics;
4. complete a course or courses in one of the following categories:
   a. advanced writing, 3-4 hours
   b. mathematics or quantitative reasoning, 3-4 hours
   c. critical thinking, 3-4 hours
   d. oral communication, 3-4 hours
   e. American Sign Language, 3-4 hours

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2 One of these options may be required by the student's major and/or curriculum.
f. computer programming and applications, 3-4 hours, or

g. courses to advance proficiency in a foreign language to at least second semester, college-level, 6-8 hours

5. satisfy both the college-level writing (no. 1 above) and college-level mathematics or quantitative reasoning (no. 3 above) proficiency requirements before registration in any upper-division-level course. Upper-division-level courses are defined as those courses with a course number of 300 or above.

Distribution

The general education program defines a comprehensive and balanced distribution of eight content areas and requires that a student take a course from each area:

Area I    Fine Arts, 3-4 hours
Area II   Humanities, 3-4 hours
Area III  The United States: Cultures and Issues, 3-4 hours
Area IV   Other Cultures and Civilizations, 3-4 hours
Area V    Social and Behavioral Sciences, 3-4 hours
Area VI   Natural Sciences with Laboratory, 4-5 hours
Area VII  Natural Science and Technology: Applications and Implications, 3-4 hours
Area VIII Health and Well-being, 2 hours

Other Requirements

In addition to meeting the proficiencies and distribution requirements, the following requirements apply to the general education program:

1. Course work must total a minimum of 37 hours, not counting the baccalaureate-level writing course except for designated majors.\(^3\) If a student completes all requirements by completing fewer than 37 credits hours, the remaining required credits may be selected from any course approved for general education.

2. A minimum of six hours must be taken from 300- or 400-level courses in the distribution areas.

3. No more than two courses from any one department may be used to satisfy distribution requirements.

\(^3\) Typically, the baccalaureate-level writing course is to count toward the student's major or curriculum requirements, as it does now. However, in majors that do not count the course, e.g., majors in languages, the baccalaureate-level writing course will count toward the 37 credit-hour minimum. Or a student may count a writing-intensive course at the baccalaureate level toward the 37 hours, if the course also fulfills a distribution area requirement, according to the provisions for double counting contained in this policy. (See page 5.)
The Committee to Oversee General Education

There shall be a standing committee of the Undergraduate Studies Council (USC) named the Committee to Oversee General Education (COGE). The COGE will review and approve all course proposals concerning general education credit. In addition, revisions of the General Education Policy will be considered by the USC, upon recommendations from the COGE.

The COGE membership shall include faculty from the Colleges of Business, Education, Engineering, Fine Arts, Health and Human Services, and three faculty from Arts and Sciences, one from each of its three divisions. The eight faculty members of the COGE shall be elected by the members of the USC from two recommendations submitted by each dean (six recommendations from the dean of arts and sciences). The Office of Academic Affairs may appoint an additional member. Elected faculty members shall serve three-year terms that expire in May. Initial terms, when the COGE is first convened, will be for two or three years, as determined by the USC, to achieve a staggered sequence.

The COGE shall approve for general education credit those courses which in its judgment meet the course criteria stated elsewhere in this policy. The COGE shall consider courses after they have been approved by the respective departmental and college curriculum committees and deans. The COGE's precise position in the curriculum review process is defined in the University's Curriculum Review Process, approved August 1999 and revised May 2001.

The COGE shall recommend for general education credit: a) new courses, b) existing courses that have not previously carried general education credit, c) existing courses that are being re-approved, and d) courses to be continued after regular review. The COGE shall call for review of all general education courses at least once within a seven-year cycle as determined by the committee. The registrar shall provide grade distribution reports for general education courses, when requested, to the COGE.

With the approval of the USC, the COGE shall decide on accommodations and exceptions to the General Education Policy that other programs may need. (See the next section.) It also shall assist the University community in carrying out its responsibilities to the General Education Policy. Most importantly, the COGE shall evaluate the success of the general education program in meeting its goals and recommend improvements to the USC.

Accommodating Credit-Hour Intensive Curricula

If 3-credit courses are available in all proficiencies and distribution areas, except Area VI where the minimum is 4, a student could satisfy all proficiency and distribution requirements in 33 hours and would have to take 4 more credit hours of general education courses. But if a student chooses only 4-credit and 5-credit hour courses to satisfy requirements in this program, the number of hours needed will rise to 43 (12 in proficiencies, excluding the baccalaureate-level writing requirement, and 31 in the distribution areas) or even more than 43, if the student elects a foreign language.

This program contains features to accommodate any student enrolled in a curriculum that prescribes large amounts of credit hours and leaves little flexibility or room for student-chosen electives. Departments have the discretion to count general education courses toward their majors. (See page 21 of the 2001-03 Undergraduate Catalog, Item 5 under "Major and Minor Requirements.") In addition, the COGE will have broad discretionary powers in this area. Among the provisions it will implement on this matter are:
1. When an academic program demonstrably includes content in the proficiencies or distribution areas, with the approval of the USC, the COGE may exempt students in that program from the comparable general education requirement. The minimum number of hours of general education should be reduced concomitantly for them.

2. Students may count a course in the distribution area as fulfilling a proficiency requirement as well, if the COGE determines that the course meets the criteria for a proficiency.

3. When a variance from the General Education Policy is required in order for a program to meet external accreditation requirements, the COGE may grant such an exemption subject to the approval of the USC.

CRITERIA FOR SELECTING AND EVALUATING GENERAL EDUCATION COURSES

The Committee to Oversee General Education (COGE) shall apply these criteria in fulfilling its charge.

Criteria Applicable to All Courses

1. Courses should further the goals of general education articulated in the introduction to this document. Courses may be those specifically designed for general education, or they may be introductory or intermediate courses in a major sequence so long as they conform to the goals of general education. Advanced courses may be offered for proficiencies 2 (baccalaureate-level writing), 4a (advanced writing), and 4b (optional mathematics or quantitative reasoning).

2. Courses at the 500-level do not count towards general education. Courses with prerequisites may count towards general education.

3. Grading and the amount of work required of students should be as rigorous in general education courses as in courses for majors. However, course work and teaching methods should be designed to open the discipline(s) to nonspecialists.

4. All courses included in general education should have syllabi detailing course content, amount of student work, and grading procedures. Syllabi and other related course materials should be made available to the COGE on request.

5. Departments that offer courses in multiple sections should demonstrate that all sections meet the standards of general education and are comparable with one another.

6. In the case of variable topics courses which may be taken more than once for credit when the subject matter is different, the different course subtopics should be reviewed for general education credit, and not simply the basic courses.

7. Students may receive credit by examination in place of coursework in the proficiencies, but not proficiencies 4a-4g, if the department offering the course provides for credit by examination, and the COGE approves. Placement in a foreign language at a second-year level does not waive the fourth proficiency requirement.

8. Courses approved for general education credit should, if possible, be offered at least once every two years.
9. If a department seeks approval for a course that is other than three credit hours, it should explain the basis for the difference in credit-hour requirements.

Criteria for the Proficiencies

Writing Courses (Proficiencies 1 & 2)

Writing courses which satisfy proficiency requirements should work to develop students' ability to express themselves effectively in writing. Specifically, college-level writing courses should develop the ability to think critically and reflectively about written material, an awareness of the process of composition, the ability to employ appropriately, though not necessarily faultlessly, the grammatical and mechanical conventions of standard written English, and the ability to organize materials and to develop and support ideas and arguments and express them clearly.

Baccalaureate-level, advanced, or writing-intensive courses should reinforce the skills acquired in college-level courses and should promote maturity as a writer. They should further the ability to analyze and evaluate writing, the ability to construct and develop a point or idea, the ability to develop organized paragraphs and use appropriate transition devices, and the ability to employ the grammatical and mechanical conventions of standard written English. Papers in every course approved for baccalaureate-level writing must be substantial in nature and length. Instructors and departments will be responsible for determining the format, modes of presentation, technical vocabulary, and research or bibliographic conventions appropriate for writing in their respective disciplines.

These descriptions do not supersede criteria stated in the current University baccalaureate-level writing requirement.

Mathematics or Quantitative Reasoning Courses (Proficiency 3)

Each student must either:
- complete a college-level mathematics or quantitative reasoning course requiring MATH 110 (not satisfied by MATH 111), or its equivalent, as a prerequisite, or
- place into MATH 122 (calculus) or higher on the Mathematics Placement Exam.

Courses which satisfy this requirement may be offered in the Departments of Mathematics or Statistics or in other departments that offer courses satisfying the described criteria and requiring the use of the skills of MATH 110 as part of the course content (MATH 111 does not satisfy this requirement). These skills are those derived from the study of arithmetic foundations of algebra, properties of real numbers, linear equations and inequalities, and systems of linear equations. Courses satisfying the proficiency must significantly advance students' mathematical skills and competencies beyond the level of one year of elementary algebra.

Courses that Enhance a Proficiency or Develop Another One (Proficiency 4)

Writing

Advanced writing courses should promote mastery of the mechanical, rhetorical, or aesthetic conventions of writing.
Mathematics or Quantitative Reasoning

The second course in mathematics or quantitative reasoning that students may take for general education credit should build upon the skills developed in their required quantitative reasoning course or its equivalent. Courses may be selected from statistics, discrete mathematics, general topics in mathematics, foundational calculus, or other related approved courses.

Critical Thinking

Critical thinking is the art of reasoning, which may be defined as reaching reasonable and reflective judgments focused on what to believe and do, or on how to interpret others' words and deeds. Courses in this area should help students become more expert in reasoning when they listen, read, think, evaluate, write, speak, and when they carry out plans of action. To this end, the courses should have at least two of these four goals:

- Courses should help students become more skilled in making several kinds of distinctions: between arguments (chains of reasoning) and other information, between conclusions and premises, between the different patterns of arguments, between complete and incomplete presentations of arguments, between strong and weak arguments, and between cogent and ineffective ways of exposing weak arguments.

- Courses should help students become more skilled in resolving differences of opinion by locating common ground, by marshalling arguments, and by becoming sensitive to fallacies and other pitfalls of disputes.

- Courses should sensitize students to methods of overcoming differences that obviate agreements to cooperate, so that the parties may come to an accord on how to interact with a minimum of dissatisfaction and a maximum consideration of the merits of each side.

- Courses should help students become more skilled in planning tasks involving choices and uncertainties. To develop these skills, students should learn techniques for analyzing and operationalizing the tasks, e.g., formulating objectives, flow-charting, programming, and assessing probabilities.

Oral Communication

Courses in oral communication should promote a breadth of skills in listening and clear expression in interpersonal or public speaking situations. Courses that satisfy this proficiency should foster the ability to use appropriate listening and expressive skills, to inform and persuade, and to analyze and synthesize for problem solving in interpersonal or public settings.

American Sign Language

Courses should enable students to recognize, describe, and produce under appropriate conditions the basic grammatical features and vocabulary of American Sign Language with the aim of achieving conversational fluency. Courses should also enable students to recognize and describe the essential features of the culture, education, and communication strategies of deaf people.
Computer Programming and Applications

The level of programming and applications required should be beyond the University's requirements for computer usage (literacy). Courses are not limited to those offered by the Department of Computer Science.

Foreign Language

Foreign language courses should develop facility in understanding, speaking, reading, and writing a language other than one's own. Additionally, these courses should introduce salient features of the culture from which the language derives or in which the language flourishes. Two semesters of college-level foreign language study will satisfy this requirement; students entering the University with college-level knowledge of a foreign language will be allowed to satisfy this requirement by taking two more advanced language courses or by taking two semesters of yet another foreign language.

Criteria for Courses in the Distribution Areas

Area I, Fine Arts

Courses that meet the fine arts requirement should provide experiences and develop skills that promote awareness of the imaginative and inventive capacities of the mind and of the aesthetic qualities of works of fine art. To achieve this goal courses should:

• deal with the arts in a direct, experiential manner, and whenever possible, include attendance and/or involvement in live performances, exhibitions, or arts events;

• entail formal or historical study of an art form or forms through reading, lecture, or discussion, and writing to develop the knowledge and perceptual skills that make for critical response, discernment, and informed evaluation; and

• be designed for the layperson rather than the skilled practitioner.

Courses may focus on the role of an art or the arts in a culture or on the enhancement of life they provide the individual. Courses may introduce students to the practice of an art so long as they meet the three criteria cited above.

Area II, Humanities

Humanities courses should offer the opportunity to study some of the forms by means of which human beings have reflected upon and represented human experience and the varieties of the human condition. These forms are mostly linguistic – literary, philosophic, historiographic, and religious. Sources studied in the humanities courses should be presented in ways that develop appreciation for their intellectual and aesthetic integrity and their imaginative scope. They should be studied in ways that require effort of response and reflection, and expand the students' critical and empathic capacities.

Area III, The United States: Cultures and Issues

The United States has always been, and will continue to be, a nation of great cultural and human diversity, its citizens deriving from many different religious, racial, and social groups. As
the United States, increasingly multicultural and aware of the claims and rights of its diverse citizenry, strives to include all groups fully into the national life, a multi-cultural perspective needs to be incorporated into a student's general education. Courses that fulfill this requirement:

- should address the subject within the larger context of United States history and culture;
- should afford students the opportunity for informed reflection upon the cultural and human diversity of the United States. They should develop awareness of the national dimensions of cultural and human diversity and of critical social issues affecting component cultures of our society;
- may focus on one or more of the cultures that comprise our society, studying that culture (or those cultures) in ways that promote an understanding of the perspectives of the group or groups in the national context;
- may reflect upon issues that cut across constituencies, such as those stemming from age, class, disabilities, gender, race, or the dynamics of discrimination;
- may focus on a specific issue such as race relations or the psychology of difference; on a specific perspective such as that provided by women’s writing or the arts of a cultural group; or on distinctive features of one cultural tradition such as musical forms developed by Blacks/African Americans or historic and contemporary institutions of Native American culture; and
- may focus on the ethical, legal, and institutional aspects of the fact of diversity in United States history and culture.

Area IV, Other Cultures and Civilizations

This area introduces students to the values, institutions, and practices of cultures whose origins lie outside the European cultural arena. The experience of the Western world forms only a part of a much vaster human legacy. This area seeks to broaden perspectives on the human condition by focusing on other cultures and civilizations, singly or comparatively, both as systems unto themselves and as participants in an increasingly interdependent global society. Courses in this area have several of the following characteristics:

- deal systematically with the cognitive and pedagogical challenges of presenting and understanding cultures other than one’s own;
- attempt to acknowledge and utilize multidisciplinary insights of scholars devoted to the study of cultures and civilizations;
- provide an opportunity to step outside one’s own frame of reference by considering human experience and the potential for human achievement from other perspectives;
- emphasize the adaptive nature of cultures or civilizations in response to the challenges of physical environment, intercultural and international relations, and internal social dynamics;
- examine the history, literature, arts, religion, ideas and institutions of other cultures and civilizations;
• stimulate reflection on characteristics of various cultures;

• stimulate reflection on the interaction of cultures and nations in an increasingly interdependent world; and

• explore alternative views of modernization.

**Area V, Social and Behavioral Sciences**

The courses in the social and behavioral sciences should provide students with an understanding of human society, its cultures and environments, or of the dynamics of individuals and groups. The courses may:

• provide a theoretical, empirical, or experimental analysis of the economic, political, communicative, psychological, and other kinds of behavior of individuals and institutions;

• work toward descriptions adequate to the complexity of human beings and their institutions;

• examine the policy implications and service applications of social science in ways that promote critical reflection; or

• focus analytically and critically on the history or prehistory of societies, particularly those not covered in distribution areas III and IV.

**Area VI, Natural Sciences with Laboratory**

Laboratory courses in the natural sciences which meet the general education requirement require students to interact with objects of nature and to use instruments that permit careful examination of natural phenomena. They require students to use scientific methods to collect and analyze data and to report results. These courses have a laboratory period of at least one hour and fifty minutes per week. Courses must carry at least 4 hours but no more than 5 hours of credit. The laboratory component of an approved course must:

• be based on direct observation;

• deal with objects of nature and employ appropriate instruments to observe or measure these objects;

• employ scientific methods; and

• have a designated period for laboratory work.

General purpose laboratory courses which instruct in scientific methods independent of a particular science discipline are not eligible for satisfying the general education laboratory sciences requirement. Only discipline-specific courses in the areas of physical sciences, earth sciences, or life sciences satisfy this requirement.

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4 The criteria for this area are based on the recommendations of the ad hoc Laboratory Science Requirement Committee of C. A. Hesseleberth, Nickola Nelson, Alan Poling, Joseph Stoltman, Thomas Straw, M. Walker, and E. B. Ehrle, accepted by the Undergraduate Studies Council on 14 February 1989.
Area VII, Natural Science and Technology: Applications and Implications

If students are to understand contemporary life, they should understand the implications of natural science and technology as applied to health, social and economic welfare; the storage, transfer, and processing of information; and the management of society's impact on the environment with sensitivity to ecological interconnections. Courses in this area should help students attain this understanding and should promote the ability to evaluate and participate in the decisions of society regarding science and technology. Criteria for these courses are:

- A substantial portion of the course work must be devoted to the teaching of the relevant science and technology. Techniques and skills acquired without learning an underlying natural science do not meet this criterion.

- The courses should also explore the costs and benefits of society's decisions regarding the uses of the sciences they teach.

- A substantial portion of the course should prompt reflection on responsible choices between competing values and interests.

- Although courses will contain a core of natural science, computer science, or the technology based on these sciences, they will explore practical applications and implications by examining some of the following:
  - sciences relevant to informed judgment about social and environmental costs and benefits;
  - salient history of science and technology;
  - assessments, systems analyses, and other quantitative tools;
  - considerations of law, rights, ethics, and the political process;
  - global challenges (e.g., population growth, climate and atmospheric change, loss of biodiversity, and resource management) involving more than one science and technology; or
  - content from the social and behavioral sciences, humanities, and fine arts.

Courses in this area lend themselves to a multi-disciplinary approach, and may be the sole responsibility of individual instructors with wide competencies, or may be team-taught, or may be offered by a group of instructors, each assuming responsibility for a module of the course.

Area VIII, Health and Well-being

Courses which satisfy this area must advance students' knowledge and ability to influence their own health. Course content should examine national health priorities regarding the reduction of preventable death, disease, and disability among students and must include material on HIV/AIDS, and alcohol and substance abuse.

Courses which satisfy this requirement should improve a student's capacity to make healthy lifestyle choices. Single-topic courses may not be used to satisfy the requirement, and course content must address a minimum of four areas of health-related issues such as substance abuse, stress-related issues, grief and loss, development of healthy relationships, sexually transmitted diseases, lifestyle related diseases (primarily heart disease and cancer), and the principles of a healthy lifestyle.
Courses may be drawn from any department within the University. A maximum of eight (8) hours of general activity physical education may be applied toward electives for graduation credit.
Appendix C
The Carl and Winifred Lee Honors College
Study in the States Application
Spring 2016

Application Deadline: November 6 at 5 p.m.
Notification of Selections: November 20

Please note that the honors college pays for all travel expenses, but you will be required to pay tuition for the course. The University’s drop/add and withdrawal deadlines will apply to this course. The last day to drop/add classes is January 15, 2016 for a 100% refund. The last day to receive a 50% refund for a partial withdrawal is January 25, 2016.

Applicants must meet the following criteria:

• You must be a full-time WMU undergraduate and a member of the Lee Honors College.
• You must be in good standing with the University and the Lee Honors College in all areas. This includes having an overall GPA of 3.5 or higher as well as being current with service and event attendance requirements.

SPRING 2016 STUDY IN THE STATES COURSE:

□ HNRS 2900: Corporate and Service Learning Tour. Spring 2016; Trip to Texas occurs over spring break with day trips in the Midwest throughout the semester.

Name ________________________________________ WIN ____________________________

WMU Email______________________________ Cell Phone ____________________________

Major(s)______________________________________________

Minor(s)______________________________________________
Expected graduation (term and year)  

Current WMU GPA_______  Must be a minimum of 3.5 to be considered.

Statement of Purpose:

Please include a short (1-2 page) discussion of why you are interested in completing this course. How does it fit into your curriculum, career plans or personal interests

**NOTE:** Applications should be submitted as a single PDF to: derrick.mciver@wmich.edu

Incomplete and late applications **WILL NOT BE CONSIDERED** unless you have prior written approval from the dean or associate dean of the honors college.
Appendix D

COMMITMENT TO PARTICIPATE FORM
FOR STUDY IN THE STATES

This Commitment to Participate Form is required to confirm your participation in a Study in the States course. This information is necessary to allow the Lee Honors College to confirm that a sufficient number of students are committed to make this Study in the States course feasible, so that necessary arrangements for travel, accommodations, site-visits, tickets, and so on can be completed. This form must be submitted within one week of being accepted into a Study in the States course. You may return at the LHC in person, by mail or by scanning and emailing this form to tina.smith-balanda@wmich.edu.

Please read the following carefully before signing this document.

I understand that my acceptance into ___________________ is conditional upon continued behavior in accordance with the Western Michigan University Student Code of Honor and my continued good standing in the Lee Honors College. I will notify the Lee Honors College immediately if any issues arise that may jeopardize my participation in this program.

I understand that a $500 Program Commitment Fee will be charged to my student account if I withdraw from this course after January 16, 2015. I understand that I must provide a written, dated, signed notification to the Lee Honors College if I decide to withdraw from this course prior to January 16.

I also affirm that I have sufficient personal funds, or have already been awarded sufficient financial aid, to cover the three credits of tuition associated with participation in this Study in the States course. I understand that it is my responsibility to meet with my financial aid advisor in the WMU Financial Aid Office, 2500 Faunce (telephone 269-387-6000) to discuss my individual situation and determine funding available to me for the tuition costs associated with this course.

I understand I am required to attend all mandatory pre-departure class sessions scheduled by the instructor for my Study in the States course.

I accept the offer to participate in the Study in the States course specified in this application.

______________________  ______________________
Name                  WIN

______________________  ______________________
Signature             Date
Appendix E

HNRS 2900: Journey Through Hallowed Ground
Summer 2012

August 3-13 (3 Credit Hours)

Instructors: Nicholas Andreadis and Kira Dow

Contact Information: 387-3230/Nicholas.andreadis@wmich.edu

Course Objective:

The objective of this course is to delve deeply into the history of two seminal periods in the American lived experience: the founding of our country and the American Civil War. The detailed itinerary is provided in a separate document however highlights include:

- Gettysburg, PA (Battle of Gettysburg)
- Frederick, MD (Civil War Medical Museum)
- Harpers Ferry, WVA (site of John Brown Raid and part of Lee’s Maryland Campaign strategy)
- Sharpsburg, MD (Battle at Antietam Creek)
- South Mountain MD (Battle of South Mountain)
- Washington D.C. (White Hours Tour (tentative), US Capital Tour, National Archives, Spy Museum, Holocaust Museum, Monuments, and so much more)
- Mount Vernon, VA (George Washington home)
- Manassas, VA (First and Second Battles of Bull Run)
- Charlottesville, VA (Thomas Jefferson home at Monticello and James Monroe home at Ash Lawn)
- Pittsburgh, PA (Soldiers and Sailors Museum)

Materials:

Readings:
• See assignments below

• Required readings
  o Gettysburg Address
  o Emancipation Proclamation
  o Lee’s General Order 191
  o Declaration of Independence
  o Preamble of the US Constitution
  o Required videos available on the web
    o Parts 1-5 of the Battle of Antietam (total 50 min)
      ▪ http://www.youtube.com/watch?v=s1aZQ_WVyG0
      ▪ http://www.youtube.com/watch?v=vKlb6nkOYZM&feature=relmfu
      ▪ http://www.youtube.com/watch?v=fxJ9gp5m7H0&feature=relmfu
      ▪ http://www.youtube.com/watch?v=vEL-pIHqpo&feature=relmfu
      ▪ http://www.youtube.com/watch?v=aaTCUvQBvFy&feature=relmfu
  o Episodes 2-5 of Ken Burn Civil War
    ▪ http://video.google.com/videoplay?docid=5160719952322747305
    ▪ http://video.google.com/videoplay?docid=-4284825845451252663
    ▪ http://video.google.com/videoplay?docid=-8455132265379036724

• Optional
  o The movie Gettysburg starring Martin Sheen and Jeff Daniels (1993)

• Other:
  o A moleskin style notebook in which to capture reflections
  o Sketchbook for your drawings
  o A camera (optional)

Assignments

Assignment One- Soldiers and sailors from Michigan and the surrounding states served valiantly in the American Civil War. Pick one unit or brigade from your hometown and trace their service from their call until the end of the war. Be sure to identify their action if any at Manassas, Sharpsburg, Gettysburg, or other sites in the Eastern Theater of War.

Assignment Two- each of you are assigned a topic to present to the class while we are on our trip. Your presentation (5-10 minutes maximum) will take place when we are located at the site of your assignment:

Research assignments

1) Tacy Allen- What was Lincoln’s process in creating the Gettysburg Address? (presentation at Gettysburg)
2) Spencer Watza- Why are Joshua Chamberlain’s military maneuvers on Little round Top Mount at Gettysburg so often discussed in civil war roundtables? (presentation at Gettysburg)
3) MacKenzie Wright- What did the Emancipation Proclamation do and not do? (to (presentation at Antietam)
4) Kristin Crinion- What prosthetic devices were available to amputees of the civil war? (Presentation at Frederick MD)
5) Nathan Harpe – What was the Dred Scott decision? (presentation at Manassas)
6) Alyson Wiley- Who was John Brown and what did he do? (presentation at Harpers Ferry)
7) Jordan Rohaff- Who was Frederick Douglas? (presentation at the Museum of American History)
8) Rebecca Kiekhaefer - What is the Monroe Doctrine? (presentation at Ash Lawn)
9) Ashley Dahl – What was Reconstruction? (Presentation at the Capital)

The final semester grade will consist of the following required components:

- Assignment one: 50%
- On site presentations: 50%
Appendix F

The Texas Tour: A Corporate, Cultural and Service Learning Venture Deep into the Heart of Texas

RESOURCES:  Tom Rath, _Strengths Finder 2.0_

Patrick Lencioni, _The Five Dysfunctions of a Team_

John Mackey and Raj Sisodia, _Conscious Capitalism_

Jim Collins, _Good To Great_

John C. Maxwell, _The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You_


COURSE:  This Study in the States course is an excellent opportunity to study business and culture in one of the most interesting and important urban triangles in the United States. The trip includes visits to San Antonio, Austin, and Houston. Students will have the opportunity to develop an understanding of Texas Culture as they explore Texas communities as well as visit different organizations and groups working to foster economic development including organizations in the energy and technology industries. The course will also include service learning and personnel development components as students will have the chance to participate in several projects for the benefit of different community organizations in Texas which will help them understand themselves, teams and teamwork while being exposed to many of the challenges in urban areas in Texas. This course provides students the opportunity to think critically regarding economic development and business issues in urban areas of Texas, demonstrate the ability to present information and write reports, and understand themselves, teams, the historic, social and economic background of business and life in Texas.
OBJECTIVES:

1. Gain exposure to the cultural, social, economic and business foundations of Texas;
2. Gain hands-on experience laying the ground work for students’ own potential career paths within Texas;
3. Build teamwork, leadership, and communication skills; and
4. Demonstrate leadership and responsible citizenship while representing WMU

TESTS: There will be one test upon returning from the heart of Texas. The test will be a combination of multiple-choice questions, true/false questions, and short answer questions related to reading materials. Tests underscore your need to commit yourself to do the reading, and being prepared to participate in and gain from the class.

ASSIGNMENTS:

Strengthsfinder 2.0:

Before leaving on for Texas each student will be required to complete a StrengthsFinder assessment as part of the class/trip. Specifically, “In StrengthsFinder 2.0 Gallup unveiled the new and improved version of its popular assessment, language of 34 themes.” While students will be able to read this book in one sitting, they will ultimately use it as a reference to discover their strengths. The aim is to help students uncover their talents and learn a little about themselves while exploring also exploring Texas.

Team Presentation:

Before leaving on for Texas students will be divided into three teams and be required to research and complete a presentation on one of the three urban cities we will be visiting: Austin, Houston and San Antonio. Each team presentation should be about 30 minutes in length and provide an introduction and overview of the city the team has been assigned. The presentation should include, but not be limited to, city traits and demographics, a little history, list of major companies that call each of the cites home and an overview of attractions in each city.

Peer Evaluation:
Each member will be required to fill out a confidential peer evaluation. This requires students to evaluate the contribution of each member in his/her team to the overall success of their team assignment and the success of the trip. Specifically, students will complete the evaluation of their work within the team during the course and the trip and an evaluation of the members of their team. Yes, you will be grading your teammates. Any student that receives below a ‘C’ on the peer evaluation will earn a 0 on the peer evaluation and will have a MINIMUM of $20\text{pts}$ deducted from their Presentation grade. Peer evaluations will be due one week after we return from Texas.

**Reflection Paper:**

After we return from Texas, each student will write a reflection paper to synthesize their readings, discussions, and experiences on the trip. It would be preferable, but is not required for each to focus on a reflection on the major city their group did a presentation on. There will be five parts to your paper:

1. Some background about the city(s) to provide context.
2. Share two experiences (episodes) from the trip. For the first, apply how the presentations about each city related to your experiences, or how your experience enlightened your understanding of Texas culture and business. Do the same for the second episode, but apply what you’ve learned about your strengths, teams and teamwork and leadership.
3. Explain what you learned from your service learning experience on the trip and how you used your strengths and what we read about leadership and teamwork to contribute to the service learning activity.
4. Explain what you learned and how you benefited from your interactions with students from UTSA and/or the tours of Texas Corporations.
5. Finally, your reflection paper should also address how the trip related to your future work and career?

The paper will be due one week after we return from Texas.

**COURSE GRADING**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Test</td>
<td>20%</td>
</tr>
<tr>
<td>Peer evaluation</td>
<td>10%</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>20% <em>subject to peer evaluations</em></td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Participation on the Trip</td>
<td>20%</td>
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<td>--------------------------</td>
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<tr>
<td><strong>TOTAL MAXIMUM POINTS</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The following final grading scale will be used to compute the final letter grade:

- **A** 92 - 100%
- **BA** 88 – 91.9%
- **B** 82 - 87.9%
- **CB** 78 - 81.9%
- **C** 72 - 77.9%
- **DC** 68 - 71.9%
- **D** 60 - 67.9%
- **E** 0 - 59.9%

**SPECIAL ACCOMMODATIONS:** Students who need special accommodations due to a disability should make an appointment to discuss your needs with me as soon as possible.

**ACADEMIC INTEGRITY:** You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate and Graduate Catalogs that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. [The policies can be found at http://catalog.wmich.edu under Academic Policies, Student Rights and Responsibilities.] If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.” In addition, please go to http://osc.wmich.edu and www.wmich.edu/registrar to access the Code of Honor and general academic policies on such issues as diversity, religious observance, student disabilities, etc.
## TENATIVE OR PROPOSED SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Deliverables</th>
<th>Reading/ Simulation</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Day 1 | Introduction | Syllabus and Introductions  
Team assignments (Houston, Austin, San Antonio)  
Overview of itinerary  
Go Over what everyone should Bring | Each student must e-mail the instructor a one page resume |
| Day 2 | Presentations | Team Presentations  
Final Overview of Trip | Complete Strengths finder Poll |
| Day 3 | **Day 1 San Antonio** | **Culture:** Tour of the Alamo;  
San Antonio Missions National Historical Pak;  
End day on the San Antonio Riverwalk | Potential to meet up with Students from UTSA  
[www.thealamo.org](http://www.thealamo.org);  
[http://www.nps.gov/saan/index.htm](http://www.nps.gov/saan/index.htm) |
| Day 4 | **Day 2 San Antonio** | **Service Learning:** Tour of San Antonio Water System;  
Tour of Haven for Hope;  
End day on the San Antonio Riverwalk | Read San Antonio’s Water Management Plan and discuss Water Shortages in Texas;  
[http://www.havenforhope.org/new/history.aspx](http://www.havenforhope.org/new/history.aspx)  
Read Church leadership Article |
| Day 5 | **Day 3 San Antonio** | **Corporate Tours:** Valero, Rackspace, HEB, USAA, NuStar Energy, Tesoro, CC Media holdings, Whataburger | Overview of Corporate Sites once selected and scheduled. |
| Day 6 | Day 1 Austin | **Culture:** Texas State Capitol; UT Austin Tower; Barton Springs; Historic Walking Tour; Congress Avenue Bridge Bats; Austin Segway Tour; LBJ Library & Museum  
Finish the day on 6th street. | http://www.austintexas.org/visit/plan-your-trip/historic-walking-tours/ |
| Day 7 | Day 2 Austin | **Service Learning:** Austin food bank; Front Steps; Austin Children’s Shelter | [www.frontsteps.org/](http://www.frontsteps.org/); [www.austinchildrenscenter.org](http://www.austinchildrenscenter.org) |
| Day 8 | Day 3 Austin | **Corporate Tours:** Whole Foods; Dell | Overview of Corporate Sites once selected and scheduled. |
| Day 9 | Day 1 Houston | **Culture:** Houston Space Center (i.e. NASA)  
After NASA spend time downtown Houston possible Segway Tour | Try to set up Lunch with an Astronaut (it is a program they offer) [www.spacecenter.org](http://www.spacecenter.org) |
| Day 10 | Day 2 Houston | **Service Learning:** Star of Hope; Search homeless Services; | [http://www.sohmission.org](http://www.sohmission.org)  
[http://www.searchhomeless.org](http://www.searchhomeless.org) |
| Day 11 | Day 3 Houston | **Corporate Tours:** NRG; Connoco Phillips; BP; Halliburton; Anadarko Petroleum; GE Energy; Marathon Oil; Apache; Waste Management; Centerpoint Energy; SYSCO; Mustang Engineering | Overview of Corporate Sites once selected and scheduled. |

**OTHER PLACES TO VISIT (i.e., Back up Plans)**

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Natural Bridge Caverns: www.naturalbridgecaverns.com

Fiesta Texas: www.sixflags.com/fiestatexas

Sea World San Antonio: www.seaworldparks.com/

The University of Texas at San Antonio Institute for Economic Development's: http://ccbr.iedtexas.org/

Austin Zoo: www.austinzoo.org/

Houston Zoo: www.Houstonzoo.org

Meet Mayor Julian Castro: http://www.mayorcastro.com/
Appendix G

HNRS 2900

Disney Pilgrimage: A Journey in the Life of Walter Elias Disney

July 7-15, 2015 | Summer II Session

WMU Lee Honors College

Walter Elias Disney (December 5, 1901-December 15, 1966)

This unique, biographical road trip will take you from birth to death of the famous Walt Disney. This historical journey will include most of the significant places in Walt's life. More than 30 destinations with a connection to Walt will be visited in as much chronological order as possible. This experience will include stops at 2 official Disney museums and Disneyland. We will learn about Walt's struggles, risks, and successes -- through the lens of his impact on American history and culture. This trip offers an exclusive perspective on Walt Disney, beyond what most of us know from our own personal Disney experiences.

“I’ve always been interested in the past and history and I think it’s vital.”

-Walt Disney

#disneypilgrimage | #WMU | #LHC | #myWMU | #studyinthestates

Instructor

Dr. Christopher W. Tremblay, LHC ’94 graduate
Associate Provost for Enrollment Management

christopher.tremblay@wmich.edu
269-387-4336

LHC Staff Member

Julia Kuntz

Lee Honors College Engagement Manager

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Learning Outcomes

After experiencing this course, students will:

1. Articulate the impact that Walt Disney had on America, from a cultural contribution and from a business-economic perspective.
2. Communicate knowledge about specific details of Walt Disney’s life as a significant individual in the life of American history.
3. Gain exposure to and understanding of little-known historical knowledge about Walt Disney.
4. See places that were an integral part of Walt Disney’s life and development as an early entrepreneur.
5. Demonstrate expertise in a particular aspect of his life through a written research paper.

Required Readings


You are expected to have read the entire text prior to July 7, 2015.

Additional: 200+ supplemental readings (to be provided through e-learning.)

You are expected to read the supplemental readings related to your Trip Presentation Day.

Online Expectations

e-Learning site

Pinterest

9-Day Trip Overview

TRIP DESTINATIONS (3 states): Chicago (IL), Marceline (MO), Kansas City (MO), San Francisco (CA),

Los Angeles area (CA)

MAJOR STOPS: Walt Disney birth home, Walt Disney Hometown Museum, Walt Disney Family Museum, Disneyland, Walt Disney Archives, Walt Disney Studios, Forest Lawn Cemetery

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Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Chicago, Illinois</td>
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<tr>
<td>Day 2</td>
<td>Marceline, Missouri</td>
</tr>
<tr>
<td>Day 3</td>
<td>Kansas City, Missouri</td>
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<tr>
<td>Day 4</td>
<td>San Francisco, California</td>
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<tr>
<td>Day 5</td>
<td>Mineral King, CalArts – California</td>
</tr>
<tr>
<td>Days 6-7-8</td>
<td>Los Angeles, California area</td>
</tr>
<tr>
<td>Day 9</td>
<td>Travel back to Kalamazoo</td>
</tr>
</tbody>
</table>

Pre-Trip Requirements

In April, there will be a required pre-trip meeting and a field trip to the Gilmore Car Museum and a lesson on Disney’s connections in the state of Michigan.

Assignments/5 Major Components | % of Grade | Due Date
--- | --- | ---
Mouseketeer Role | 5% | During 9-day trip
Pre-Pilgrimage Field Trip and Paper | 5% | May 6, 2015
Photo-Bio-Graphy | 15% | July 29, 2015 (5pm)
Trip Presentation (+ pre-trip consult) | 25% | During 9-day trip
Final Paper | 50% | August 11, 2015 (5pm)
Assignment Descriptions

Mouseketeer Role

5 points

Each student will be assigned one day of the trip to be “in charge” of coordination of meals, maps/directions/GPS, thank you notes, etc. This will be assigned in advance on a different day than as the trip presentation.

Pre-Pilgrimage Field Trip and Paper

5 points

Walt Disney had several connections to Michigan, including one with Don Gilmore and Gilmore Car Museum in Hickory Corners. Students will take a field trip to the Museum, visit a Disney exhibit and learn more about this unique relationship. Following the visit, students will write a 2-page paper about the experience. This paper is due by May 6.

Photo-Bio-Graphy

15 points

This 8-page paper will feature a photograph from each day of the trip, accompanied by a one-page write-up of each student’s most significant/impact learning about Walt Disney’s life. Students are encouraged to take photos each day of the trip and select 1 (and only one) photograph to write about. You are required to use the template provided.

Trip Presentation & Pre-Trip Consult

25 points (5 points for pre-trip consult, 20 points for trip presentation)

Each student will be responsible for presenting on a chapter of Walt’s biography and selected articles. These presentations will be informally delivered en route from place to place. Each presentation must demonstrate expertise of those readings and must include 2-3 discussion questions based on the readings. Each student will have a one-on-one consultation with Dr. Tremblay prior to the trip to make sure expectations are met. Pre-trip consult must be completed by May 31. Available dates for pre-trip consult: April 11, 16, 17, 21 | May 4-6, 17-18, 22-23, 26-28 (14 potential dates available for 8 of you). Pre-trip consult date must be selected by April 15.

Final Paper

50 points
Following the trip, each student will select an aspect of Walt Disney’s life to research further beyond what the trip provided. This 5-10 page paper must provide much depth on the aspect selected and will require extensive research. Students can use materials acquired on this Pilgrimage.

Course Grading

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
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<td>BA</td>
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<td>D</td>
<td>60-67%</td>
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<tr>
<td>E</td>
<td>0-59%</td>
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E-learning Site: elearning.wmich.edu
This course will use WMU’s e-learning site, which will house all of the supplemental readings for the course. Course shortcut: https://elearning.wmich.edu/d2l/home/182481

Special Accommodations
Students who need special accommodations due to a disability should make an appointment to discuss your needs with the instructor as soon as possible.

Academic Integrity
You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate and Graduate Catalogs that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. [The policies can be found at catalog.wmich.edu under Academic Policies, Student Rights and Responsibilities.] If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.” In addition, please go to osc.wmich.edu and wmich.edu/registrar to access the Code of Honor and general academic policies on such issues as diversity, religious observance, student disabilities, etc.

Honor Code
In order to make this experience the best possible, students must adhere to this Honor Code:

- No students of the opposite gender in hotel rooms. (please meet in the lobbies).
- No student alcoholic beverage consumption on the trip.

Recommended Supplies/Packing List
Sunscreen  Water Bottle (labeled with your name)
Small notepad or tablet to take notes at each site  Camera
Walking Shoes/Hiking Boots  Umbrella/Raingear

Optional Disney Memberships
D23 Disney Fan Club  d23.com
Walt Disney Family Museum  $80  waltdisney.org

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Walt Disney Hometown Museum  $75  waltdisneyuseum.org/membership

Optional Donorships
Walt Disney Birthplace Restoration  thewaltdisneybirthplace.org/contribute
WMU Study in the States Fund  mywmu.com/studyinthestates