**CURRICULUM COMMITTEE**

November 2, 2012

Present: Acklin, Clarke, McCandless, Montgomery, Ragsdale, Simpson, Smith, Thorpe, Walsh

Guests: Prakash Chenjeri, Jordan Goodson

The meeting began at 10:01 a.m. Kyle Ragsdale was introduced to the committee as the new student representative, replacing Justin Silva.

The minutes from the October 26 meeting were accepted.

Honors College Curriculum

The committee resumed discussion with Prakash Chenjeri about the proposed Honors College curriculum. The” Special Project with community mentor” is now listed as 2-4 credits. This project will be connected with the sophomore/junior seminars. Simpson asked if the course description for the Seminars will be revised; Chenjeri said it would not change; every student will work with a community mentor during his/her time in the Honors College. Acklin asked whether credit (such as 1 credit) would be assigned to this mentoring project. Clarke asked for details about timing of the mentoring experience; Chenjeri said scheduling would be flexible. Simpson suggested that zero-credit courses are possible, though rare. The committee discussed the idea of mentors, breadth of experiences, and learning objectives for the mentoring projects.

Simpson asked specific questions about the Honors Foundation courses (HON 101, 102, 103); will these be alternate prerequisites for courses that require USEM as prerequisites? Chenjeri said this is still being worked out. Acklin said this kind of detail would be reviewed by the University Studies Committee.

The discussion returned to the community mentoring experience. Issues included the title of the experience (Chenjeri doesn’t want to use the term “professional”); whether the experience would enhance career prospects and, if so, why not embed that in mission statement? Chenjeri said it was important, but not the main emphasis; mentors want to enhance the student’s experience but it’s not for professional training.

How is the Honors College different from non-Honors College? Clarke asked whether current Honors students would be bridged into the new Honors College. This will be handled in advising; current Honors students will not automatically become Honors College students, but a very small number of places will be available to qualified students in the current Honors program, along with qualified transfer students. Acklin asked about the mechanism for Honors College students to change to non-Honors, and details about how the Honors College general education requirements will mesh with non-honors gen ed. Chenjeri said all the Honors College courses will be proposed for general education; the focus will be on learning outcomes.

More discussion followed; issues included needing more information in the catalog copy to emphasize that the Honors College is geared toward Freshmen; and whether Honors College will appear on students’ transcripts (which would require special coding). Simpson had several detailed questions about catalog descriptions for the Honors Foundation sequences, and specific information needed to set up the courses in Banner. The sub-titles (Home and Family; The Wider World; The Local and the Global) in the course titles for HON 101, 102, 103 are not explained in any of the course information provided, so it was suggested that the sub-titles be removed.

HON 243 (Probability and Statistics) is based on MTH 243. There were questions about faculty teaching in Honors courses and whether this takes away resources from non-honors courses; Acklin said in the case of MTH 243, there are probably enough sections available that using one section for HON 243 should not be difficult.

HON 301 (Biography: Historical and Contemporary Figures) was discussed. There were questions about whether the course title and description are general enough (yes) whether it should be restricted to upper division students (no).

Discussion of the Honors College curriculum will continue at a future meeting. The meeting adjourned at 11:36 a.m.