



OFFICE OF THE PRESIDENT

December 22, 2009

Vice Provost and Dean Edward Taylor
Undergraduate Academic Affairs
Box 352800

Dear Ed:

Based on the recommendation of its Subcommittee on Admissions and Programs, the Faculty Council on Academic Standards has recommended approval of the revised requirements for the University Honors Program. A copy of the changes is attached.

I am writing to inform you that University Honors Program is authorized to specify these requirements beginning autumn quarter 2010.

The new requirements should be incorporated in printed statements and in individual department websites as soon as possible. The *General Catalog* website will be updated accordingly by the Registrar's Office.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Mark".

Mark A. Emmert
President

Enclosure

cc: Mr. James Clauss (with enclosure)
Mr. Robert Corbett (with enclosure)
Dr. Deborah H. Wiegand (with enclosure)
Mr. Todd Mildon, J.D. (with enclosure HONORS-20091113)



CREATING AND CHANGING UNDERGRADUATE ACADEMIC PROGRAMS

OFFICE USE ONLY
Control #
HONORS-20091113

After college/school/campus review, send a signed original and 8 copies to the Curriculum Office/FCAS, Box 355850.
For information about when and how to use this form: <http://depts.washington.edu/uwcr/1503instructions.pdf>

College/Campus Seattle	Department/Unit University Honors Program	Date 13 Nov 2009
New Programs		
<input type="checkbox"/> Leading to a Bachelor of ___ in ___ degree. <input type="checkbox"/> Leading to a Bachelor of ___ degree with a major in ____. <input type="checkbox"/> Leading to a <u>new</u> Option within the existing major in ____. <input type="checkbox"/> Leading to a minor in ____		
Changes to Existing Programs		
<input type="checkbox"/> New Admission Requirements for the Major in ___ within the Bachelor of ____. <input type="checkbox"/> Revised Admission Requirements for the Major in ___ within the Bachelor of ____. <input checked="" type="checkbox"/> Revised Program Requirements for the Major University Honors Program with the following changes to the <input type="checkbox"/> Revised Requirements for the Option in ___ within the major in ____. <input type="checkbox"/> Revised Requirements for the Minor in ____		
Other Changes		
<input type="checkbox"/> Change name of program from ___ to ____. <input type="checkbox"/> New or Revised Continuation Policy for ____. <input type="checkbox"/> Eliminate program in ____		

Proposed Effective Date: **Quarter:** Autumn Winter Spring Summer **Year: 20 10**

Contact Person: James Clauss	Phone: 221-6075	Email: jjc@u.washington.edu	Box: 252800
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EXPLANATION OF AND RATIONALE FOR PROPOSED CHANGE

For new program, please include any relevant supporting documentation such as student learning outcomes, projected enrollments, letters of support and departmental handouts. (Use additional pages if necessary).

See Attachment 1

OTHER DEPARTMENTS AFFECTED

List all departments/units/ or co-accredited programs affected by your new program or changes to your existing program and acquire the signature of the chair/director of each department/unit listed. Attach additional page(s) if necessary. *See online instructions.

Department/Unit: See Attachment 2	Chair/Program Director:	Date:
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Department/Unit: See Attachment 2	Chair/Program Director	Date:
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CATALOG COPY


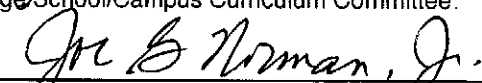
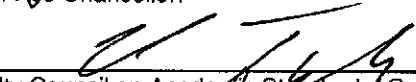

Catalog Copy as currently written. Include only sections/paragraphs that would be changed if your request is approved. Please cross out or otherwise highlight any deletions.

See Attachment 3

PROPOSED CATALOG COPY

Reflecting requested changes (Include exact wording as you wish it to be shown in the printed catalog. Please underline or otherwise highlight any additions. If needed, attach a separate, expanded version of the changes that might appear in department publications). Please note: all copy will be edited to reflect uniform style in the General Catalog.

See Attachment 3

APPROVALS	
Chair/Program Director: 	Date: 13 Nov 2009
College/School/Campus Curriculum Committee: 	Date: 20 Nov 18 Nov 2009
Dean/Vice Chancellor: 	Date: 11/24/09
Faculty Council on Academic Standards/ General Faculty Organization/Faculty Assembly Chair: 	Date: 12/18/09

POST TRI-CAMPUS APPROVAL (when needed)

Faculty Council on Academic Standards/ General Faculty Organization/Faculty Assembly Chair:

Date:

New Honors Core Curriculum

Three Tracks:

Interdisciplinary Honors: Completion of the Core Curriculum

Departmental Honors: Requirements vary across departments, schools, and programs

College Honors: Completion of Interdisciplinary and Departmental Honors

Starting in Autumn 2010, all students in either the Interdisciplinary Honors (Core Curriculum only) or College Honors (Core Curriculum + Departmental Honors) track will engage in the following course of studies.

HONORS 100 (mandatory course taken in the Autumn quarter of Freshman year or first year in the program for students who enter through late admissions):

- **Preparation for the Honors Course Portfolio.** This tool, being developed with the assistance of UW Librarians, will assist students in reflecting on thinking within and across the disciplines. Students will be asked to include an entry for each of their Honors courses and one entry for experiential learning (see below).
- **Preparation for the Experiential Learning portion of the Portfolio.** Students will be asked to discuss ways in which they incorporated experiential learning into their Honors education. They will need to talk about at least two activities, either within or outside of class, in which learning took place by way of experience. Such experiences include, but are not limited to, research, field experience, leadership, community (e.g., service, teaching, internships) or international (e.g., foreign study program, internship) engagement. In this entry, students will discuss how learning takes place outside of the classroom setting and how it has influenced their academic work and how it will enhance their future studies, careers, and civic engagement. We will work with the Center for Experiential Learning in developing clear and appropriate guidelines.
- **Preparation for the Honors Core Curriculum.** Faculty lecturers from different disciplines will talk about how they think in their disciplines, their various methodological strategies, and, when appropriate, how their work crosses disciplines. The goal of this course component is to make students aware of and comfortable with the notion that disciplinary boundaries are more porous than they may realize and that scholarly approaches to diverse areas of study are often more similar than different.

9 Honors Core Courses

- 1 Honors Social Science Course (HONORS 230 series or equivalent)
- 1 Honors Arts/Humanities Course (HONORS 210/240 series or equivalent)
- 1 Honors Interdisciplinary Course (HONORS 390 series or equivalent)
- 3 Honors Science Courses (HONORS 220 series or Honors courses offered by Biology, Biochemistry, Chemistry, Math, Physics; some colleges or departments may require completion of a series [e.g., MATH 134, 135, 136] or may not allow HONORS 220 courses to satisfy this three course requirement)
- 3 Honors courses from any of the Honors rubrics.

Colleges may choose to impose restrictions based on their pedagogical goals. E.g., a college may insist that students complete their 3 science courses by way of a sequence (like Engineering) or limit the 3 optional courses to non-science courses (like Arts and Sciences).

HONORS 496

Upon completion or near completion of the 9 Honors courses and portfolio, including the writing of the experiential learning entry, students will consult with an Honors advisor and receive approval for this capstone course. The goal of this course is to give students the opportunity to reflect upon (1) their Honors courses—how thinking happens within and beyond disciplines—(2) their experiential learning activities, and (3) how the integration of these two components situates them for work in their major(s) and their life's work. The last entry into the Honors Portfolio constitutes the basis for the presentation in class and will be made available for all students to read prior to the presentation. UW Librarians and student peer mentors will lead the classes.

Attachment 1

Explanation of and Rationale for Proposed Changes

1. A new designation in Honors

There are currently two designations in Honors: College Honors and Departmental Honors. To get a College Honors degree, a student needs to complete (1) the Core Curriculum, which satisfies the university's Areas of Knowledge requirement (excluding QSR) in some colleges (e.g., A&S), and (2) Departmental Honors, whose requirements vary from department to department, but are overseen by the Honors Program. Completion of both the Core Curriculum and the requirements for Departmental Honors earns a student the distinction of graduating "With College Honors in Name of Major". Students who do not enter the College Honors Program or who do not complete the Core Curriculum can still earn Departmental Honors. They graduate "With Distinction in Name of Major."

The University Honors Program was reviewed for the first time in 2005, 44 years after its inception. One of the committee's recommendations was that the Core Curriculum by itself earn an Honors designation as is the practice elsewhere. The reason for this recommendation emerged from the fact that there have always been a number of students who are not able to complete the College Honors program because some cannot get into Departmental Honors (some large departments and programs with many Honors students limit the number of students to under 20 per year [e.g., Political Science and the Jackson School; History is considering a similar limit]); others who enter the UW with upwards of 65 credits run up against the credit limit and need to graduate without Departmental Honors. By creating a third designation in Honors that involves the completion of the Core Curriculum we are giving those students who entered the UW with the promise of an Honors designation the possibility of earning one and as such providing greater access than is currently available. While the Core Curriculum has always been rigorous, we feel that the new program, which is considerably more focused, cohesive and reflective, fully justifies the conferring of an Honors designation. It is our hope that new curriculum might even provide a useful model for non-honors general education at the UW.

We thus propose three designations in Honors:

1. Interdisciplinary Honors (= completion of the Core Curriculum). Diplomas will read "With Interdisciplinary Honors."
2. Departmental/School/Program Honors (= programs in the majors as they currently exist). Diplomas will read "With Honors in Name of Major" instead of "With Distinction in Name of Major"; see below.
3. College Honors (= completion of the Core Curriculum and Departmental/School/Program Honors, as at present). Diplomas will read "With College Honors in Name of Major," which is the designation currently being used.

2. The Core Curriculum

The University Honors Program curriculum, begun in 1961, has not been updated since its last revision in 1987. That curriculum, the one we continue to use to date, divides up the nine required Honors courses into two categories: three Natural Science courses (either Honors courses taught by Chemistry, Math, Physics, Biology, Biochemistry or the HONORS 220 course series offered through the Honors Program primarily for non-science majors) and six Civilization Courses, originally conceived as three from the HONORS 250 series (Western Civilization) and three from the HONORS 260 series (World Civilization). A two-credit seminar is required of students in some colleges (e.g., A&S) but not in others (e.g., Engineering). At the time it was revised in 1987, the curriculum made space for other non-Western cultures, transforming what was a more traditional Euro-centered liberal arts education. Eventually it became increasingly more difficult to offer the kinds of Civilization courses that reflected a clear contrast between Western and World civilizations, both because the topics of many Honors Civilization classes could only be construed as about Civilization in a most generous understanding of the term (e.g., courses on literature or photography) and, more importantly, because the distinction between Western and World (i.e., non-Western) Civilizations no longer reflected or served a globalized curriculum. In short the major issue that the program was meant to address no longer obtains. The newly designed curriculum focuses instead on modes of thinking across disciplines and the integration of academic and experiential learning.

We have recently reinstated preexisting Honors courses in the Humanities (HONORS 210 series), Social Sciences (HONORS 230 series) and Arts (HONORS 240 series) and it is our plan to replace the Civilization Courses with these area studies in addition to new interdisciplinary courses (HONORS 390 series).

Across participating colleges there are essentially two configurations to the college core: that employed in the College of Arts and Sciences (et al.) and that in the College of Ocean and Fisheries (et al.).

Arts and Sciences

HONORS 220 series—Honors Science—or Honors courses offered by Chemistry/Physics/Math/Biology/Biochemistry	3 courses (15 crs) ¹
HONORS 250 & 260 series —Honors Civilization courses	6 courses (30 crs) ²
HONORS 350, 396, 397, 398 (Honors Seminar)	1 course (2 crs)
Total	10 courses (up to 47 crs)

¹ Courses are normally 5 credits, though some 4-credit courses are also approved.

² Honors sections of select large lecture courses (e.g., SIS 200, 201, 202) can replace Honors civilization courses and will continue to be able to replace HONORS courses where appropriate. Also students may fulfill up to 15 credits of Honors Core requirements by completing an ad hoc project in a non-Honors course.

Ocean and Fishery Sciences

HONORS 220 series—Honors Science—or Honors courses offered by Chemistry/Physics/Math/Biology/Biochemistry	3 courses (15 crs) ³
HONORS 250 & 260 series —Honors Civilization courses	3 courses (15 crs) ⁴
Combination of any 3 courses from the above, approved by the Honors Program	3 courses (up to 15 crs)
Total	9 courses (up to 45 crs)

We propose the following model for all University of Washington Honors students:

HONORS 100—Knowledge Across the Disciplines	1 course (1 cr)
HONORS 220 series—Honors Science—or Honors courses offered by Chemistry/Physics/Math/Biology/Biochemistry	3 courses (15 crs) ⁵
HONORS 210 & 240 series—Honors Humanities and Arts	1 course (5 crs)
HONORS 230 series—Honors Social Science	1 course (5 crs)
HONORS 390 series—Honors Interdisciplinary Studies	1 course (5 crs)
Combination of any 3 five-credit courses from the above, approved by the Honors Program,	3 courses (up to 15 crs)
HONORS 496—Honors Teaching What you Know	1 course (1 cr)
Total	11 courses (up to 47 crs)

As mentioned, a central feature of the new Honors Core Curriculum will be its focus on knowledge across the disciplines. For this reason, all Honors students admitted to the program in their first year will take HONORS 100 (1) to hear and discuss presentations by faculty from various disciplines who will talk about methodologies particular to their fields and (2) to introduce them to the course portfolio that they will be required to keep. In the new curriculum, students will be required to write reflective pieces on a selection of their Honors courses as well as experiential learning projects (about which more below). This ongoing portfolio, which is being developed for us by UW Librarians, will form the basis of their presentation of what they gained from their Honors Core Curriculum in the one-credit seminar HONORS 496 (Honors Teaching What You Know). To facilitate the reflective process, we will ask Honors faculty to integrate discussion about disciplinary methodologies in their HONORS courses. Our goal is the creation of a habit of reflection and openness to interdisciplinarity and metacognition

³ Courses are normally 5 credits, though some 4-credit courses are also approved. Also, one college (Engineering) requires that the three Honors Science courses be taken as a sequence (e.g., BIOC 440, 441, 442).

⁴ Honors sections of select large lecture courses (e.g., SIS 200, 201, 202) can replace Honors civilization courses and will continue to be able to replace HONORS courses where appropriate. Also students may fulfill up to 15 credits of Honors Core requirements by completing an ad hoc project in a non-Honors course.

⁵ Courses are normally 5 credits, though some 4-credit courses are also approved.

regardless of major. The book-ending of HONORS 100 and HONORS 496 and ongoing portfolio create the opportunity for students to think about the various ways in which thinking happens across disciplines. As such the new Honors Core Curriculum offers a much more integrated course of studies than its predecessor.

Currently, students in some colleges (e.g., Arts and Sciences, Built Environments, Business, Nursing) can use their core curriculum (up to 47 credits) to satisfy their Areas of Knowledge requirements (these vary from 56 to 75 credits), while in other colleges the core curriculum will only satisfy areas of knowledge if students take 6 “civilization” courses (e.g., Engineering) or will simply overlap with Areas of Knowledge requirements (e.g., Forest Resources). After consulting with faculty and college representatives, under the new curriculum the core curriculum will no longer satisfy all Areas of Knowledge requirements but will simply overlap with them. The fact is, most Honors students come to the UW with many AP, IB, or Running Start courses that are not allowed to replace Honors courses. Under the new curriculum, these can be applied toward the completion of the Areas of Knowledge requirements. Moreover, the remaining Areas of Knowledge courses can be satisfied by up to 15 credits in the major. The change will not add any time to degree but will require Honors students to complete the same number of Areas of Knowledge credits as all other UW students. Please note, students in Ocean and Fisheries Sciences and other colleges using this model did not have to take a two-credit seminar; under the proposed curriculum, ALL students participating in the Honors Core Curriculum will have to take both HONORS 100 and 496, which are essential in the process of integration.

A central difference between the current models employed by Arts and Sciences (et al.) and Ocean and Fisheries Sciences (et al.) is that students in the latter can take up to six Honors science courses. The proposed curriculum provides a uniform model across all colleges. This does not mean, however, that colleges cannot set restrictions that best reflect their pedagogical goals. Engineering may choose to continue the requirement that the three required Honors science courses be a sequence. Arts and Sciences may wish to limit the three optional Honors courses to non-science courses. In the new College of the Environment, there may be departments that came from A&S who may wish to maintain the aforementioned restriction (e.g., Atmospheric Sciences). Because the Honors core no longer satisfies the Areas of Knowledge requirements, students will have to satisfy their College requirements for NW, VLPA, and I&S courses, which assures that all Honors students will receive the general education required by their colleges. One advantage to this arrangement is that students will need to be more conscious about how they complete their general education.

Completely new to the Honors Core Curriculum will be the requirement of HONORS 100; the on-going course portfolio; the requirement of two experiential learning projects; and HONORS 496 in which students present what they learned in their Honors general education. At the heart of these additional requirements are reflection and integration of work done across the disciplines and inside and outside of the classroom.

Experiential Learning Projects. Students must demonstrate that they have participated in two experiential learning projects during their undergraduate education. Options include, but are not limited to, international engagement, community engagement, public humanities, research, fieldwork, and leadership. In point of fact, almost all Honors students are engaged in activities that would constitute experiential learning during their time at the University of Washington. This requirement largely recognizes what students currently do and formalizes within the Core Curriculum approved programmatic values. Moreover, in support of these values, we will ask Honors faculty to consider including within their courses, if not specific experience-based activities, at least suggestions for ways in which students might extend their work in the class beyond the traditional university setting (classroom, laboratory, library) into the community, local, national or international think tanks or research institutions (e.g., Battelle), or in foreign study or research programs. After completing their projects, students will be asked to write a reflective piece to be included with their course portfolio and will reflect on how experiential learning enhanced their general education. As such, it will be included in their presentation in HONORS 496.

Departmental/School/Program Honors. While the requirements for Departmental Honors remain unchanged, we request a change in the phrase that describes completion of the designation. Currently students graduate “With Distinction in Name of Major”. We would like to have the word “Honors” included in the designation to make it clear that the award is associated with the University Honors Program and, since not all academic units are departments, we propose that students completing Honors requirements in their majors graduate “With Honors in Name of Major.”

Please note that we conferred with representatives from all participating colleges in the design of this curriculum as well as in the proposition of a new designation and the renaming of Departmental Honors. Everything proposed here has met with the approval of college representatives as well as with the Honors Faculty Council. We also presented the proposed curriculum revision to Honors faculty, student focus groups, UW Librarians, representatives from the Center for Experiential Learning, and staff in Graduation and Academic Records and the Registrar’s Office. The curriculum was designed with the assistance of a committee of faculty and staff from across campus who worked on this project for two years (2007-2009).

Additional points:

- Departments wishing to create new Departmental Honors programs should first consult with the University Honors Program about their proposed course of study and then submit formal application to FCAS/SCAP.
- Departments wishing to change their Departmental Honors programs should submit changes to the University Honors Program and, upon being accepted, Honors will inform FCAS of the changes.
- Each college will determine what, if any, limitations they wish to impose with regard to the three optional courses or if they wish to require a sequence. Once

these are established, colleges may not change their Honors core curriculum without formally requesting this change from the Honors Program.

Attachment 2

Colleges and Schools affected by the changes include:

Arts and Sciences, Ana Mari Cauce
Business, James Jambalvo
Built Environments, Daniel Friedman
Education, Patricia Wasley
Engineering, Matthew O'Donnell
Environment, Dennis Hartmann
Informatics, Harry Bruce
Nursing, Marla Salmon
Pharmacy, Tom Baillie
Public Health, Patricia Wahl

Attachment 3

Catalogue Copy as currently written

The four-year University Honors Program features special advising, honors courses, honors sections of regular courses, faculty/student colloquia, and opportunities for independent study. It provides expanded opportunities for undergraduate education to those students who show exceptional intellectual promise.

To be considered for admission to the University Honors Program at entrance, students must apply to the Honors Program when they submit their Application for Undergraduate Admission to the University. Selection is based on high school records, test scores, an essay, and recommendations from the secondary school. Students also may seek admission based on their academic performance during their freshman year at the University.

When an honors student is accepted into a department that offers an honors curriculum, usually by the junior year, that student is graduated "With College Honors" in the appropriate discipline. Students who are not members of the University Honors Program, but who demonstrate exceptional abilities in a particular field of study may, at the invitation of their department, participate in a departmental honors curriculum and receive a degree "With Distinction" in the major field. By special arrangement, it is possible for students to complete a degree "With College Honors" in departments not offering a formal honors option.

Proposed Catalog Copy

The four-year University Honors Program features ~~special advising, honors courses, honors sections of regular courses, faculty/student colloquia,~~ an interdisciplinary Honors core curriculum, Honors academic advising, foreign study programs and exchanges, and opportunities for independent study. It provides ~~expanded opportunities for undergraduate education to those students who show exceptional intellectual promise.~~ an academic community and educational opportunities to those students who are willing to take academic risks, think across disciplinary boundaries, and engage in experiential learning (e.g., research, leadership, community and/or international engagement).

To be considered for admission to the University Honors Program at entrance, students must apply to the Honors Program when they submit their Application for Undergraduate Admission to the University. Selection is based on a student's high school records record, ~~test scores, an essay~~ essays, and ~~recommendations~~ a recommendation from the secondary school. Students also may seek admission based on their academic performance during their freshman year at the University.

~~When an honors student is accepted into a department that offers an honors curriculum, usually by the junior year, that student is graduated "With College Honors" in the appropriate discipline. Students who are not members of the University Honors Program,~~

but who demonstrate exceptional abilities in a particular field of study may, at the invitation of their department, participate in a departmental honors curriculum and receive a degree "With Distinction" in the major field. By special arrangement, it is possible for students to complete a degree "With College Honors" in departments not offering a formal honors option. Students who are accepted into the University Honors Program in their freshman year and complete the Honors Core Curriculum alone graduate "With Interdisciplinary Honors." When students complete both the Core Curriculum and the Honors requirements in their chosen major, they will graduate "With College Honors in Name of Major." Students who do not participate in or complete the Honors Core Curriculum but are admitted into and complete the Honors Program in their chosen major will receive a degree "With Honors in Name of Major." By special arrangement it is possible for students to complete a degree "With College Honors" in departments, schools, or programs that do not offer a formal Honors option.

Core Curriculum

The requirements of the core curriculum are as follows:

- 1) HONORS 100 (1 cr)
- 2) 1 Honors Social Science Course (HONORS 230 series or equivalent)
- 3) 1 Honors Arts/Humanities Course (HONORS 210/240 series or equivalent)
- 4) 1 Honors Interdisciplinary Course (HONORS 390 series or equivalent)
- 5) 3 Honors Science Courses (HONORS 220 series or Honors courses offered by Biology, Biochemistry, Chemistry, Math, Physics). Some colleges or departments may have restrictions. For information, see the Honors Program Website.
- 6) 3 Honors courses from any of the Honors rubrics. Some colleges or departments may have restrictions. For information, see the Honors Program Website.
- 7) HONORS 496 (1 cr)
- 8) At least 15 credits of courses with the Honors prefix, excluding 100 and 496
- 9) Minimum cumulative GPA of 3.30 in all courses completed at the University of Washington.

Departmental Honors

Typically, students apply for admission to Departmental Honors in their junior year of college, although some majors have earlier entrance options. Each department at the University of Washington has a unique set of Departmental Honors requirements. For links to specific information about each department, see the Honors Program Website.