From: Gayle E. Hutchinson, President

Subject: Significant Change to the Honors in General Education Program

Upon the recommendation of the Academic Senate and with the concurrence of the Provost, I approve a Significant Change to the Honors in General Education (GE) program. The total units for the program will remain at 24 with 12 lower-division and 12 upper-division units. This change will be effective fall 2022 and will coincide with approved changes to the General Education program.

<table>
<thead>
<tr>
<th>Policy Title:</th>
<th>EM 21-019 Approval of a Significant Change to the Honors in General Education Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact:</td>
<td>Honors Program within Undergraduate Education</td>
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<tr>
<td>Supersedes:</td>
<td></td>
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<tr>
<td>Revision:</td>
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<td>Enabling Legislation or Executive Order:</td>
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</tbody>
</table>
Undergraduate Program Significant Change

Program Name: ____________________________

Honors in General Education

Program named above is (complete only if applicable):

☐ Option within ____________________________
☐ Minor
☐ Certificate

Will proposed changes affect Transfer Model Curriculum? Yes ☐ No ✔ If yes, explain:

Will proposed changes affect a subject matter preparation or credential program? Yes ☐ No ✔

Department Contact(s) w/phone #s:
Jason Nice, Director of the Honors Program, jnice@csuchico.edu

Required Signatures

The ____________________________ has reviewed and approved these significant changes

Program Director ____________________________ 2/24/21 Date

The College of ____________________________ has reviewed and approved these significant changes

Dean ____________________________ 3/3/21 Date

Note: The department will be notified of the dates for EPPC, Academic Senate, and, if applicable, WASC and Chancellor’s Office review.
Undergraduate Program Significant Change

Send signature page with proposal attached to Curriculum Services: SSC 464B, zip 128

Curriculum Review Completed

__________________________________________
Date
CHECKLIST: SIGNIFICANT PROGRAM CHANGE

☐ Signature page and proposal

☐ Rationale for changes (II)

☐ Existing catalog copy clearly marked with proposed changes, preferably in red. Please do not use “track changes” or enable comments. Note: If changes are extensive, it may be helpful to use the side-by-side comparison chart.

☐ Evidence of consultation with library (III C)

☐ Statement of support from college Dean (III D)

☐ Updated MAP (UGRD degree programs only) (IV I)

☐ Evidence of consultation if adding/removing courses from another department (e-mail from Chair)

☐ CPCRs submitted for course changes or new courses
Proposal for Significant Changes

I. Program name and level (undergraduate or graduate): Honors in General Education (Honors Program)
   A. Academic year of intended implementation: 2022-23
   B. Name of the department and college submitting the proposal.
      1. Identify the unit which will have primary responsibility for the program. Honors Program, College of Undergraduate Education
      2. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed program change. Jason Nice, Associate Professor of History; Director of the Honors Program.
      3. How many declared students are currently in the program. 531 students in the Honors Program in Fall 2020; 255 enrolled in at least one Honors course in Fall 2020.

II. Provide an abstract, no longer than one page, that describes why you are making these changes and how they are related to the University Strategic Plan, the Academic Plan, the Diversity Action Plan (see definition and Task 3.1) and your most recent academic program review (i.e. Five Year Review or Accreditation).

The Honors Program, or Honors in General Education, last changed following the significant changes to the General Education in EM 10-001. Likewise, the current proposal responds to the recent changes to General Education in EM 19-021 (revised as Interim EM 21-002), and incorporates student feedback from the Curriculum Advisory Board’s five-year review of the GE Program and from meetings with students.

The Honors Program has grown significantly in recent years (235 students joined the program in Fall 20, a 55% increase from Fall 19), and we are welcoming many more first-generation students into the program (86 first-generation students joined the program in Fall 20, a 109% increase from Fall 19 and a 473% increase from Fall 18). These changes overlapped with the completion of the University’s new Strategic Plan, as well as a five-year review of the Honors Program. Following the completion of the five-year review, a diverse group of faculty, staff, and student stakeholders\(^1\) produced a Mission Statement for the Honors Program that guides the proposed significant changes to the Honors Program.

Mission Statement: Honors in General Education adds value to a Chico State degree and enhances opportunities after graduation by providing an innovative, inclusive, and challenging interdisciplinary arts and sciences education that culminates in an integrative capstone project. The program attracts and supports an inquisitive and diverse group of first-year, transfer, and international students through personalized advising, engaged faculty, and intentional community.

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\(^1\) This group included Honors and non-Honors students, Honors and non-Honors faculty, the Director of Dream Center and Latinx Equity and Success; the Director of the Student Learning Center; the Faculty Diversity Officer; the Interim AVP of International Education and Global Engagement; and the Coordinator of International Admissions and Outreach
All current Honors Program faculty were involved in the formation of the Goals, Objectives, and Action Plan that flowed from the UED and Honors Mission Statements and ultimately informed the proposed changes.

The Honors Program in its current form embodies the university’s Enduring Commitments to Academic Distinction, Transformative Student Experience, Prominent Scholarship and Innovation, and a Culture of Excellence and Accountability. This is especially true in the existing 200-level HNRS courses, redesigned and proposed as 100-level courses, and in the outstanding two-semester “thesis” capstone sequence, redesigned and proposed by Heather Altfeld and Paul Bailey as HNRS 390 and 391W “Interdisciplinary Thesis and Creative Project.” The new Honors Program mission and proposed changes to the program upholds these Enduring Commitments and adds clear connections to the university’s Strategic Priorities.

**Resilient and Sustainable Systems**
In response to the WASC commission’s requirement that Chico State better serve transfer students (July 12, 2019), the Honors Program (in consultation with the Adelante Program) intentionally redesigned the upper-division (GE) courses in the Honors Program to provide a cohesive curriculum for our transfer students. In particular, all incoming transfer students will join continuing students in a proposed required HNRS 350 “Multidisciplinary Science,” which will introduce transfer students to a program and university committed to Resilient and Sustainable Systems, which transfer students (and continuing students) can explore further in their capstone Honors courses.

**Civic and Global Engagement**
Student feedback during the recent GE redesign revealed strong demand for a leadership-focused Pathway. The rules of EM 19-021 prevented the Curriculum Advisory Board from proposing a leadership-focused Pathway, but the Honors Program has responded to student demand by proposing a two-semester capstone option in leadership with an emphasis on Civic Engagement (HNRS 392 and 393, “Leadership Power and Change”). The redesigned Honors Program’s commitment to Global Engagement is evident both in the proposed curriculum, which includes a required GC course (HNRS 101) to be taken in the first semester, as well as in working with the Coordinator of International Admissions and Outreach to recruit international students for the Honors Program.

**Equity, Diversity, and Inclusion**
At the center of the proposed Honors Program curriculum is a commitment to Equity, Diversity, and Inclusion. Two of the six required courses in the proposed program directly support this Strategic Priority: a team of instructors in CMST have designed an A1 Oral Communication course (HNRS 100, “Communication and Social Change”) that equips students with essential skills needed to lead and join conversations around a specific issue of social concern, such as race, gender
or class; and the Chair of the Ethnic Studies ad Hoc Committee, Browning Neddeau, designed an Area F Ethnic Studies course (HNRS/MCGS 300, “Honors Ethnic Studies Methodologies”) that will be required for students in the Honors Program and Honors in MCGS majors. Additionally, the syllabi for other courses, such as HNRS 101, “Arts,” have an anti-racist focus, as does the two-semester capstone sequence “Leadership, Power, and Change” designed by Brianna Ellis and Matt Thomas and based on feedback from students in the CCLC. From the first semester to the last semester, students in the Honors Program learn, practice, and apply knowledge for equitable social change.

III. Resources and program support.
A. Indicate additional faculty or staff support positions needed to implement the program changes. None. New Honors courses will add faculty to the Honors Program as lecturer contracts or professor buybacks without adding to program’s budget.
B. Indicate changes in or additional space and facilities that will be needed. None.
C. List additional library resources, equipment, and other specialized materials that will be needed. Provide evidence of consultation with the Library Dean indicating that the program can be supported by the library. No additional resources, equipment, or other specialized materials required (consultation with UED library liaison).
D. A statement from the responsible administrator(s) should be attached to the proposal. This statement should indicate a commitment to provide resources to support the program. Attached.

IV. Program details.
A. For undergraduate degree programs, is the degree matched to an associate degree as “similar” according to SB 1440? If so, please explain how the proposed changes will affect the Transfer Model Curriculum (TMC). If you have questions or need help please contact the Articulation Officer in the Office of the Registrar. Not relevant to Honors in General Education. However, transfer students with lower-division GE completed may apply to join the program and complete their upper-division GE in the Honors Program.
B. Total number of units required for the revised program. Indicate if this is a change from the current number of units and the reason for the change. If this is a high unit program, please indicate whether you will be asking for any modification for General Education requirements. 24 (no change).
C. List courses required for the program that are added, deleted, or changed. Mode of delivery is either regular, on-line, or hybrid. More than one mode of delivery can be indicated. Please add rows as necessary with one row for each course.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Change</th>
<th>Units</th>
<th>Prerequisites and/or</th>
<th>Course Description if New Course</th>
<th>Mode of Delivery</th>
<th>GE Area</th>
</tr>
</thead>
</table>


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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Type</th>
<th>Unit</th>
<th>Prerequisite</th>
<th>Recommended Background</th>
</tr>
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</table>
| HNRS 100    | Communication and Social  | Added    | 3    | Prerequisite: Admission to the Honors Program. | This course equips students with essential skills needed to lead and join conversations that respond to public problems. Each semester students develop a deeper understanding of at least one specific issue of social concern, such as race, gender, or class, and learn about how communication contributes to the status of that issue. With the goal of preparing students to engage in deliberative processes needed to improve our current social situation, students enrolled in this class will learn how to craft and deliver messages for diverse audiences across a variety of mediums, they will understand the power and influence that communication has over our
identities and shared realities, and they will learn about the ethical and practical dimensions of advocating for change. In short, HNRS 100 prepares students to be engaged, reflective, ethical citizens across contexts, audiences, and issues.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Discipline</th>
<th>Course Type</th>
<th>Credits</th>
<th>Prerequisite</th>
<th>Course Description</th>
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</thead>
<tbody>
<tr>
<td>HNRS 101</td>
<td>Arts</td>
<td>Added course</td>
<td>3</td>
<td>Prerequisite: Admission to the Honors Program.</td>
<td>An interdisciplinary introduction to the Arts with an emphasis on the visual arts, cinema, dance, music, and/or theater in diverse cultural and international contexts. The specific content of the course varies by section and instructor.</td>
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<tr>
<td>HNRS 102W</td>
<td>Humanities</td>
<td>Added course</td>
<td>3</td>
<td>Prerequisite: Admission to the Honors Program.</td>
<td>An interdisciplinary introduction to Humanities with an emphasis on literature, history, comparative religion, and/or philosophy. The specific content of the course varies by section and instructor.</td>
</tr>
<tr>
<td>HNRS 103</td>
<td>Physical Sciences</td>
<td>Added course</td>
<td>3</td>
<td>Prerequisite: Admission to</td>
<td>This course approaches a</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Added Course</td>
<td>Hours</td>
<td>Prerequisite</td>
<td>Description</td>
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<tr>
<td>HNRS/ MCGS 300</td>
<td>Honors Ethnic Studies Methodologies</td>
<td></td>
<td>3</td>
<td>Prerequisite for HNRS 300: Admission to the Honors Program. Prerequisite for MCGS 300: Permission from Instructor.</td>
<td>In this course, students explore Ethnic Studies research methodologies. The course content is variable with a focus on at least one of the following groups: American Indian/US Native American Studies, African American Studies, Asian American Studies, and Chicana/Latina Studies. The course is centered on experiential learning opportunities to engage in introductory explorations of research methodologies. The course uses both quantitative and qualitative research methodologies; therefore, students are expected to produce course...</td>
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projects that demonstrate their understanding in both approaches.

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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Change</th>
<th>Units</th>
<th>Prerequisites and/or Recommended Background</th>
<th>Course Description if New Course</th>
<th>Mode of Delivery</th>
<th>GE Area</th>
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</thead>
<tbody>
<tr>
<td>HNRS 350</td>
<td>Multidisciplinary Science</td>
<td>Added</td>
<td>3</td>
<td>Prerequisite: Admission to the Honors Program.</td>
<td>This course approaches a topic or problem in the physical and/or natural sciences from multiple disciplinary perspectives. This course also welcomes transfer students to the Honors Program, and introduces the two Honors Program capstone options in undergraduate research/creativity (HNRS 390-91) or leadership (HNRS 392-93). The specific content of the course varies by section and instructor.</td>
<td>Regular</td>
<td>UDB</td>
</tr>
<tr>
<td>HNRS 399W</td>
<td>Honors in General Education Thesis</td>
<td>Deleted</td>
<td>6</td>
<td>Active status in the Honors Program, faculty permission.</td>
<td></td>
<td>Regular</td>
<td>Any</td>
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</table>

D. List elective courses for the program which are added, deleted, or changed. Mode of delivery is either regular, on-line, or hybrid. Please add rows as necessary with one row for each course.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite</th>
<th>Description</th>
<th>Method</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>HNRS 390</td>
<td>Interdisciplinary Thesis or Creative Project I</td>
<td>3</td>
<td>Admission to the Honors Program; GE Areas A1, A2, A3, and B4 or consent of the instructor.</td>
<td>As the first course in a two-course capstone, students will learn how to choose an interdisciplinary topic for a thesis or creative project, and how to begin the research/creative process with a focus on humanistic approaches to their topic.</td>
<td>Regular</td>
<td>UDD</td>
</tr>
<tr>
<td>HNRS 391W</td>
<td>Interdisciplinary Thesis or Creative Project II</td>
<td>3</td>
<td>Admission to the Honors Program; HNRS 390; GE Areas A1, A2, A3, and B4 or consent of the instructor.</td>
<td>As the second course in a two-course capstone, students will continue the research/creative process with a focus on social scientific approaches to their topic, and will complete an interdisciplinary thesis or creative project.</td>
<td>Regular</td>
<td>UDC</td>
</tr>
<tr>
<td>HNRS 392</td>
<td>Leadership, Power, and Change: Fall</td>
<td>3</td>
<td>Admission to the Honors Program; GE Areas A1, A2, A3, and B4 or consent of the instructor.</td>
<td>This course examines the issues of power, influence, and change within the context of world cultures. The course includes comprehensive review of issues and perspectives on leadership, multidisciplinary and classic theoretical approaches and literature, moving to the examination of evolving</td>
<td>Regular</td>
<td>UDC</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisite</td>
<td>Description</td>
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<tr>
<td>HNRS 393</td>
<td>Leadership, Power, and Change: Spring</td>
<td>3</td>
<td>Prerequisite: Admission to the Honors Program; GE Areas A1, A2, A3, and B4 or consent of the instructor.</td>
<td>Students will study leadership and its impact on social, economic, and political structures and institutions from a contemporary perspective. Throughout the course, students will identify, apply, and reflect on aspects of leadership development, power, influence, and social change. Topics cover leadership theories, personal assessment and development, motivation, power, followership, group dynamics, equity in leadership, and change.</td>
<td>Regular</td>
<td>UDD</td>
</tr>
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</table>
conflict resolution, change process, and citizenship. Through a process of selected readings, self-reflection, group observations, and case studies, students will identify, observe, analyze, and apply new leadership behaviors through integrated project-based application.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites/Co-requirements</th>
<th>Corequisites:</th>
<th>Regular</th>
</tr>
</thead>
<tbody>
<tr>
<td>HNRS 200CW</td>
<td>Honors Survey of Civilization</td>
<td>3</td>
<td></td>
<td>Corequisites: HNRS 200DW, HNRS 200EW.</td>
<td>A2 C1 C2</td>
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<tr>
<td>HNRS 200DW</td>
<td>Honors Survey of Civilization</td>
<td>3</td>
<td></td>
<td>Corequisites: HNRS 200CW, HNRS 200EW.</td>
<td>A2 D1 D2</td>
</tr>
<tr>
<td>HNRS 200EW</td>
<td>Honors Survey of Civilization</td>
<td>3</td>
<td></td>
<td>Corequisites: HNRS 200CW, HNRS 200DW.</td>
<td>E A2</td>
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<tr>
<td>HNRS 201W</td>
<td>Beauty</td>
<td>3</td>
<td></td>
<td>Prerequisite: Admission to the Honors Program.</td>
<td>Regular A2 C1 C2</td>
</tr>
<tr>
<td>HNRS 202</td>
<td>Nature</td>
<td>3</td>
<td></td>
<td>Prerequisite: Admission to the Honors Program.</td>
<td>Regular B1 B2 C2 E</td>
</tr>
<tr>
<td>HNRS 203W</td>
<td>Justice</td>
<td>3</td>
<td></td>
<td>Prerequisite: Admission to the Honors Program.</td>
<td>Regular A2 C2 D1 D2 E</td>
</tr>
<tr>
<td>HNRS 204</td>
<td>Truth</td>
<td>3</td>
<td></td>
<td>Prerequisite: Admission to the Honors Program.</td>
<td>Regular A2 C2 D1 D2 E</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit</td>
<td>Prerequisite/Notes</td>
<td>Schedule</td>
<td>Distribution</td>
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<tr>
<td>HNRS 310W</td>
<td>Agents of Change</td>
<td>3</td>
<td>Deleted course; Prerequisite: Active standing in Honors Program</td>
<td>Regular</td>
<td>UDC</td>
</tr>
<tr>
<td>HNRS 320W</td>
<td>Science and Human Values--Honors</td>
<td>3</td>
<td>Deleted course; Prerequisite: Acceptance into the Honors Program, faculty permission.</td>
<td>Regular</td>
<td>UDB UDC</td>
</tr>
<tr>
<td>HNRS 330W</td>
<td>Mind in the Machine</td>
<td>3</td>
<td>Deleted course; Prerequisite: Acceptance into the Honors Program, faculty permission.</td>
<td>Regular</td>
<td>UDB UDD</td>
</tr>
<tr>
<td>HNRS 340W</td>
<td>Men, Women, &amp; the Land: Myths and Realities</td>
<td>3</td>
<td>Deleted course</td>
<td>Regular</td>
<td>UDD UDD</td>
</tr>
</tbody>
</table>

Note: The catalog defines prerequisites in the following manner “You must fulfill specific course work or other conditions before you will be allowed to enroll in the course. Prerequisites may be waived by the faculty member only on approval of a formal petition which fully outlines the equivalent attainment.”
Recommended background may be preferable in some instances. The catalog defines recommended background in the following manner “It is recommended that you have prior course work or knowledge; the term is used to advise and caution, but not to prevent enrollment.”

E. For new, changed, and/or deleted courses identify the primary faculty responsible for those courses and how the shift in responsibilities will be accounted for by the program.

Add: HNRS 100 “Communication and Social Change”
   Jennifer A Malkowski, PhD; Tia K Newby, MA; Jessica Eggen, MA; Amy R Oelrichs, MA
Add: HNRS 101 “Arts”
   Jason Nice, PhD
Add: HNRS 102W “Humanities”
   Heather Altfeld, MFA; Ed Pluth, PhD; Troy Jollimore, PhD; Tricia Sweet, MA; Brandon Fry, MA
Add: HNRS 103 “Physical Sciences”
   Joe Pechkis, PhD; Tricia Sweet, MA
Add: HNRS/MCGS 300 “Honors Ethnic Studies Methodologies”
   Browning Neddeau, MA, EdD
Add: HNRS 350 “Multidisciplinary Science”
   Don Miller, PhD; Kristen Mahlis, PhD; Eric Gampel, PhD; Michael Ennis, PhD
Add: HNRS 390 “Interdisciplinary Thesis or Creative Project I”
   Heather Altfeld, MFA; Paul Bailey, MA
Add: HNRS 391W “Interdisciplinary Thesis or Creative Project II”
   Heather Altfeld; Paul Bailey, MA
Add: HNRS 392 “Leadership, Power, and Change: Fall”
Matt Thomas, PhD
Add: HNRS 393 “Leadership, Power, and Change: Spring”
Brianna Ellis, MA

Remove: HNRS 200CW-DW-EW “Honors Survey of Civilization”
Tricia Sweet, MA; Heather Alfeld, MFA, Kirk Monfort, PhD (volunteer)
Remove: HNRS 201W “Beauty”
Heather Alfeld, MFA, Ed Pluth, PhD
Remove: HNRS 202 “Nature”
Joe Pechkis, PhD; Tricia Sweet, MA
Remove: HNRS 203W “Justice”
Heather Alfeld, MFA; Troy Jollimore, PhD
Remove: HNRS 204 “Truth”
Tricia Sweet, MA; Brandon Fry, MA
Remove: HNRS 310W, “Agents of Change”
This course hasn’t been offered for several semesters
Remove: HNRS 320W, “Science & Human Values”
Don Miller, PhD; Kristen Mahlis, PhD
Eric Gampel, PhD; Michael Ennis, PhD
Remove: HNRS 340W, “Men, Women & the Land”
Don Miller, PhD; Kristen Mahlis, PhD
Remove: HNRS 399W, “Honors in General Education Thesis”
Heather Alfeld, MFA; Paul Bailey, MA
Remove: HNRS 399W, “Honors in General Education Thesis”
Heather Alfeld, MFA; Paul Bailey, MA

The shift in responsibilities are accounted for by the removal of existing courses.

F. Explanation of any special program characteristics (e.g., terminology, credit units required, types of coursework, etc.). Students who take courses in the current program can select the GE Area to be fulfilled by that course, whereas students in the proposed program receive the single GE Area assigned to that course (approved by CAB, including the Ethnic Studies ad hoc Committee for HNRS 300). Courses in the current program are mapped onto Chico State’s existing GE Pathway Minors, which are scheduled to end at the same time as the current Honors Program. Many courses in the current/proposed program are team taught. HNRS 200 is a nine-unit course (three sections). In the proposed program, HNRS 350 appears as an upper-division course, but it wouldn’t be required for transfer students who completed Area F prior to transfer.

G. Provision for meeting accreditation requirements, where applicable, and anticipated date of accreditation request. Not applicable

H. Other program requirements.
1. Undergraduate programs: Catalog number and title of the current Graduation Writing Assessment (GWAR) course and replacement course, if applicable. **Not applicable**
2. Undergraduate programs: Catalog number and title of current department-designated upper-division writing course(s) and replacement, if applicable. See **EM 17-009 Not applicable**
3. Graduate programs: Indicate how the graduate literacy requirement is met. **Not applicable**
4. Graduate programs: Indicate the culminating activity options for the program. **Not applicable**

I. For undergraduate programs, include a revised [Major Academic Plan](#) (MAP) with the proposal. If you have questions or need help, contact [Academic Advising Programs](#). **Not applicable**

J. Complete catalog copy for the revised program, including full degree requirements, admission, and completion requirements. See the current University Catalog for correct format and follow it exactly. Before the proposal is submitted to Curriculum Services (for undergraduate programs) or to the Office of Graduate Studies (for graduate programs), it may be helpful to review catalog copy with Academic Publications. **Note:** the current Honors Program does not have any “catalog copy,” but it is created below (for the proposed program) in case APSS decides to add it to the Catalog.
# Honors in General Education

## Course Requirements: 24 units

The following courses, or their approved transfer equivalents, are required of all candidates.

### Lower Division: 12 units

**4 courses required:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>GE Requirement</th>
<th>GE Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>HNRS 100</td>
<td>Communication and Social Change</td>
<td>3.0</td>
<td>FA</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite: Admission to the Honors Program.</em></td>
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<tr>
<td>HNRS 101</td>
<td>Arts</td>
<td>3.0</td>
<td>FA</td>
<td>GE GC</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite: Admission to the Honors Program.</em></td>
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<tr>
<td>HNRS 102W</td>
<td>Humanities (W)</td>
<td>3.0</td>
<td>FS</td>
<td>GE</td>
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<tr>
<td></td>
<td><em>Prerequisite: Admission to the Honors Program.</em></td>
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<tr>
<td>HNRS 103</td>
<td>Physical Sciences</td>
<td>3.0</td>
<td>SP</td>
<td>GE</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite: Admission to the Honors Program.</em></td>
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</tbody>
</table>

### Upper Division: 12 units

**2 courses required:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>GE Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>HNRS 300</td>
<td>Honors Ethnic Studies Methodologies</td>
<td>3.0</td>
<td>SP</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite: Admission to the Honors Program.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HNRS 350</td>
<td>Multidisciplinary Science</td>
<td>3.0</td>
<td>FS</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisites: Admission to the Honors Program; GE Areas A1, A2, A3, and B4 or consent of the instructor.</em></td>
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</tr>
</tbody>
</table>

**2 courses selected from:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>GE Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>HNRS 390</td>
<td>Interdisciplinary Thesis or Creative Project I</td>
<td>3.0</td>
<td>FA</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisites: Admission to the Honors Program; GE Areas A1, A2, A3, and B4 or consent of the instructor.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HNRS 391W</td>
<td>Interdisciplinary Thesis or Creative Project II (W)</td>
<td>3.0</td>
<td>SP</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisites: Admission to the Honors Program; HNRS 390; GE Areas A1, A2, A3, and B4 or consent of the instructor.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HNRS 392</td>
<td>Leadership, Power, and Change: Fall</td>
<td>3.0</td>
<td>FA</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisites: Admission to the Honors Program; GE Areas A1, A2, A3, and B4 or consent of the instructor.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HNRS 393</td>
<td>Leadership, Power, and Change: Spring</td>
<td>3.0</td>
<td>SP</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisites: Admission to the Honors Program; GE Areas A1, A2, A3, and B4 or consent of the instructor.</em></td>
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</tbody>
</table>
Attach the Undergraduate Program Signature form or the Graduate Program Signature form to the front of the proposal and submit to Curriculum Services in Undergraduate Education or the Office of Graduate Studies after all department and college reviews are complete.
<table>
<thead>
<tr>
<th>Existing Catalog 2020/2021</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Honors in General Education</strong></td>
<td><strong>Honors in General Education</strong></td>
</tr>
<tr>
<td><strong>Course Requirements: 24 units</strong></td>
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</tr>
<tr>
<td>The following courses, or their approved transfer equivalents, are required of all candidates for this program.</td>
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</tr>
<tr>
<td><strong>Core: 6 units</strong></td>
<td><strong>Core: 18 units</strong></td>
</tr>
<tr>
<td><strong>2 courses required:</strong></td>
<td><strong>6 courses required:</strong></td>
</tr>
<tr>
<td>• HNRS 399W, “Honors in General Education Thesis,” (Any UD GE Area), Fall</td>
<td>• HNRS 100 “Communication and Social Change” (Area A1), Fall</td>
</tr>
<tr>
<td>• HNRS 399W, “Honors in General Education Thesis,” (Any GE Area), Spring</td>
<td>• HNRS 101 “Arts” (Area C1 and GC), Fall</td>
</tr>
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<td></td>
<td>• HNRS 102 W “Humanities” (Area C2), Fall/Spring</td>
</tr>
<tr>
<td></td>
<td>• HNRS 103 “Physical Sciences” (Area B1), Spring</td>
</tr>
<tr>
<td></td>
<td>• HNRS/MCGS 300, &quot;Honors Ethnic Studies Methodologies” (Area F), Spring</td>
</tr>
<tr>
<td></td>
<td>• HNRS 350 “Multidisciplinary Science” (Area UD-B), Fall/ Spring</td>
</tr>
<tr>
<td><strong>Electives: 18 units</strong></td>
<td><strong>Electives: 6 units</strong></td>
</tr>
<tr>
<td><strong>4 courses selected from:</strong></td>
<td><strong>2 courses selected from:</strong></td>
</tr>
<tr>
<td>• HNRS 200CW “Honors Survey of Civilization” (GE Areas C or A2), Fall</td>
<td>• HNRS 390 “Interdisciplinary Thesis or Creative Project I” (Area UD-D), Fall</td>
</tr>
<tr>
<td>• HNRS 200DW “Honors Survey of Civilization” (GE Areas D or A2), Fall</td>
<td>• HNRS 391W “Interdisciplinary Thesis or Creative Project II” (Area UD-C), Spring</td>
</tr>
<tr>
<td>• HNRS 200EW “Honors Survey of Civilization” (GE Areas E or A2), Fall</td>
<td>• HNRS 392 “Leadership, Power, and Change: Fall” (Area UD-C), Fall</td>
</tr>
<tr>
<td>• HNRS 201W “Beauty” (GE Areas A2, C1, C2 or E), Fall</td>
<td>• HNRS 393 “Leadership, Power, and Change: Spring” (Area UD-D), Spring</td>
</tr>
<tr>
<td>• HNRS 202 “Nature” (GE Areas B1, B2, C2 or E), Fall</td>
<td>•</td>
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<tr>
<td>2 courses selected from:</td>
<td></td>
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<tr>
<td>-------------------------------------------------------------</td>
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<tr>
<td>• HNRS 310W, “Agents of Change,” Fall (GE Areas UD-C or UD-D)</td>
<td></td>
</tr>
<tr>
<td>• HNRS 320W, “Science &amp; Human Values,” Fall (GE Areas UD-B or UD-C)</td>
<td></td>
</tr>
<tr>
<td>• HNRS 330W, “Mind in the Machine,” Spring (GE Areas UD-B or UD-D)</td>
<td></td>
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<tr>
<td>• HNRS 340W, “Men, Women &amp; the Land,” Spring (GE Areas UD-C or UD-D)</td>
<td></td>
</tr>
</tbody>
</table>
Hi Jason,

Apologies for the delay in responding to this more fully. I am used to form letters that I try to populate with relevant info in how the library supports new programs, so I was looking for something similar to go on, but this is a different scenario than I've seen in the past. I don't see anything that would impact library support, but I have also copied Jodi, our faculty chair on this – we can certainly provide more information on how exactly the library supports the honors program with volumes, journals, library faculty and instruction, etc., but if you are just looking for a verification that our world of support here will not be overly impacted by these changes, and that we can continue to support you all, that is true. I'll bring up again the LIBR 130 course, which may be helpful for students in the program, should you feel that appropriate to route them to; but that is my hobby horse, so I feel compelled to mention it always.

Please let me know if you need more formal or additional details than the above, and I'm appreciate your patience with me this week.

Thanks,
William
The Honors Program will be submitting significant changes to EPPC soon and I'm writing to ask if everything looks ok from the library's perspective. I don't believe that we will require anything additional because of the changes (attached).

Thanks,

Jason

Jason Nice, PhD
Pronouns: he, him, his
Director, Honors Program (Honors in General Education)
Chair, Curriculum Advisory Board (General Education)
Faculty, Department of History

We acknowledge and are mindful that CSU, Chico stands on lands that were originally occupied by the first people of this area, and we recognize the Mechoopda and their distinctive spiritual relationship with this land and the waters that run through campus. We are humbled that our campus resides upon sacred lands that once sustained the Mechoopda people for centuries.
MEMORANDUM

To: Educational Policies and Programs Committee

From: Kate McCarthy, Dean of Undergraduate Education

Subject: Changes to Honors in General Education

Date: March 3, 2021

This memo confirms my full support of proposed changes to the Honors in General Education program. I have consulted closely with Honors Director Jason Nice throughout the development of this proposal and believe the revised curriculum will enhance the academic quality of the program while helping students develop critical capacities for understanding and addressing issues of equity and social justice. These curricular revisions can be accommodated within the Honors Program’s existing budget allocation and I foresee no significant changes to Undergraduate Education’s ability to support this excellent program.
Re: HNRS courses in Humanities program

Jason Nice <jnico@cuchico.edu>
Fri 3/5/2021 11:38 AM
To: Daniel Veidlinger DVeidlinger cuchicoedu

Hi Daniel -

Just confirming that the 21-22 catalog will be the final year for HNRS 201W, HNRS 203W, HNRS 310W, and HNRS 340W. These courses appear as electives in the BA in Humanities. As I suggested in an earlier email, many of the new courses may be appropriate for the BA in Humanities, so let's remember to talk next year about whether the BA in Humanities wishes to add any of the soon-to-becreated courses.

Thanks,

Jason

Jason Nice, PhD
Pronouns: he, him, his
Director, Honors Program (Honors in General Education)
Chair, Curriculum Advisory Board (General Education)
Faculty, Department of History

We acknowledge and are mindful that CSU, Chico stands on lands that were originally occupied by the first people of this area, and we recognize the Mechoopda and their distinctive spiritual relationship with this land and the waters that run through campus. We are humbled that our campus resides upon sacred lands that once sustained the Mechoopda people for centuries.
Academic Program level Equity

1. The Academic Program's name, description, mission statement, and ancillary program documents suggest that it is inclusive and/or exclusive in its focus on equity, diversity, inclusion, and or social justice.

   - The Academic Program's name, description, mission statement, and ancillary program documents suggest that it includes substantial and direct, albeit not necessarily exclusive, focus on equity, diversity, inclusion, and or social justice (none of the elements).

   - The Academic Program's name, description, mission statement, and ancillary program documents suggest that it includes substantial and direct, albeit not necessarily exclusive, focus on equity, diversity, inclusion, and or social justice (only one or more of the elements).

   - Not applicable

2. Faculty of color and/or underserved faculty comprise at least 50% of the tenured/tenure-track faculty of the Academic Program.

   - Faculty of color and/or underserved faculty comprise at least 30% of the tenured/tenure-track faculty of the Academic Program.

   - Faculty of color and/or underserved faculty comprise at least 20% of the tenured/tenure-track faculty of the Academic Program.

   - Faculty of color and/or underserved faculty comprise at least 10% of the tenured/tenure-track faculty of the Academic Program.

   - None of the tenured/tenure-track faculty of the Academic Program are faculty of color and/or underserved faculty.

   - Not applicable

3. Faculty of color and/or underserved faculty comprise at least 50% of the instructional faculty in the Academic Program.

   - Faculty of color and/or underserved faculty comprise at least 25% of the instructional faculty in the Academic Program.

   - Faculty of color and/or underserved faculty comprise at least 20% of the instructional faculty in the Academic Program.

   - Not applicable

4. Faculty of color and/or underserved faculty hold all or a majority of positions of leadership (e.g., Dept. Chair, Personnel Committee Chair, etc.) in the Academic Program.

   - Faculty of color and/or underserved faculty hold some positions of leadership (e.g., Dept. Chair, Personnel Committee Chair, etc.) in the Academic Program.

   - Faculty of color and/or underserved faculty hold minimal positions of leadership (e.g., Dept. Chair, Personnel Committee Chair, etc.) in the Academic Program.

   - Not applicable

5. The Academic Program has put in place programs and/or procedures to support the success of students of color and/or other underserved students.

   - The Academic Program has not yet put in place programs and/or procedures to support the success of students of color and/or other underserved students.

6. The Academic Program has started developing programs and/or procedures that support the success of students of color and/or other underserved students.

   - The Academic Program has not yet started developing programs and/or procedures to support the success of students of color and/or other underserved students.

7. Requirements, curricula & required achievements for the major/minor are tailored such that graduates will be fully prepared for entry level-equivalent, diversity, inclusion, and social justice within the field/discipline.

   - Curriculum & required achievements for the major/minor are tailored such that graduates will be fully prepared for entry level-equivalent, diversity, inclusion, and social justice within the field/discipline.

   - Not applicable

8. Most or all individual course meeting requirements of the Academic Program degree(s) achieve a superior rating on the course-level Equity Scorecard.

   - Most or all individual courses meeting requirements of the Academic Program degree(s) achieve an acceptable rating on the course-level Equity Scorecard.

   - Most or all individual courses meeting requirements of the Academic Program degree(s) achieve at least a good rating on the course-level Equity Scorecard.

   - Not applicable

9. Most or all faculty teaching in the Academic Program demonstrate excellence in application of inclusive pedagogy.

   - Most or all faculty teaching in the Academic Program are taking steps to incorporate inclusive teaching strategies.

   - Not applicable

10. Student learning in the Academic Program is demonstrated effectiveness in application of inclusive pedagogy.

    - Faculty teaching in the Academic Program are not taking steps to incorporate inclusive teaching strategies.

    - Not applicable

11. Most or all faculty teaching in the Academic Program are taking steps to incorporate inclusive pedagogy.

    - Not applicable

12. The Academic Program has put into place programs and/or procedures to support the success of students of color and/or other underserved students.

    - The Academic Program has not put into place programs and/or procedures to support the success of students of color and/or other underserved students.

13. The Academic Program allocates funding (or AWTU) to support research or civic engagement, which may be related to equity, diversity, inclusion, and or social justice.

    - The Academic Program does not allocate funding (or AWTU) to support research or civic engagement, which may be related to equity, diversity, inclusion, and or social justice.

14. The Academic Program standardizes financial aid or scholarships for students of color and/or other underserved students.

    - The Academic Program does not standardize financial aid or scholarships for students of color and/or other underserved students.

15. The Academic Program articulates constraints, bylaws, policies, and procedures that are inclusive and/or exclusive in terms of access to a sustainable workplace (employee health & wellness).

    - The Academic Program articulates constraints, bylaws, policies, and procedures that are exclusive in terms of access to a sustainable workplace (employee health & wellness).

    - The Academic Program articulates constraints, bylaws, policies, and procedures that are inclusive in terms of access to a sustainable workplace (employee health & wellness).

    - Not applicable

16. The Academic Program has put in place programs and/or procedures to support the success of students of color and/or other underserved students.

    - The Academic Program has not put in place programs and/or procedures to support the success of students of color and/or other underserved students.

17. Students majoring/minoring in the Academic Program have had no required purchase of materials/book (including tech hardware or software), course-related fees in required courses, and/or other financial costs totaling $500 or less.

    - Students majoring/minoring in the Academic Program have had no required purchase of materials/book (including tech hardware or software), course-related fees in required courses, and/or other financial costs totaling $501 or more.

    - Students majoring/minoring in the Academic Program have had no required purchase of materials/book (including tech hardware or software), course-related fees in required courses, and/or other financial costs totaling $100 or less.

    - Not applicable

18. Students majoring/minoring in the Academic Program have had no required purchase of materials/book (including tech hardware or software), course-related fees in required courses, and/or other financial costs totaling $501 or more.

    - Students majoring/minoring in the Academic Program have had no required purchase of materials/book (including tech hardware or software), course-related fees in required courses, and/or other financial costs totaling $100 or less.

    - Not applicable

19. The Academic Program is a department culture (including office environment and staffing) that is equally inclusive, equitable, and welcoming to the diverse campus and community population—contributing to a sustainable workplace (employee health & wellness).

    - The Academic Program demonstrates a department culture (including office environment and staffing) that is equally inclusive, equitable, and welcoming to the diverse campus and community population—contributing to a sustainable workplace (employee health & wellness).

    - The Academic Program is working toward creating a department culture (including office environment and staffing) that is equally inclusive, equitable, and welcoming to the diverse campus and community population—contributing to a sustainable workplace (employee health & wellness).

    - Not applicable

20. The Academic Program has developed programs and/or procedures that support the success of students of color and/or other underserved students.

    - The Academic Program has not yet developed programs and/or procedures to support the success of students of color and/or other underserved students.

21. The Academic Program’s name, description, mission statement, and ancillary program documents suggest that it is inclusive in terms of access to a sustainable workplace (employee health & wellness).

    - The Academic Program’s name, description, mission statement, and ancillary program documents suggest that it is exclusive in terms of access to a sustainable workplace (employee health & wellness).

    - Not applicable

22. The Academic Program allocates funding (or AWTU) to support research or civic engagement, which may be related to equity, diversity, inclusion, and or social justice.

    - The Academic Program does not allocate funding (or AWTU) to support research or civic engagement, which may be related to equity, diversity, inclusion, and or social justice.

    - Not applicable

23. The Academic Program has put in place programs and/or procedures to support the success of students of color and/or other underserved students.

    - The Academic Program has not put in place programs and/or procedures to support the success of students of color and/or other underserved students.

24. The Academic Program articulates constraints, bylaws, policies, and procedures that are inclusive and/or exclusive in terms of access to a sustainable workplace (employee health & wellness).

    - The Academic Program articulates constraints, bylaws, policies, and procedures that are exclusive in terms of access to a sustainable workplace (employee health & wellness).

    - The Academic Program articulates constraints, bylaws, policies, and procedures that are inclusive in terms of access to a sustainable workplace (employee health & wellness).

    - Not applicable