

# WOU Honors Program

## Curricular Revision:

(seeking approval in May, 2019, for implementation in fall 2020)

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## Current Honors Curriculum

*Due to retirements & the new Gen Ed, this curriculum is becoming unsustainable.  
For 2019-2020, it was possible to offer only a truncated version of it.*

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Creative Arts Sequence (3 classes) Honors Music, Art, & Theater	9 cr.
World Literature Sequence (2 classes) Honors Lit of Western World I & II	8 cr.
Philosophy Sequence (2 classes) Honors Metaphysics & Epistemology Honors Ethics	6 cr.
General Science Sequence (3 classes) Honors biology and earth sciences	12 cr.
Social Science Sequence (2 classes) Honors economic and cultural geography	8 cr.
Non-honors Social Science Any non-honors LACC social science course	3-4 cr.
Honors Colloquia (3 classes) Any three honors colloquia	9-12 cr.
Honors Thesis/Senior Project (H 303/353/403)	5 cr.
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Total Credits:	60-64 cr.

## Proposed Honors Curriculum Revision

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<b>Honors Core:</b>	<b>33-34 cr.</b>
Honors History	4 credits
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 Computer Science	(4)
 <b>Exploratory Honors (4 required)</b>	 <b>12-16 cr.</b>
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.	
 <b>Honors Colloquia (2 required)</b>	 <b>6-8 cr.</b>
“Dream-classes,” generally non-recurring, although potential exists to move into Exploratory category with sufficient student demand.	
 <b>Honors Thesis/Project</b>	 <b>5 cr.</b>
H 303, Honors Thesis Orientation	(2)
H 353, Honors Thesis Development	(2)
H 403, Honors Thesis/Senior Project	(1)

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<b>Total Credits:</b>	<b>55-62 cr.</b>
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## Notes on Revised Prototype

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1. Would completely substitute for WOU's new Gen Ed -- no change from past and existing practice. The existing Honors curriculum is an alternate Gen Ed. The revised one would be the same.
2. Eventually the goal would be that no more than 25% of the honors core could be filled by AP/IB/non-honors subs. Recognizing that the launch of a new program will inevitably pose its own (sometimes unexpected) challenges, this limit will not be established at this time but will be aspirational, for later.
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 be offered in the exploratory section, as they qualify based on the twice-previously criteria. Existing options = honors geography plus honors general science and honors philosophy
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 practice
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 enter WOU 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.
6. Total number of credits parallels the mid-range of the new Gen Ed on the next page. Honors is an alternate Gen Ed., consistent with existing practice

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

	Credits		
	<i>Min</i>	<i>Typical</i>	<i>Max</i>
<b><i>Foundations</i></b>			
Mathematics	0	4	8
Writing	0	8	8
Communication and Language	3	3	4
Critical Thinking	3	3	4
Health Promotion	4	4	4
<b><i>First Year Seminars</i></b>			
Quantitative-focused Seminar	4	4	4
Writing-focused Seminar	4	4	4
<b><i>Exploring Knowledge</i></b>			
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
<b><i>Integrating Knowledge</i></b>			
<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
<b>Total</b>	<b>44</b>	<b>62</b>	<b>70</b>

# 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

## **Honors Program Mission Statement**

(last revised Spring 2018)

**The Honors Program's mission is to:**

1. Create learning experiences dedicated to creative and intellectual curiosity
2. Foster a supportive, non-competitive culture that promotes inclusion, self-awareness, and social commitment
3. Empower students to assume leadership roles within student, civic, and global communities

## **WOU Mission Statement**

<https://www.wou.edu/planning/mission-vision-values-purpose/>

Western Oregon University creates lasting opportunities for student success through transformative education and personalized support.

## **WOU Institutional Priorities**

<https://www.wou.edu/planning/institutional-priorities/>

1. Student Success
2. Academic Excellence
3. Community Engagement
4. Accountability
5. Sustainability & Stewardship

## **Faculty Senate Honors Committee**

Committee charge, approved by Faculty Senate in 2010:

“The Faculty Senate Honors Committee serves in a review and advisory capacity with regard to the college’s academic Honors Program and its director. The committee will assist and advise the Honors Director with the evaluation of thesis proposals, the selection of Honors courses, and additional evaluation, Honors, and assessment requests. The Honors Committee is the curriculum committee for the Honors Program and makes its recommendations directly to the Senate Executive Committee.”

Committee Structure, approved by Faculty Senate in 2010:

### **WOU Faculty Representatives:**

**College of Liberal Arts & Sciences Seats (4)**, one each from the Divisions of Creative Arts, Humanities, Natural Science and Math, and Social Science:

Creative Arts: Dr. Kent Neely, Department of Theater & Dance (committee chair)  
 Humanities: Dr. Lars Soderlund, Department of English Studies  
 Natural Science and Math: Dr. Karen Haberman, Department of Biology  
 Social Science: Dr. Elizabeth Swedo, Department of History

**College of Education Seats (2)**, one from the Division of Education and Leadership and one from either the Division of Health and Exercise Science or the Division of Deaf Studies & Professional Studies:

Division of Education and Leadership: Dr. Katrina Hovey  
 Division of Deaf Studies & Professional Studies: Prof. Erin Trine

**Honors Program Director:** Dr. Gavin Keulks, Department of English Studies

**Optional Seats (0-2)**, chosen solely from the Divisions of Behavioral Sciences; Business & Economics; Computer Science; or the Library:

Dr. Jaime M. Cloud, Department of Psychological Sciences / Behavioral Sciences  
 Dr. Frederick Oerther, Division of Business & Economics

### **WOU Honors Student Representatives:**

Sophomore Class Representative: N.J. Johnson  
 Junior Class Representative: Daniel Woolf  
 Senior Class Representative: BillyAnn Stempel  
 Honors Program Specialist (and honors senior): Toni Gowen



## Consultation Schedule

The Honors Committee elected to follow an “expanding concentric circle” system for seeking feedback on its ideas. In earlier disseminations, we targeted people (such as honors profs and former honors committee members) who were intricately connected with Honors. In later disseminations, we made sure all division chairs, all faculty, and all faculty senators were included. This is the record of our consultation:

LAS Division Chairs Invited Presentation (April 30, 2019)

Faculty Senate Informational Presentation (April 23, 2019)

All Faculty Email (April 17, 2019)

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

Carol Harding, Humanities division chair  
 Hamid Bahari-Kashani, Business & Economics division chair  
 Hamid Behmard, Natural Science & Math 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, including Gen Ed & Curriculum Committee leadership (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 (in person, WUC, Oct 22, 2018)

25 students, from all four years in Honors

Honors Student Prototyping Subcommittee (May 2018)

7 students, including reps from sophomore, junior, senior, and graduate years

Honors Committee Faculty Prototyping Subcommittee (April 2018)

## 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, based on feedback (Oct/Nov)
- Winter 2019: feedback requested from LAS/COE division chairs & divisions  
curricular refinement, based on feedback (March)
- Spring 2019: curricular refinement, based on feedback  
email to all faculty plus Faculty Senate presentations (April)  
new business/old business at Faculty Senate (May)  
determine process for submitting changes to portal (June)
- Summer 2019: work to program electronic submission process for honors  
exploratory and colloquia courses
- AY 2019-20: last full year of existing honors curriculum  
create transition plan for current students  
work to populate the new curriculum  
work to schedule the new curriculum
- Fall 2020: new curriculum launched



Dedicated to the Memory of  
Dr. Robert Hautala,  
Long-time Honors Committee Chair,  
Program Supporter, Thesis Advisor, and Friend

