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Action-Date: App 8/28/01
Senate App 10/2/01

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Dr. Janet Goebel and Dr. Charles Cashdollar Phone Goebel: x4971
Cashdollar: x72284
Department Robert E. Cook Honors College

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE

Suggested 20 character title

New Course* HNRC 499 Honors Senior Synthesis

Course Number and Full Title

Course Revision

Course Number and Full Title

Liberal Studies Approval+
for new or existing course

Course Number and Full Title

Course Deletion

Course Number and Full Title

Number and/or Title
Change

Old Number and/or Full Old Title

New Number and/or Full New Title

Course or Catalog
Description Change

Course Number and Full Title

PROGRAM: Major _____ Minor _____ Track _____

New Program*

Program Name



<hr/>	Program Revision*	<hr/>
		Program Name
<hr/>	Program Deletion*	<hr/>
		Program Name
<hr/>	Title Change	<hr/>
		Old Program Name
		<hr/>
		New Program Name

III. Approvals (signatures and date)

<hr/>	<hr/>
Department Curriculum Committee	Department Chair
<hr/>	<hr/>
College Curriculum Committee	College Dean
<hr/>	<hr/>
+Director of Liberal Studies (where applicable)	*Provost (where applicable)

*Janet Goebel,
Honors Director*

Form To Request Approval of an Honors College Course

HCC# _____
Action Date _____

Cover Sheet: Proposal for Honors College Course

Course Title: Honors Senior Synthesis Course Number HNRC 499

Department(s): Robert E. Cook Honros College

Professor(s): Dr. Janet Goebel and Dr. Charles Cashdollar Phone and E-Mail x74971 jgoebel@grove.iup.edu
x72284 cashdolr@grove.iup.edu

Prerequisites: Honors College good standing, 73 or more semester hours earned

Please check all that apply:

- This is a proposal for an Honors section of an existing course.
 This is a proposal for a new Honors course.
 This course is designed to meet a Liberal Studies requirement.
 This course is open to non-majors.
 If offered, this course would NOT require replacement FTE for my department.
 If offered, this course would SOMETIMES require replacement FTE for my department.
 If offered, this course would ALWAYS require replacement FTE for my department.
 My department/college is willing to offer this course in summer, as needed.

When is the earliest semester/summer session that you will be ready to teach this course?

Spring 2002

Signatures: Department Curriculum Committee N/A
Department Chairperson N/A
College Dean N/A
Director, Honors College Janet E. Goebel

Please attach the following components to this cover sheet:

1. A UWUCC course proposal cover sheet (for NEW courses only)!
2. The syllabus of record approved by the UWUCC for this course (for Existing courses only)!
3. The syllabus for your proposed Honors version of this course in which course objectives are phrased as course questions, i.e., "The course will attempt to enable students to answer the questions: What is a 'good' film? What is a mathematical model? How is mathematics connected to life? What does it mean to think like a biologist?"
4. Answers to the ten (10) questions of the Honors College Committee.

Plas number all pages. Provide 14 copies to the Honors College Committee.

COURSE PROPOSAL FOR HNRC 499 Honors Senior Synthesis

Background and Rationale.

This proposal fulfills a charge given by the IUP Senate when it adopted the original *Plan for an IUP Honors College* in December 1992. Speaking about the Senior Synthesis course, the *Plan* said, "Because Honors College students will have experienced interdisciplinary, synthetic thinking in their earlier courses, it makes sense to think about this course differently for them. The course should draw out, synthesize, and reflect on what the Honors College has done for these students. It should also provide closure to the four years of honors work."

As the first graduating class reached its senior year in 1999-2000, the Honors College Committee and the Liberal Studies Committee designated certain LBST 499 sections as honors sections, and professors teaching those sections made some adjustments in expectations, content, and pedagogy for the different audience. These were very good courses, but we think we can do even better by separating these sections off with a different number. We believe there will be both pedagogical and administrative advantages for this change.

At the simple, mundane level, a discrete course number will solve certain administrative difficulties that arose. The existence of non-honors and honors sections of the same course number created enough confusion the students did not always enroll in an appropriate section. Some non-Honors College students enrolled in an honors section when they did not really want one. This was, of course, awkward for professors and for students as well. In addition, it was apparently difficult for Honors College students not to see the entire list of intriguing synthesis sections as open to them and fulfilling their requirement. Two separate numbers should eliminate these difficulties.

The more important reason for creating a discrete honors version of LBST 499 is not administrative, but pedagogical. This takes us back to the educational vision laid out by the Senate-approved *Plan*. We are proposing a course that incorporates all of the objectives and criteria for the regular LBST 499 Senior Synthesis yet goes beyond this to provide what the 1992 *Plan* envisioned-- "closure to four years of honors work." Having a different course number will make it more likely that faculty and students will think about this course in a different way and take full advantage of the learning opportunities. The new HNRC 499 does this in intentional ways.

First, the new course number HNRC 499 has its own symbolic connections. While "499" suggests a connection to the regular LBST 499 and the common IUP experience, the prefix "HNRC" links the course to the students' earlier honors courses. This connection opens up possibilities for fruitful exploration. It will encourage students to see relationships between their overall IUP education and their honors work; it will encourage students to access the mental habits cultivated in earlier honors course as they begin their concluding synthesis work. Senior honors student have a strong foundation of synthetic concepts, habits, and vocabulary that can be accessed and strengthened because the Senate-approved criteria for honors course proposals mandate that **all** honors courses "show evidence of an integrative learning environment (synthesis skills)." We believe that students (and faculty) will more readily draw on and enhance these modes of thinking if they identify this course as the last in a sequence of HNRC numbers.

The use of an overarching question--"What are the Obligations of the Educated Citizen"--to focus the new course is a second intentional link to earlier honors pedagogy. Each unit of the Honors Core Courses has a central question such as "What Do We Know, What Do We Believe?", "What is Art?", "How Do We Create and Use the Past?", or "How Do We Understand the Sacred?" Each of the core questions also has an explicitly stated addendum--"What, therefore, Shall I Do?" HNRC 499 takes full advantage of the connection between this corollary question and a central goal of the synthesis course--"to prepare students to deal more effectively with societal opportunities and challenges." It does so by making a question about the obligations of the educated citizen a focal point of the course. This also achieves the *Plan's* hope for a concluding course that moves students "from thinking 'what have I accomplished' to 'what can this mean for others.'" (This does not mean that sections of HNRC 499 will all be identical; each will still have its own topic just as all current synthesis sections do. The overarching question will encourage students and faculty to draw out the implications of whatever they are studying in a way that is consistent with the existing synthesis course goals and their earlier honors course work.)

In short, we have looked for connections between the synthesis course and earlier honors courses and made them manifest in the new HNRC 499. Actually, beyond the connections explained above, students will recognize others such as the use of a few selections of "common reading." And, if they also come to see HNRC 499 as a course that links their honors experience and their overall IUP experience, and their collegiate education to their role as educated citizens, this will be an exciting culmination indeed.

I. Catalog Description

HNRC 499 Honors Senior Synthesis var3-6sh

Prerequisite: 3.25 QPA, Honors College good standing or permission of instructor, 73 or more semester hours earned

Concluding crossdisciplinary Honors College experience, focused on the question "What are the obligations of the educated citizen?" The course helps students understand and handle complex intellectual issues from multiple perspectives. A selection of topics is announced and described in the undergraduate course schedule. Meets the requirement for LBST 499 Senior Synthesis.

II. Course Objectives

1. Students will strengthen the skills in synthetic reasoning that were explored and practiced in previous honors course work;
2. Students will enhance their abilities to think effectively about broad and complex issues as seen from multiple perspectives;
3. Students will have an opportunity to explore concepts and issues with other senior honors students who are able to draw upon their previous learning in a diversity of majors;
4. Students' education will be enriched by a course that continues the Honors College community of scholars into the senior year;
5. Students will engage in a thoughtful consideration of their obligations as educated citizens;
6. Students will become better prepared to deal effectively with societal opportunities and challenges by thinking about them in a broad, interdisciplinary way.

III. Course Outline

There will be multiple sections of this course, taught by different faculty, and considering different topics. Specific course subject matter will continue to vary by section just as it does now in the synthesis course. Each section of the course, however, will incorporate some discussion of HNRC 499's focal question, "What are the Obligations of the Educated Citizen," and will seek connections between this question and the section's unique topic and issues. Such an emphasis builds on the original synthesis course objective "to prepare students to deal more effectively with societal opportunities and challenges...." Stating this objective in the form of an over-arching question translates a traditional Liberal Studies goal into a format thoroughly recognizable by Honors College students.

Proposed syllabi for individual sections will be submitted for approval to the Honors College Committee and the Liberal Studies Committee and then reported for information for the UWUCC [see previous Senate action on procedures for approving synthesis courses (May 1987) and honors courses (December 1992)]. Each syllabus must demonstrate that the proposed section's course outline accords with this generic syllabus and also meets the Senate-approved criteria for synthesis courses and for honors courses as spelled out in the appropriate Liberal Studies Committee and Honors College Committee approval forms for such courses.

IV. Evaluation Methods

Professors teaching sections of this course may choose evaluation methods consistent with following synthesis criteria:

"All sections of the synthesis course must incorporate within its procedures for student evaluation specific methods to ensure that students' synthesis reasoning skills will be evaluated. In their proposals for sections of the course, instructors must identify the means by which this evaluation will be accomplished."

"All sections of the synthesis course should include a variety of assignments, some of which should require written responses, designed specifically to encourage the student to synthesize new ideas and approaches from the material presented."

"All sections of the synthesis course should ensure, if exams are used as a method of student evaluation, that the exams will consist primarily of essay or discussion questions that will evaluate the student's ability to reason by synthesis, rather than by merely recalling content."

and with the following honors course criterion:

"Honors course will evaluate students in accordance with the principles of an interactive pedagogy. Honors courses should emphasize student projects, presentations, and papers. A minimum of 33% of the final grade in H courses will be based on projects, presentations, writing assignments, and/or performance. It is presumed that honors courses will rely primarily on essay examinations rather than objective exams for their testing."

Proposals for individual sections must identify the evaluation methods to be used and the weight assigned to each.

V. Required Textbooks

Professors teaching the course during any given semester will select a small amount of "common reading" to be used in all sections that semester. The purpose of these common readings will be to introduce the question "What are the Obligations of the Educated Citizen?" that gives general direction to the exploration of whatever topics or issues professors have chosen for their individual sections. For example, a semester's common reading might include one or two of the following possibilities:

Bellah, Robert, et al. Selection from *Habits of the Heart: Individualism and Commitment in American Life* (1985)

Emerson, Ralph Waldo. "The American Scholar" (1837)

Stanton, Elizabeth Cady, "Sentiment and Isolation" (1890)

Newman, John Henry. Selection from *The Scope and Nature of University Education* (1859)

Plato. Selection from *The Republic*

Reich, Robert. "The Secession of the Successful," *New York Times Magazine* (1991)

Grossman, Lawrence. Selection from *The Electronic Republic* (1995)

The major reading assignments are section-specific: they are dependent upon the section's topic and chosen by the individual professor teaching that section. Section-specific readings must meet the following LBST 499 criterion:

"Require readings from an assigned list comprised largely of original/primary materials (as opposed to general surveys or conventional texts from a discipline) and representing at least two discrete disciplinary perspectives."

Proposals for individual sections of the course must specify what these readings are.

VI. Special Resource Requirements

If individual sections of HNRC 499 involve equipment or other resources that the student is expected to supply, the proposal must enumerate those items.

VII. Bibliography

Proposals for individual sections of this course must include a bibliography of materials used to prepare for and to teach the course, as well as a list of resources upon which the course will draw.

The following resources were used in preparing this proposal:

Boyer, Ernest. *College: The Undergraduate Experience in America* (New York, 1987)

IUP Honors College Planning Committee, *Plan for an IUP Honors College* (approved by University Senate, December 1992)

Pennsylvania State System of Higher Education, *Emphasis on Values: A Priority for Pennsylvania's State System of Higher Education during the 1990s* (Harrisburg, 1991)

Schuman, Samuel. *Beginning in Honors* (National Collegiate Honors Council, 1988)

COURSE ANALYSIS QUESTIONNAIRE

Section A. Details of the Course

- A1** The course is designed for students in the Robert E. Cook Honors College and meets the requirement for LBST 499 Senior Synthesis. The course is also open to non-Honors College students with a 3.25 QPA and instructor permission.
- A2** The course will become part of the Honors College graduation requirements, as explained in the accompanying Program Revision.
- A3** Separate honors sections of LBST 499 Senior Synthesis have been offered, and this course proposal grows out of and builds on this experience.
- A4** This is not a dual-level course.
- A5** During the academic year, HNRC 499 will only be offered as a 3sh course; however, it may be offered as a 6sh course during the summer if offered as an intensive study-abroad course of a duration that normally receives 6sh of IUP credit.
- A6** Concluding honors colloquiums are found in other honors programs; however, the structure of this one is unique because it matches IUP's distinctive Senior Synthesis course.
- A7** The course is not specifically required by any accrediting agency.

Section B. Interdisciplinary Implications

- B1** Sections will be taught by one instructor, although those professors teaching the course will confer on the selection of a small amount of common reading.
- B2** This course is a variation of LS 499 Senior Synthesis, intended to take advantage of honors students' previous interdisciplinary work in Honors Core I, II, III, and IV. It also fulfills the Senate charge (December 1992) for the creation of discrete honors version of LBST 499.
- B3** Students enrolled in the School of Continuing Education will be eligible for this course if they are also students in good standing in the Honors College and have earned 73 or more semester hours.

Section C. Implementation

- C1** Faculty are currently offering separate honors sections of LBST 499, and these resources will be shifted to HNRC 499. See also C5 below. Thus, this change should neither increase nor decrease demands on faculty resources.
- C2** Classroom space in Whitmyre Hall is adequate for teaching these sections; no other resources are called for beyond those already in place for the offering of honors sections of LBST 499.
- C3** This course is not funded by a grant.
- C4** The course will be offered each semester and in the summer. The summer section may be taught as a 6sh intensive study-abroad program.
- C5** The anticipated need is two sections in the fall semester and two sections in the spring semester plus one section during the summer. This is the same number of honors sections of LBST 499 that is now being offered. Careful attention to the number of junior and senior Honors College students will prevent overscheduling. To minimize the possibility of unused seats and to make all IUP students aware of their options, a notation on the registration screen under LBST 499 will notify other interested students of the opportunity and prerequisites for HNRC 499. A notation on the screen for HNRC 499 will indicate that it meets the requirement for LBST 499.
- C6** Maximum enrollment is 20 students per semester, the Senate-approved maximum for honors courses.
- C7** This course is not specifically required by any accrediting agency.

Section D. Miscellaneous