

Greetings WOU Faculty:

You have received this packet because the Faculty Senate Honors Committee needs your advice. The Honors curriculum is an alternate Gen Ed., so we have been spending the last nine months re-examining our curriculum in response to WOU's new Gen Ed.

Below you'll see a) our current honors curriculum, b) our best current prototype for revision, and c) the new Gen Ed.

In our work to date, we aspired to create not just a version of the new Gen Ed but an entirely different curriculum. We also sought to preserve a core+electives structure to differentiate honors from gen ed.

What we are sharing with you is a work in progress. We welcome any constructive feedback you can share.

Kent Neely is the chair of the Honors Committee. Full membership can be found here: <http://www.wou.edu/honors/people/committee/>. Feel free to direct your comments to Kent, me, or any member of the committee. Thank you for helping us!

On behalf of the Honors Committee,

Kent Neely, committee chair & Gavin Keulks, Honors Director

Consultation Schedule

The Honors Committee has elected to follow an “expanding concentric circle” system for seeking feedback on its ideas. These are the people who’ve previously been consulted.

LAS & COE Division Chairs & Deans (over email, February 2019)

Carol Harding, Humanities division chair
Hamid Bahari-Kashani, Natural Science & Math division chair
Hamid Behmard, Business & Economics division chair
Jie Liu, Computer Science division chair
David Janoviak, Creative Arts division chair
Ethan McMahan, Behavioral Sciences division chair
Mary Pettenger, Social Sciences division chair
Peggy Pedersen, Health & Exercise Sciences division chair
Amanda Smith, ASL & Interpreting Studies division chair
Marie LeJeune, Teacher Education & Leadership division chair
Mark Girod, Dean, College of Education
Kathy Cassity, Dean, College of Liberal Arts & Sciences
Amy Clark, University Registrar

Faculty Focus Group (over email, October 2018)

Carol Harding, HUM division chair & Honors lit prof
Thomas Rand, Honors lit prof
Kit Andrews, Honors lit prof
Philip Wade, Honors general science prof
Erin Baumgartner, former Honors biology prof & Honors committee member
Ken Kirby, Honors philosophy prof
Ryan Hickerson, Honors philosophy prof
Mark Perlman, Honors philosophy prof
Shaun Huston, Honors geography prof
Sriram Khé, Honors geography prof
Diane Tarter, Honors art prof
Diane Baxter, Honors music prof
Kevin Helppie, Honors music prof
Michael Phillips, Honors theater prof
Cornelia Paraskevas, Honors linguistics prof & former committee member
Emily Plec, Honors communications prof & former Honors committee member
Breeann Flesch, General Education committee chair & Honors colloquia prof
Laurie Burton, curriculum committee chair
Kimberly Jensen, former Honors colloquia prof
Patricia Goldsworthy-Bishop, former Honors Committee member

Daniel Tankersley, former Honors colloquia prof
Katherine M Schmidt, former Honors colloquia prof
Marie LeJeune, former Honors colloquia prof
Dana Ulveland, former Honors Committee member
Xiaopeng Gong, former Honors Committee member

Honors Student Focus Group (at WUC, Oct 22, 2018)

25 students, from all four years in Honors

Timeline & Planning

Spring 2018:	revised program outcomes (April) revised mission statement (April) curricular prototyping (April/May) “best” prototype approved by committee (June)
Fall 2018:	feedback requested from faculty focus group (October) feedback requested from student focus group (Oct/Nov) curricular refinement (Oct/Nov)
Winter 2019:	feedback requested from LAS/COE division chairs & divisions
Spring 2019:	curricular refinement email to all faculty plus Faculty Senate presentations determine process for submitting changes to portal
AY 2019-20:	last full year of existing honors curriculum create transition plan for current students work to schedule the new curriculum
Fall 2020:	new curriculum launched

Current Honors Curriculum

(due to retirements & the new Gen Ed, this curriculum will soon be unsustainable)

Creative Arts Sequence (3) Honors Music, Art, & Theater	9 cr.
World Literature Sequence (2) Honors Lit of Western World I & II	8 cr.
Philosophy Sequence (2) Honors Metaphysics & Epistemology Honors Ethics	6 cr.
General Science Sequence (3) Honors biology and earth sciences	12 cr.
Social Science Sequence (2) Honors economic and cultural geography	8 cr.
Non-honors Social Science Any non-honors LACC social science course	3-4 cr.
Honors Colloquia (3) Any three honors colloquia	9-12 cr.
Honors Thesis/Senior Project (H 303/353/403)	5 cr.

Total Credits:	60-64 cr.

Proposed Honors Curriculum Revision

-- seeking feedback, last revised April 2019 --

Honors Core:

Honors History	4 cr.
Honors Rhetoric	4 cr.
Honors Ethics	3 cr.
Honors Health/Wellness	3-4 cr.
Honors Literature & the Arts	10 cr.
Honors Theater	(3)
Honors Literature	(4)
1 additional honors creative arts	(3)
Honors Science & Math	8 cr.
Honors Biology or Honors Earth Science	(4)
Honors Math or Honors Comp Sci	(4)

Exploratory Honors (4 required) 12-16 cr.

4 required in 3 different departments/subjects.

Courses would rotate on 2 or 3-year cycles and would draw from previous honors core & colloquia classes.

Honors Colloquia (2 required) 6-8 cr.

“Dream-classes,” generally non-recurring, although potential exists to move into Exploratory category if successful.

Honors Thesis/Project (H 303/353/403) 5 cr.

Total Credits: 55-62 cr.

Notes on Revised Prototype

1. Would completely substitute for WOU's new Gen Ed -- no change from past and existing practice
2. Maximum 25% of the honors core could be filled by AP/IB/subs.
3. In the Exploratory section
 - a. Courses would have begun as colloquium but been repeated due to demand, and been successful both times when offered.
 - b. Consistent with current practice, the Honors Committee would need to review the proposal twice but no more than twice (once when submitted as colloquia, once to move into exploratory category).
 - c. After that, the course would be placed into a two or, more likely, three year rotation, consistent with current practice for such options as LING 210H, ED 230H, COM 107H, A 486H, HST 498H, WR 399H (Creative Writing), WR 399H (Exploring Literacy)
 - d. Additionally, current classes that will no longer be in the core could/would be offered in the exploratory section, as they qualify based on the twice-previously-and-successfully criteria. Existing options = honors geography plus honors general science and honors philosophy
 - e. How many courses could AP/IB/etc. count for here? 1? 2?
4. Honors Health/Wellness could feature Healthy Relationships, movement, self-care, and nutrition options -- students take one course in Honors, perhaps with rotating topics. Question was raised whether a non-honors activity course should be added for 2 credits? Consensus was to keep that as voluntary/elective, as is currently done
5. Question was raised whether math should be included in the math/computer science requirement, given the widely varying levels of math credits/abilities honors students come in with. The computer science division also indicated that a coding requirement would differentiate the honors curriculum and make it unique. The math department was unanimous in wishing to be included and pledged sufficient numbers of MTH 199H/399H courses to make the requirement sustainable.

Revised Gen Ed/LACC (To be Implemented Fall 2019)

	Credits		
	<i>Min</i>	<i>Typical</i>	<i>Max</i>
<i>Foundations</i>			
Mathematics	0	4	8
Writing	0	8	8
Communication and Language	3	3	4
Critical Thinking	3	3	4
Health Promotion	4	4	4
<i>First Year Seminars</i>			
Quantitative-focused Seminar	4	4	4
Writing-focused Seminar	4	4	4
<i>Exploring Knowledge</i>			
Literary and Aesthetic Perspectives	3	4	4
Literary and Aesthetic Perspectives	3	4	4
Scientific Perspectives	4	4	5
Scientific Perspectives	4	4	5
Social, Historic, and Civic Perspectives	3	4	4
Social, Historic, and Civic Perspectives	3	4	4
<i>Integrating Knowledge</i>			
<i>(each course includes at least one high-impact practice)</i>			
Citizenship, Social Responsibility, and Global Awareness	3	4	4
Science, Technology, and Society	3	4	4
Total	44	62	70

Undergraduate Learning Outcomes (ULO's)

<http://www.wou.edu/academic-effectiveness/undergraduate-programs/>

Quantitative Literacy
Written Communication
Inquiry & Analysis
Integrative Learning
Diversity

Gen Ed Learning Outcomes

<http://www.wou.edu/gened/>

Intellectual foundations and breadth of exposure: Put into practice different and varied forms of knowledge, inquiry, and expression that frame academic and applied learning.

Critical thinking: Demonstrate the ability to evaluate information and develop well-reasoned and evidence-based conclusions.

Citizenship: Articulate the challenges, responsibilities, and privileges of belonging in a complex, diverse, interconnected world.

Multidisciplinary learning: Integrate knowledge, perspectives, and strategies across disciplines to answer questions and solve problems.

Honors Program Learning Outcomes

<http://www.wou.edu/academics/honors-program>

Integrative learning -- Integrate concepts/perspectives across multiple disciplines, including (but not limited to) creative arts, humanities, natural sciences, and social sciences. (IL/Integrative Learning) -- applies primarily to foundational core classes

Critical thinking -- Analyze and/or critique significant issues of the human experience through communication and collaborative projects. (IA/Inquiry & Analysis) -- applies primarily to colloquia but present in philosophy and other subjects

Research & synthesis -- Complete a capstone project that addresses a substantive question or problem through research, synthesis, and/or creative response. (WC/Written Communication) -- applies primarily to thesis

[Intellectual foundations and breadth ... ?] [Citizenship ... ?]