



GLOBAL CURRICULUM STRATEGIES INITIATIVE

FINAL REPORT

UNIVERSITY HONORS PROGRAM

The NAU University Honors Program understands that a 21st-century liberal arts education ought to be worldly as well as connected as it provides students with opportunities to participate in a dialogue that challenges them to grow as writers, thinkers, and communicators. Through this dialogue, they will discover the ways in which they can become active and informed citizens in their local and global communities.

LEARNING OUTCOMES FOR PROGRAM

Learning Outcomes for the University Honors Program are embedded within the program's new mission statement:

The NAU University Honors Program prepares academically motivated students for a global and changing society by cultivating creative problem solving abilities and communication skills through a rigorous, personalized program of study.

Our community of scholars values excellence, inquiry, innovation, fellowship, and distinction by promoting:

- *The highest standards of academic integrity and excellence across campus.*
- *Meaningful, innovative, interdisciplinary connections.*
- *Leadership, research, community engagement, service learning, creative endeavors, international education, and the exploration of diversity.*
- *A stimulating residential environment.*
- *The integration of academics, learning communities, mentoring, and extra-curricular learning.*

Understandings

Students will understand...

- *by immersing themselves in diverse learning environments that will enhance and prepare them to be globally competent citizens.*
- *how to make connections between the similarities and differences among themselves, others, and the world.*
- *how to participate in interdisciplinary and cross-cultural endeavors which connect the past, present, and future.*

- *how to use and strengthen their critical thinking, speaking, listening, and writing skills to actively engage and participate in learning that encompasses global engagement, environmental sustainability, and diversity.*
- *how to develop an appreciation for the diverse values and beliefs of others while being aware of their own limitations.*

Abilities

Students will be able to act with:

- *responsibility for their own learning while expanding their understanding of our complex world and its issues.*
- *forethought and vision toward an enlightened and sustainable future.*
- *civility, compassion, empathy, and humility when addressing world problems and issues facing our local, national, and global communities.*

Dispositions

Students will be able to reach out to, embrace, and invigorate each community in which they participate, and as well as learn to value the roles that they as individuals and the group play in those communities.

LEARNING PLAN

Learning Activities:

CURRENT ASPECTS OF UNIVERSITY HONORS PROGRAM ADDRESSING GLOBAL LEARNING CONCEPTS

- HON 190 requires students receive a breadth of content over a span of time: early, middle, and late. Some instructors use literature with a global or sustainable perspective. Most incorporate concepts of diversity.
- HON 100, a one-unit, peer facilitated “Intro to Honors” class dedicates time throughout the term to discuss topics of diversity in class. HON 100 students also conceive, develop and implement a community service project during class. Their final project in class is the “College Narrative,” which requires students to take the knowledge from the term and use it to ‘look forward’ into their undergraduate career and begin to plot a path for the accomplishments they wish to make.
- HON 191 is a topic-based seminar selected by the instructor. Some topics covered have specifically addressed global learning, sustainability and/or diversity such as “Sustainable Societies” and “Reading the Environment.”
- First year proficiency in a second language.
- Encouragement of Honors students to study abroad, using both curricular incentives and financial incentives. Students can earn HON or –H credit by studying abroad through a number of options. Honors students have the option of earning Honors credit (HON or –H) in one of the following manners:

1. Request to have a course evaluated as fulfilling curricular requirements of an Honors course (these would be Honors classes taken at a host institution and accepted for credit at NAU)
2. Write “3 essays” responding to provided prompts and request a class identified as Honors
3. If participating in a NAU-faculty sponsored/led experience, work with that faculty member to develop an “Honors Contract” for this experience
4. Earn Independently-arranged credits through HON 408, 497, 475 or 485 experiences (see appropriate forms for more details).

POSSIBLE CHANGES TO UNIVERSITY HONORS PROGRAM CURRICULUM ADDRESSING GLOBAL LEARNING CONCEPTS

- HON 190 syllabus should be changed to incorporate each of the three global learning themes, at each instructors’ discretion.
- HON 191 could be re-titled to be a more specific topic-based class. See sample syllabus for “HON 293 Science” and 191 sequence to incorporate foundation topics. This series of courses should fulfill NAU students’ English Composition requirements as well. Possibly modify objectives of 190 and 191 syllabus.
- HON 100 (not required) further enhances coverage of topics of global learning.
- Honors Advanced Seminars in Critical Reading and Writing should include potential emphasis on global learning themes.
- Honors capstone course will culminate in a student’s final learning experience within the Honors Program. This capstone should include examples of how students will incorporate global learning concepts within their proposals.

ADDITIONAL ASPECTS OF UNIVERSITY HONORS PROGRAM ADDRESSING GLOBAL LEARNING CONCEPTS

- Create Honors’ own summer reading text for incoming (all?) Honors students that have themes of globalism and/or sustainability and/or diversity. At least, continue to use NAU Reads text, a program which also incorporates these three issues.
- Honors Passports—a possible “non-credit” requirement for Honors students to complete. Students, for example, would be required to attend a certain number of campus/community events throughout their time in the Program, and this would provide an opportunity to encourage student participation in an event deemed “sustainable” or “global” or dealing with issues of diversity.
- Develop or identify monthly workshops or lectures with a sustainable, global or diverse focus and encourage Honors faculty to incorporate such activities into their classes. Any Honors-offered events should be held in Cowden or Aspen as much as possible.
- Other Honors events, workshops or activities should strive to incorporate sustainability, diversity, or globalization whenever possible.
- Require service learning activities in all HON or –H (dedicated) classes. Service learning activities are defined by the National Service-Learning Clearinghouse defines Service-Learning as “a teaching and learning strategy that integrates meaningful

community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.”

- Honors “GURUS” (student peer mentors in each 190 classroom) will use global learning concepts when developing and implementing their activities.
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EVIDENCE FOR ASSESSMENT

Honors 190 Writing Assessment—For this initial assignment, students will pick from prompts that focus on the three areas from the global learning initiative: diversity, environmental sustainability, and global engagement.

Honors 100 College Narrative—As part of the writing and completion this assignment, students should apply and connect one of the three areas to their goals for their college experience.

Oral Communication Skills—Students will develop and strengthen their speaking skills by participating in seminar style class discussions, giving oral presentations, and presenting at the annual Honors Symposium.

Course Evaluations—Online course evaluations will be revised to include questions that specifically address the areas of diversity, environmental sustainability, and global engagement in order to measure how the curriculum and program have impacted the undergraduate student’s educational experience.

Study Abroad—Students will complete a writing requirement in order to receive Honors credit for a Study Abroad Experience. For the first writing assignment, they will discuss their objectives for participating in the study abroad experience. The second writing assignment will be completed during the stay abroad and will encompass weekly journal entries and participation in online discussions. The third writing assignment will be an analysis of the study abroad experience and will be completed after the student has returned to the U.S. The prompts for these assignments already incorporate issues of diversity and globalism.

Residence Life Quality of Life Survey—Honors student responses can be separated out and evaluated. Several items are of interest with respect to global learning, sustainability, and diversity include “Residents welcome diverse lifestyles” and “RA promotes respect for differences.”

Honors Student Surveys—These surveys will be conducted every two years. Items will ask students to self-assess their critical skills, as well as evaluate their experiences and perceptions of the program.

Honors Capstone—Incorporate global engagement, diversity, and environmental sustainability into the proposal process whereby students must identify how their project meets/interacts with one of the three areas. The final project can then include an analysis of how this area compares to their initial HON 190 writing assessment.

Exit Surveys— Completed by graduating Honors seniors, the Honors Exit surveys will have items which ask students to reflect upon how they have expanded their knowledge and or appreciation in the three areas from the global learning initiative.

CONCLUSION

The University Honors Program, after completing this curriculum strategy, has identified numerous concepts based within the ideas of Global Learning strategies. While these are goals to that we would like the program to achieve, and directions in which we'd envision the program moving, both of us will usher these ideas through the proper curriculum channels to secure their approval. Many of these we have already been successful in implementing, or at least have been successful in bringing these ideas to the attention of our curriculum redesign team. We value these concepts as important in the progression of student learning not just within our Honors Program, but within NAU as an institution. While we recognize our ideas and strategies are ambitious, we have also integrated these global learning concepts within our program just by including them in discussions about various events, workshops and classes we are considering for the future.