Honors Program
Student Manual

Bemidji State University
2016-2017

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Honors Program Office
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Honors Program

The Honors Program is dedicated to intellectual and creative rigor, to interdisciplinary programming, to a dynamic curriculum, and to creating an Honor’s-based social community of scholars and friends. In all of these areas the Program serves the Honors Students and Faculty, and offers a model for other University programs.

This manual is a guide and reference for Honors Scholars—students admitted to the Honors Program.

From its inception, the Honors Program has been dedicated to on-going experimentation in the realm of teaching and learning. This dedication creates and maintains the stimulating dynamic of the Program. As the University has expanded its curriculum into interdisciplinary programs, the Honors Program has served as a model of interdisciplinary studies and active pedagogy.

Mission Statement:

The Honors Program of Bemidji State University offers motivated students an intellectually challenging, supportive environment that requires academic excellence, encourages interdisciplinary learning, and provides service to the global, local, and University communities.

The Bemidji State University Honors Program is a member of the National Collegiate Honors Council and the Upper Midwest Honors Council.
The Honors Council

The Honors Council is the advisory group to the Honors Program. Its twelve members include faculty from all three of the University’s colleges. Student representatives elected to the Council by their cohorts each academic year.

<table>
<thead>
<tr>
<th>Director</th>
<th>E-Mail*</th>
<th>Department</th>
<th>Office</th>
<th>Telephone**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Season Ellison</td>
<td>sellison</td>
<td>Humanities</td>
<td>HS 336</td>
<td>3355</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Honors Office</td>
<td>HS 357</td>
<td>3984</td>
</tr>
</tbody>
</table>

**Appointments**

**2016-2020**

| Dr. James White       | jwhite   | Human Performance  | PE 207 | 2766        |
|                       |          | Sport & Health     |        |             |

**2016-2019**

| Dr. Mahmoud Al-Odeh   | malodeh  | Tech., Art & Design| BN229  | 4223        |
| Dr. Mary Fairbanks    | mfairbanks| Nursing           | BE109L | 2523        |
| Dr. Jeff Ueland       | jueland  | Geography         | HS242B | 2805        |
| Dr. Janine Wahl       | jwahl    | Prof. Education   | BE327  | 3733        |
| Dr. Marty Wolf        | mwolf    | Computer Science  | HS368  | 2825        |

**2015-2018**

| Dr. Mark Christensen  | mchristensen| English     | HS 302 | 3356        |
| Dr. Andrew Hafs       | ahafs      | Biology      | S 218A | 2789        |
| Janet Heuer, J.D.     | jheuer     | Criminal Justice| BE 307 | 2833        |
| Dr. Colleen Livingston| clivingston| Mathematics  | HS 362 | 2843        |
| Dr. Susan Rickers     | srickers   | Social Work   | HS 379 | 2835        |

*All e-mail addresses are followed by @bemidjistate.edu.*

**All telephone numbers have a prefix of 218-755.**
Purpose of the Honors Program

The Honors Program is an alternative path created to meet the requirements the University’s Liberal Education Program, which is the required general curriculum that is the foundation for each of Bemidji State University’s undergraduate academic programs. The Honors Program offers qualified students the opportunity to engage in academic challenges different from the Liberal Education requirements.

Features of the Honors Program:

- Interdisciplinary Honors courses that emphasize:
  - Critical and creative analysis of ideas
  - Appreciating multiple perspectives
  - Exploring creative and unconventional thinking
  - Developing advanced problem-solving skills
  - Recognizing assumptions that we make about ourselves and our world
- Greater freedom to plan a course of study
- Potential to accelerate study in the major
- Engage in dialog about contrasting points of view with faculty and other students in their Honors cohort
- Honors Lecture Series, a series of lectures by esteemed BSU faculty-scholars as well as scholars from across the nation
- Prospect to work individually with faculty to create an honors thesis
- Social events (retreats, de-stressing events, and more)
- Work study positions available within the Program
- Honors housing, and a competitive senior scholarship to live in the esteemed Laurel House (four senior students live at LH free of charge)
- Opportunity to attend the Upper Midwest Regional Honors Council Conference and the chance to present your scholarship and network with Honors Scholars and Faculty from across the Region.
- Honors Director holds regular open office hours when students can just drop in

“Liberal Education [aka. Honors Education] nurtures human freedom in the service of human community, which is to say that in the end it celebrates love. Whether we speak of our universities or ourselves, I hope we will hold fast to this constant practice, in the full depth and richness of its many meanings: only connect.”

Who is Eligible to Join Honors?

High school seniors, first and second year college students, and some transfer students (depending on prior experiences and transcript), may apply for admission to the Honors Program if they meet the following criteria:

High School Seniors
- ACT composite score of at least 26
  or
- Class rank within the top 10%
  or
- High school GPA of 3.5 or greater

College Students
- Cumulative grade point average of 3.25 or better

An application form is available from the Honors Program Office (see contact information at the front of the booklet). You may also find the Honors Program application on our website at the following link:


Qualified students are appointed to the Program by the Director of Honors, Honors Council, and other faculty advisors to the Honors Program.
Student Learning Outcomes

Receptive Critical Thinking
Students will demonstrate improvements in their comprehension compared to their entering year. Specifically, they will demonstrate an ability to grasp complex ideas, understand a variety of perspectives, evaluate the merits of evidence, and analyze material.

Expressive Critical Thinking
Students will demonstrate creativity in handling complex ideas. Furthermore, they will be able to synthesize and explain complex material, formulate higher order questions, develop hypotheses and methods for testing their hypotheses, and present appropriate support for a thesis.

Written Communication
Students will demonstrate excellence in written communication. Specifically by graduation, students will demonstrate the ability to write substantive papers with evidentiary support for their ideas. They will demonstrate the use of logical reasoning. Their papers will be well organized with appropriate structure, good use of grammar, sophisticated language, and professional style. They will understand rules regarding plagiarism, and will use appropriate citations.

Oral Communication
Students will demonstrate fluency in spoken communication. By graduation, students will demonstrate the ability to make formal oral presentations, engage in spontaneous public dialogue, and engage in extemporaneous debate and oral problem solving.

Responsibility for Learning
Students will develop the ability to take responsibility for their own learning. Specifically, students will be able to articulate that learning is a lifelong process and that they are responsible for engaging in their course work. They will demonstrate that they are capable of pursuing information and understanding beyond the requirements of any specific course. Additionally, students will complete a piece of independent scholarship for which they have primary responsibility in developing the topic, planning the research, organizing their results, and presenting their findings to an appropriate review committee.
Foundational Knowledge
Students will demonstrate foundational knowledge in a wide range of disciplines within the domain of liberal education. Specifically, students will demonstrate proficiency in foundational courses within the fields of language and literature, scientific investigation of human behavior, structure and function of institutions, historical studies, mathematics or analytical thought, and world culture.

Civic Engagement
Students will be able to articulate the relevance of their academic work and their personal choices to the broader community.

Academic Advising
Honors students are advised by a number of faculty and have access to FYE Instructors (first year experience for Honors students) who will address the basics of advising with Honors students. Once students have declared a major, they will work with a faculty advisor in their major area. The Honors Director also serves as a source for advising of Honors Program Students.

Requirements for the Honors Program
Honors Scholars must:

• make regular progress toward completion of the Honors curriculum;
• regularly attend Honors Lecture Series and social events;
• attend a Program Welcome meeting at the start of each semester;
• complete the Honors curriculum including an Honors Thesis;
• achieve a 3.25 cumulative grade point average by graduation

Pre-registration
As Honors scholars, students have the privilege of early pre-registration with the first registration group. Students who register without consulting their primary academic advisor or the Director of Honors technically do not have their course-schedule approved and may encounter difficulties in fulfilling Honors program requirements.
The Honors Program Curriculum

Honors Scholars must complete a minimum of 38 credits in the following areas:

I. Written and Oral Communication

II. Sciences (one with a lab component)

III. Honors Approved Core Courses (see list of approved courses; Keep in mind that this list is dynamic and ever-changing depending on the University curriculum)

IV. Required Honors Program Courses (HOPR)

Honors Scholars are exempt from the regular Liberal Education requirement. However, Scholars who leave the Honors Program before graduation are responsible for satisfying the Liberal Education Program.

- Courses applied to Honors Program requirements may not be taken Pass/Fail.
- The Honors Program does not increase the number of credits required for graduation.
- The Honors Program is compatible with and complementary to every academic major.
- Honors Students will maintain an E-folio containing samples of their academic work and statements regarding the meaning and coherence of their education and will present this work during their thesis defense to their thesis committee.

A comparison of the Honors Program and the Liberal Education Program appears in Appendix B.
Honors Core – Approved Courses Outside the Program

Honors scholars are required to satisfy the full-year College Writing sequence and the Natural Science (one lab class) requirement. Honors scholars are otherwise exempt from completing specific requirements in the Liberal Education curriculum, but must fulfill the following Honors Core Curriculum.

The Honors Core consists of approved courses from outside the Honors Program. The courses are grouped into six areas to ensure that students gain a broad general experience. The Honors Council requires that at least one course (minimum 2 semester hours) be taken in each of the areas listed below. **No single course can satisfy more than one area for any student.**

1. **Language, Literature, and the Arts:** Literature and the Arts are vehicles for display of culture and aesthetic expression, and can communicate understandings of the human experience. The coursework may be taken in English, Languages, or the Humanities.

2. **Scientific Investigation of Human Behavior:** Additional understanding of the human experience comes from familiarity with specific inquiries into human behavior.

3. **The Structure and Function of Institutions:** Economic, political, and social institutions play a significant role in people’s lives. The understanding of these institutions is an important aspect of being a responsible citizen.

4. **Historical Studies:** Historical study provides a perspective on the development of human society and culture and can open our minds beyond our present understanding of the world.

5. **Mathematics or Analytical Thought:** An understanding of the nature and use of formal, rational thought is a basis for the study of every branch of knowledge.

6. **World Culture:** Examining another culture through the perspectives of other disciplines such as anthropology, history, philosophy, and certain arts courses help to free us from the confines of our own culture or to understand a microcosm of our current American culture. Courses in World Culture may include specific studies of American minority groups as well as global perspectives.

The list [Appendix C] indicates for each area, departmental courses that have been approved by the Honors Council as suitable to fulfill the Honors core requirements. This list has been developed based upon courses currently listed in the university catalog, and is subject to change.

Students may request a course substitution should they feel an alternative (unlisted) course meets the requirements of one of the six areas and provides an Honors experience (i.e. is challenging and addresses some of the Honors Program Learning Objectives. Such requests should be made to the Director of Honors before the student registers for the course.

To make such a request complete the following and make an appointment with the Honors Director to discuss:
1. Course Substitution Form (See Appendix D)
2. Class Description (for the class you’d like to substitute)
3. 1 paragraph written justification for why you feel this substitution is appropriate and how the class meets the Honors Program Objectives.

Experimental courses and interdisciplinary courses may be substituted as well as standard departmental courses. Honors scholars should discuss their course selection with their Honors advisor (and in the case of a substitution, the Honors Director), who will ensure that diversity and rigor are maintained in the student’s schedule.

In addition to fulfilling the requirements for the Honors core, Honors scholars must complete the required Honors courses as well as requirements in their major.

**Required Courses**

In addition to Honors approved courses, Honors scholars must also complete the following required Honors Program courses. Because each of these courses is interdisciplinary, the topic varies from year to year and semester to semester.

**HOPR 1104 The Unity and Diversity of Knowledge (2)**
Introductory study of concepts, methods and goals characteristic of the pursuit of knowledge.

**HOPR 1105 Influence, Power, and Values (2)**
Introduction to influence and power in relation to considerations of human values. A service component is required.

**HOPR 2106 Studies in Literature and the Arts (2)**
Study of the role played by literature and the arts in interpreting and expressing human experience and in constructing, throughout history, changing views of the nature of civilization, as well as helping us to define what it means to be “human.”

**HOPR 2107 Studies in the Social Sciences and History (2)**
Study of concepts common to the disciplines of the social sciences or history, with emphasis on current topics or problems.

**HOPR 3899 Pre-Thesis Seminar (1)**
Each student will choose an Honors thesis topic, arrange to work with a thesis advisor, develop an annotated bibliography and write a thesis proposal. Proposals are reviewed for approval by the Honors Council. Must be taken fall semester during the junior year.
HOPR 4889 Integrative Seminar (2)
Readings, discussions, and student presentations involving study and articulation of relationships between disciplines. Prerequisites: Honors 1104, 1105, 2106, 2107.

HOPR 4899 Honors Thesis (2)
Work individually with an advisor to create and write the Honors thesis or thesis project. The thesis may be scholarly (based on empirical, archival, or literary research wherein the end product is a documented research paper), or creative (consisting of original work created and presented by the student, and accompanied by a written artist’s statement and documentation of the student’s process). An arranged course form, available at the Honors Office, is required for registration for this course (also, in Appendix E). Prerequisite: Honors 3899.

Thesis guidelines may be found on our website:
http://www.bemidjistate.edu/academics/honors/requirements/completing_honors/theses/

Dropping/Transferring

Dropping the Honors Program
First & second year students with insufficient grade point averages (below 3.00) and third & fourth year students with insufficient grade point averages (below 3.25) are dropped from the Program when it becomes apparent that their record will not be maintained above the minimum standard. Students are notified by the Director of the Program when their grade point average falls below the required mark. Prior to dropping the student from the Program, the student and the Director may work, in concert, to make a plan to help the student improve performance.

Students may request to be dropped from the Program if they have a low grade point average or for other reasons. Until a student has been notified that he or she has been dropped by the Honors Program or until a student notifies the Director that he or she wishes to drop and has, in turn, been notified that they are officially dropped, the student is a part of the Honors Program and is held accountable for the requirements of the Program. Students should not drop the Program "on their own" without notifying the Director because they then run the risk of complicating their graduation plans.

Students who drop the Program need to complete the “Request to Drop Honors” form (See Appendix F). This form is also available in the Honors Program Office and in the box outside Dr. Ellison’s faculty office (Hagg-Sauer, room 336). Students must complete the form fully AND must attach a printed copy of their DARS report to the form. Submit this
documentation to the main reception area of Hagg-Sauer Hall (3rd floor, across from the elevator) for Dr. Ellison’s review. From this information, the Director will discern whether or not a student consult is necessary prior to dropping a student from the Program.

Upon expressing their wish to drop the Program and upon the Director’s approval, the student’s academic record is examined and their course work is translated into the regular Liberal Education curriculum. Every effort is made not to penalize students dropping out of the Honors Program and into regular university curricula. Each student’s move from Honors to Liberal Education is judged on the individual merits of his or her case and the courses already taken.

Students dropped from the Program must then complete Liberal Education requirements. Students wishing to drop the Program should carefully weigh the advantages and disadvantages of this action relative to their graduation plans and general university program.

Ultimately, the student is responsible for completing all regulations or requirements at the university and it is the student’s responsibility to know those regulations or requirements and to see that he or she has completed them. As previously mentioned, the student should consult with the Honors Director.

**Transferring to Another College**

Courses at Bemidji State University, including the Honors courses, are transferable to all other institutions. However, students who transfer must meet the regulations of the institution to which they transfer and, over this matter, Bemidji State University has no influence. Students who transfer may request certification from the Honors Program Director stating that they were exempted from specific requirements as Honors scholars at Bemidji State University and this exemption may apply at other institutions. However, honoring any such exemption is up to the other institution and students who transfer should discuss that matter with the college into which they intend to transfer. The Honors Director will work with students to ensure that transfers are as smooth as possible.
Graduation & Commencement

While challenging in scope, the Honors Program does not increase the number of credits required for graduation. As an alternative to liberal education, the Honors Program does not offer a major, a minor, or a degree. Successful completion of the Honors requirements is noted on the student’s permanent transcript. No student may graduate from the Honors Program unless all Honors requirements are completed and the student’s cumulative grade point average at graduation is at least 3.25. Honors scholars apply for graduation in the same manner as other students at the University. Graduation Application forms are found on the Records Office website.

It is the student who is ultimately responsible for meeting requirements for graduation. The Honors Program Office will keep each Honors student informed of Program regulations and assist the student as best as possible by providing information, updates, and guidance as the student nears graduation.

Honors graduates earn special recognition in the commencement program and wear the Honors stole with their academic robes at the commencement ceremony. A pre-commencement reception is held the day before commencement for the graduates and their guests at which time the graduates receive their Honors stoles.
Honors Residential Experience (optional)

Tamarack Hall
The Honors Program and the Office of Residential Life partner in the Honors Residential Experience Program located on the 11th and 12th floors of Tamarack Hall. Honors Residential Experience offers honors students the opportunity to create a special learning community where fellow residents share educational values. Students who live on the Honors floors can easily participate in Honors Program activities that are offered in Tamarack, and find it convenient to establish study groups, interest groups, and interact socially with their fellow Honors students. The Tamarack Residential Experience is open to both entering students and returning students alike.

Laurel House
The Laurel House is an exciting and unique opportunity for 4 upperclassmen (through an application process) from the Honors Program to live in a home environment with a programmatic connection. The public living spaces (kitchen, living room and study room) may be used by the Honors Council, faculty and students to hold receptions, discussions and food and conversation sessions in an informal setting. Activities are coordinated between the Laurel House residents and the Honors Council.
Honors Annual Fall Retreat

Each fall the Honors Program holds a day-long retreat at Lake Bemidji State Park. The purpose of the retreat is to offer honors students an opportunity to meet each other and develop a sense of community. For new students it is a chance to learn more about the program and to make important friendships. For returning students it is a time to renew friendships and offer the benefit of experience to new students. Students enjoy the beauty of the state park, the delicious food, an opportunity to meet some of the Honors Program faculty.
Upper Midwest Honors Council Conference

The Honors Program at Bemidji State University is a member of the Upper Midwest Honors Council. The UMHC consists of colleges and universities from the Upper Midwest geographic region and is an organization that includes students, faculty and administrators who are dedicated to the encouragement and support of undergraduate honors learning. The UMHC website is located at www.umrhc.org.

Each year, select students from the BSU Honors Program attend and participate in the UMHC’s annual conference. Individual and/or group presentations based upon thesis work or Honors class work provide our Honors scholars the opportunity to share their scholarship with over two hundred Honors students, faculty, and administrators from across the Upper Midwest. Recent past conferences have been held at Mankato State University, St. Scholastica, North Dakota State University, Drake University, St. Cloud State University, Dickinson State University, and the University of Wisconsin-Stout.
Student Scholarship and Creative Achievement Conference

“The Student Scholarship and Creative Achievement Conference is a forum where students present their creative works and research to the larger community of learners. It is an opportunity for students to exchange ideas in a public arena. Classes do not meet so that students and faculty can participate in the day’s events.”

- Troy Gilbertson, Conference Chair

The Student Scholarship and Creative Achievement Conference is held in April each year. Honors students are strongly encouraged to share their thesis results, other honors papers, or creative scholarship with the University community at this conference.
The Honors Council Lecture Series is a series of lectures by Bemidji State University faculty scholars who present to the campus community highlights from their current projects. Special guests from across the nation occasionally present to our Honors Students important scholarship taking place at other Universities and Colleges in order to broaden the experiences available to our Honors Program students.

Two lectures per semester are required of Honors Students about which students must create short reflection papers (1 – 2 pages) that they will upload into their e-folios as evidence of their learning process. From these mini-reflections, students will be able to judge their growth—in writing and depth of thought—over the course of their time spent in the Honors Program and at Bemidji State University.

**Honors Council Lecture Series from Fall 2016.**
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APPENDIX A

APPLICATION FOR ADMISSION TO THE HONORS PROGRAM

_____ I am applying for admission to the Honors Program for________________ (term),
__________________________(year);  Date ____________________

Name___________________________________________________________________________

Home Address________________________________________________________________________

City__________________________ State _____ Zip Code ________

Home Telephone ( ) ________________________________________________

Cell Phone ( ) _________________________________________________________

E-Mail Address: ____________________________________________________________

Student I.D. Number (If known) ______________________________

Probable Major (If known) ________________________________________________

_____ I am interested in living in Honors Housing (Tamarack 11th floor) (Contact the Honors Program Office or Residential Life for more information)

*********************************************************************************************

The process for application to the Honors Program includes the following parts:

1. Completion of this application form
2. Submit, with this form, a 1- page personal statement that describes how you feel you are a good fit for the Bemidji State University Honors Program. [You may read about the program online before writing your statement.]
3. Register for the offered Honors Class (varies depending on semester of admission)

Submit the application form and short statement to (via mail, e-mail scan, or fax):

Dr. Season Ellison
Director of Honors Program
Assistant Professor of Interdisciplinary Studies
1500 Birchmont Drive NE #23
Bemidji, MN 56601-2699
E-mail: sellison@bemidjistate.edu
Fax: 218-755-2822 (Attn: Season Ellison)
Phone: 218-755-3355 (office phone not available during summer months)

For questions, please contact Dr. Season Ellison (Director of Honors) at contact information listed above.
## APPENDIX B
### Liberal Education/Honors Program Comparison

<table>
<thead>
<tr>
<th><strong>Liberal Education Requirements</strong></th>
<th><strong>Honors Program Requirements</strong></th>
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<tbody>
<tr>
<td>Students pursuing a bachelor's degree must complete a minimum of 42 Liberal Education semester hours. Consult with an advisor before selecting courses.</td>
<td>Honors scholars are required to complete the full-year College Writing sequence, and the Natural Science requirement. Honors Scholars are otherwise exempt from completing specific requirements in the Liberal Education curriculum, but must fulfill the Honors core and complete the required courses.</td>
</tr>
<tr>
<td><strong>I. Communication</strong></td>
<td>6 credits</td>
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<tr>
<td>English 1151</td>
<td>3 credits</td>
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<tr>
<td>English 2152 or</td>
<td>3 credits</td>
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<tr>
<td>English 3150</td>
<td>3 credits</td>
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<tr>
<td><strong>II. Critical Thinking</strong> (requires completion of the rest of the Liberal Education program)</td>
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<tr>
<td><strong>III. Natural Science</strong> (2 courses-7 credits) (at least one course must have a lab component)</td>
<td>7 credits</td>
</tr>
<tr>
<td><strong>IV. Mathematics</strong> (1 course-3 credits)</td>
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<tr>
<td><strong>V. History and the Social and Behavioral Sciences</strong> (2 courses-6 credits) (students are encouraged to take courses from different disciplines)</td>
<td></td>
</tr>
<tr>
<td><strong>VI. Humanities and the Arts</strong> (2 courses-5 credits) (students are encouraged to take courses from different disciplines)</td>
<td></td>
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<tr>
<td><strong>VII. Human Diversity in the United States</strong> (1 course-2 credits)</td>
<td></td>
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<tr>
<td><strong>VIII. Global Perspective</strong> (1 course-3 credits)</td>
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<tr>
<td><strong>IX. Ethical &amp; Civic Responsibility</strong> (1 course-2 credits)</td>
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<tr>
<td><strong>X. People and the Environment</strong> (1 course-2 credits)</td>
<td></td>
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<tr>
<td><strong>XI. Performance and Participation</strong> (1 credit)</td>
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<tr>
<td>(4 elective credits)</td>
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<tr>
<td><strong>TOTAL MINIMUM SEMESTER HOURS</strong></td>
<td><strong>(42 Credits)</strong></td>
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<tr>
<td><strong>(42 Credits)</strong></td>
<td><strong>(38 Credits)</strong></td>
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</table>

The Honors Core allows more flexibility in choice of courses than does Liberal Education. A large number of advanced courses not allowed for credit toward Liberal Education requirements may be used in the Honors Core. Many courses which do apply for Liberal Education also apply to the Honors core. Please note, however, that students who leave the Honors Program become responsible for meeting Liberal Education requirements.
APPENDIX C
Approved Core Courses

Note: Courses marked with an asterisk * have prerequisites. Check the catalog for further information. Courses are three credits unless otherwise indicated. ** Some courses may not be offered. For course substitution, please see the Honors Director.

1. LANGUAGE AND LITERATURE

**English**
ENGL 2250 Understanding Literature
ENGL 2340 The American Film
ENGL 2350 American Literature, to 1865
ENGL 2355 American Literature, 1865 to Present
ENGL 2360 English Literature, to 1800
ENGL 2365 English Literature, 1800 to Present
ENGL 2370 World Literature, to 1600
ENGL 2375 World Literature, 1600 to Present
ENGL 2380 Women in World Literature
ENGL 2410 Myth
ENGL 2460 Science Fiction and Fantasy
ENGL 3310 American Romanticism, Realism, and Naturalism
ENGL 3320 Twentieth-Century American Literature
ENGL 3335 Restoration and Eighteenth-Century Literature
ENGL 3355 Twentieth-Century British and Commonwealth

**Literature**
ENGL 3540 Literature for Young Adults
ENGL 4410 Chaucer and His Age
ENGL 4420 Shakespeare and His Age
ENGL 4425 Milton and His Age

**Languages**
Spanish
Any literature/culture course 3312 and higher

**Philosophy**
PHIL 2310 Philosophy in Literature

2. INVESTIGATION OF HUMAN BEHAVIOR

**Anthropology**
ANTH 1100 Becoming Human-Tracing Our Origins
ANTH 1110 Cultural Anthropology
ANTH 2100 Native North Americans

**Biology**
BIOL 3150 Animal Behavior

**Geography**
GEOG 2200 Introduction to Human Geography

**Philosophy**
PHIL 2220 Ethics

**Political Science**
POL 1300 Introduction to International Relations

**Professional Education**
ED 3110 Educational Psychology
ED 3600 Study of Learner with Special Needs

**Psychology**
PSY 1100 Introductory Psychology (4)
PSY 2200 Human Sexuality
PSY 2217 Abnormal Psychology
PSY 2227 Learning and Cognition
PSY 2237 Lifespan Development (4)
PSY 3337 Group Processes
PSY 3357 Industrial and Organizational Psychology
PSY 3367 Social Psychology
PSY 3377 Typical/Atypical Development; Development of the Preschool Child (2)
PSY 3457 Cognitive Psychology
PSY 4459 Psychophysiology & Perception (4)

**Sociology**
SOC 2230 Ethnic and Minority Group Relations
SOC 3230 Social Psychology

**Technological Studies**
IT 2100 Impact of Technology (2)

3. THE STRUCTURE AND FUNCTION OF INSTITUTIONS

**Criminal Justice**
CRJS 1000 The American Legal System
CRJS 1120 Criminal Justice and Society (4)

**Economics**
ECON 2000  Markets and Resource Allocation
ECON *2100  Macroeconomics & the Business Cycle
ECON *3010  Public Economics
ECON *3070  Labor Economics
ECON *3200  Economics of the Financial Sector
ECON *3400  International Trade & Finance

Environmental Studies
ENVR 2000  Intro to Environmental Science

Geography
GEOG 2300  Economic Geography
GEOG 2500  Political Geography
GEOG *4120  Urban Geography

History
HST 2630  Religion in America

Mass Communication
MASC 1100  Mass Media and Society

People and the Environment: All courses in People and the Environment apply under this rubric.

Philosophy
PHIL 2270  Death and Survival
PHIL 2320  Philosophy of Religion

Political Science
POL 1200  Introduction to American Politics
POL *3100  American Foreign Policy
POL *3200  Minnesota Politics
POL *3410  Legislative & Executive Relations
POL *3420  Campaigns and Elections

Religious Studies
REL 2000  Religion in the Modern World

Social Work
SOWK 2120  Introduction to Social Welfare
SOWK *2260  Social Welfare Policy

Sociology
SOC 1104  Introduction to Sociology
SOC 2200  Social Movements & Change
SOC 2210  American Culture
SOC 2220  Sociology of Marriage and Family
SOC *3050  Environmental Sociology
SOC *3120  Organizations in Society

4. HISTORICAL STUDIES

Art History
ARTH 2551  Art History Survey I (4)
ARTH 2552  Art History Survey II (4)
ARTH *3550  Nineteenth Century Visual Culture (4)
ARTH *3557  Twentieth Century Art (4)
ARTH 3559  History of Modern Design
ARTH 3566  Art in the Ancient Americas (4)
ARTH 4550  Studies in Art History (2)

Economics
ECON 1500  Historical Development of the Mixed Economy Geography
GEOG 4210  The History and Development of Geographic Thought

History
HST 1114  United States History I, to 1877
HST 1115  United States History II, since 1877
HST 1304  World History I, Prehistory-1500
HST 1305  World History II, 1500-Present
HST 2610  Minnesota History
HST 2660  Women and History
HST 2690  Indians of North America
HST 3117  American Revolutionary Era, 1763-1800
HST 3128  Testing Democracy: Reform in Nineteenth Century America
HST 3137  Civil War & Reconstruction, 1844-1877
HST 3159  The World at War, 1931-1945
HST*3169  History of the Vietnam War
HST 3177  American Intellectual History to 1877
HST 3178  American Intellectual History since 1877
HST 3187  American West
HST 3258  Foundations of the Western Legal Traditions

Humanities
HUM 1100  Human Culture & Ideas
HUM 2100  European Culture & Civilization
HUM 2120  American Culture & Civilization

Indian Studies
INST 2201  American Indians, Pre-contact -1887
INST 2207  First Nations of Canada
INST *3307  History of the Ojibwe
INST *3568  Survey of American Indian Art
Mathematics
MATH 1100  Mathematical Reasoning (3)
MATH 1170  College Algebra
MATH 1470  Pre-Calculus (5)
MATH 2210  Discrete Mathematics (4)
MATH 2471  Calculus I (5)
MATH 2472  Calculus II (5)
STATS 2610  Applied Statistics

Philosophy
PHIL 3350  Symbolic Logic

5. MATHEMATICS OR ANALYTICAL THOUGHT

Mathematics
MATH 1100  Mathematical Reasoning (3)
MATH 1170  College Algebra
MATH 1470  Pre-Calculus (5)
MATH 2210  Discrete Mathematics (4)
MATH 2471  Calculus I (5)
MATH 2472  Calculus II (5)
STATS 2610  Applied Statistics

Philosophy
PHIL 3350  Symbolic Logic

Political Science
POL 1400  Intro to Comparative Politics
POL *3130  Asian Political Development
POL *3160  Comparative European Politics
POL *3170  International Relations
POL *3180  International Law & Organization

Social Work
SOWK 2110  Intercultural Communication

Technology, Art & Design
VSAR 1108  Arts Today
VSAR 2410  Ojibwe Crafts

6. WORLD CULTURE

Geography
GEOG 1400  World Regional Geography
APPENDIX D

BEMIDJI STATE UNIVERSITY
Records & Registration Office
Deputy Hall, Room 101, #12
1500 Birchmont Dr.
Bemidji, MN 56601
218/755-2020  Fax: 218/755-4409
records@bemidjistate.edu

Separate forms must be used for each program (major/area of emphasis/liberal education/minor/licensure endorsement) and for each college or transfer.

"Form MUST be signed by Department Chair before it can be processed in the Records Office"

Name: ____________________ SSN/BSU ID: ____________
Street: ____________________ Date: ____________
City: _______________ State: _____ Zip: ____________

This equivalency evaluation is for courses taken at: ________________________

(Specify Name and Location of Institution)

Catalog Used

☐ Major:
☐ Liberal Education (transfer only):
☐ Area of Emphasis:
☐ Minor:
☐ Licensure Endorsement:

Do you have Grad Plans submitted to the Records Office? ☐ Yes ☐ No

Substitute/Transfer Course(s):

<table>
<thead>
<tr>
<th>Course Dept.</th>
<th>Course No.</th>
<th>Substitution/Transfer Course Title</th>
<th>Taken at</th>
<th>Grade Earned</th>
<th>Credit Total</th>
<th>Meets DARS?</th>
<th>DARS Points</th>
<th>Grade Total</th>
</tr>
</thead>
</table>

To be used in place of:

<table>
<thead>
<tr>
<th>Course Dept.</th>
<th>Course No.</th>
<th>Course Title</th>
<th>DARS Points</th>
</tr>
</thead>
</table>

* Indicates that this transfer equivalency can be set-up as a permanent equivalency in DARS

Signature of Advisor: ____________________ Recommendation: _____ Approval _____ Denial

Signature of Dept. Chair: ____________________ Recommendation: _____ Approval _____ Denial

COMMENTS:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Registrator: ____________________  Recommendation: _____ Approval _____ Denial

DARS) Date: ____________  Initials: ____________  Code: ____________  Req: ____________

For Office Use Only

Sent: ____________  DAS: ____________  Initials: ____________
# Arranged Course Request Form

Obtain the signature of the instructor and department chair in that order. If you are arranging a graduate level course, you will need to obtain a signature from the Graduate Office. All requests must include a syllabus with a course description and information on how student grades will be determined. For 5000/5000 or 4000/5000 level courses include additional graduate components. All requests for arranged courses should be made prior to the end of the first week of classes.

## Part I (to be completed by the student)

Name: ____________________________  SSN or BSU ID: ____________________________

Last: ____________________________  First: ____________________________  MI: ____________________________

Date: ____________________________  E-mail: ____________________________

(Month/Day/Year)

I am a: On-Campus Student  Center for Extended Learning/Distance Learning Student

## Part II (to be completed by instructor)

Course Subject: __________  Course Number: ________  Course Title: ____________________________

Year: ________  Term: _____ (F = Fall, S = Spring, I = Summer)

Instructor Name: ____________________________  Instructor ID: ____________________________

Credit Hours ________  Proposed as: ☐ No Load  ☐ cr Regular Load  ☐ cr Overload

If this is for a teacher associate (TA) course, please list class you will be a TA for: ____________________________

Part III (to be signed by designated persons)

Once required signatures are obtained, this form can be submitted to the Records Office, Deputy Hall 101, #12.

Instructor: ____________________________

Department Chair: ____________________________  Graduate Studies Office: ____________________________

Dean/Supervisor: ____________________________

*Please note: The Records Office will register you for the course upon completion of the form. You are responsible for the financial obligation incurred from this registration. Please be aware of payment deadline to avoid your class(es) from being cancelled.

For Office Use ONLY

Course ID: ____________________________

Inst_unit_type: ____________________________

0070  ES70

Date Processed: ____________________________
APPENDIX F

Bemidji State University

REQUEST TO DROP HONORS PROGRAM
You must complete this form in its entirety and submit the form
to the Hagg Sauer Reception Desk, Room 389

<table>
<thead>
<tr>
<th>Name</th>
<th>ID</th>
<th>Date</th>
</tr>
</thead>
</table>

1. Why did you initially apply to the Honors Program?

2. What were your expectations of the program?

3. Did you feel challenged by the Honors classes?

4. What is your primary reason for wanting to drop the Honors program?

5. Do you have any recommendations for the Honors Program?

6. What honors courses have you already taken and received credit for? [I will need this information to credit any of your Honors Classes to the Liberal Education Track.]

Student Signature: ___________________________ Date: ____________

Program Director: ___________________________ Date: ____________

Drop Approved: Yes No Date: ____________

Submitted to Records: Yes No Date: ____________

Revised 10/2016
APPENDIX G

Suggested Plan of Study

The following is a list of required Honors program courses arranged by year. This schedule is intended to help students plan their schedules in an orderly fashion; however, these are only suggestions and this schedule is flexible.

**Freshman Year**
- English 1101, 1102
- Honors 1104, The Unity and Diversity of Knowledge (Fall)
- Honors 1105, Influence, Power and Values (Spring)
- Courses in the Honors Core
- Courses in a Major

**Sophomore Year**
- Honors 2106, Studies in Literature and the Arts (Fall)
- Honors 2107, Studies in Social Sciences and History (Spring)
- Courses in the Honors Core
- Courses in a Major

**Junior Year**
- Honors 3899, Pre-Thesis Seminar (Fall)
- Honors 4889, Integrative Seminar (Fall or Spring of Jr. or Sr. Year)
- Courses in the Honors Core
- Courses in a Major

**Senior Year**
- Honors 4889, Integrative Seminar (Fall or Spring of Jr. or Sr. Year)
- Honors 4899, Honors Thesis (completion and defense of thesis)
- Courses in a Major
<table>
<thead>
<tr>
<th>Conclusion</th>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>The conclusion of the research questions and findings is presented, highlighting the key insights and implications. The contribution of the study is discussed, emphasizing its relevance and significance.</td>
<td>The introduction sets the stage for the research, providing background information and the research problem. It outlines the objectives and goals of the study.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>A detailed description of the research methods is provided, including the design, sample, data collection, and analysis procedures.</td>
<td>The references section lists the sources consulted for the research, formatted according to a specific citation style.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>St/Vace</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>A concise summary of the key findings and conclusions is presented, highlighting the main outcomes and implications.</td>
<td>The summary provides a brief overview of the research, summarizing the main points and their significance.</td>
</tr>
<tr>
<td>Component</td>
<td>Description</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>Content</td>
<td>The content is clearly and logically organized, relevant, complete, and free from errors.</td>
</tr>
<tr>
<td>Communication</td>
<td>The communication is clear, logical, and the presentation is visually appealing.</td>
</tr>
<tr>
<td>Depth of Concept</td>
<td>The depth of concept is demonstrated through concise and clear explanations.</td>
</tr>
<tr>
<td>Visual Aids</td>
<td>Visual aids are used appropriately to support the content.</td>
</tr>
<tr>
<td>Time of Communication</td>
<td>The timing of the presentation is appropriate.</td>
</tr>
<tr>
<td>Organization</td>
<td>The presentation is well-organized, and the content is presented in a logical sequence.</td>
</tr>
</tbody>
</table>

1. Not yet completed
2. In progress
3. Sufficient
<table>
<thead>
<tr>
<th>Audience Interaction with</th>
<th>Audience Interaction with</th>
<th>Audience Interaction with</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body language reveals a</td>
<td>Body language reveals...</td>
<td>Body language reflects...</td>
</tr>
<tr>
<td>misunderstandable</td>
<td>opportunities for.......</td>
<td>command when needed:...</td>
</tr>
<tr>
<td>responses to questions</td>
<td>correspondence to........</td>
<td>responds to questions...</td>
</tr>
<tr>
<td>Instruction</td>
<td>Instruction</td>
<td>Instruction</td>
</tr>
<tr>
<td>Freedom from</td>
<td>Freedom from</td>
<td>Freedom from</td>
</tr>
<tr>
<td>limitations</td>
<td>limitations</td>
<td>limitations</td>
</tr>
<tr>
<td>Body and language</td>
<td>Body and language</td>
<td>Body and language</td>
</tr>
<tr>
<td>change</td>
<td>change</td>
<td>change</td>
</tr>
<tr>
<td>interventions.</td>
<td>interventions.</td>
<td>interventions.</td>
</tr>
<tr>
<td>Immediate</td>
<td>Immediate</td>
<td>Immediate</td>
</tr>
<tr>
<td>follow presentation</td>
<td>follow presentation</td>
<td>follow presentation</td>
</tr>
<tr>
<td>Instructions are...</td>
<td>Instructions are...</td>
<td>Instructions are...</td>
</tr>
<tr>
<td>Sentence are complete...</td>
<td>Sentence are complete...</td>
<td>Sentence are complete...</td>
</tr>
<tr>
<td>Words are well chosen...</td>
<td>Words are well chosen...</td>
<td>Words are well chosen...</td>
</tr>
<tr>
<td>Well expressed...</td>
<td>Well expressed...</td>
<td>Well expressed...</td>
</tr>
<tr>
<td>How they together...</td>
<td>How they together...</td>
<td>How they together...</td>
</tr>
<tr>
<td>Communicated for the most part</td>
<td>Communicated for the most part</td>
<td>Communicated for the most part</td>
</tr>
</tbody>
</table>
## APPENDIX I

### Applied Thesis Grading Rubric (Integrative Learning)

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus. An applied thesis will consist of a conducted, research based project and a reflection paper.

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections to Discipline:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate demonstration of relevant scholarship</td>
<td>Presents information from irrelevant sources representing limited points of view/approaches.</td>
<td>Presents in-depth information from relevant sources representing various points of view/approaches.</td>
<td>Synthesizes in-depth information from relevant sources representing various points of view/approaches.</td>
</tr>
<tr>
<td>Connections to Experience:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connects relevant experience and academic knowledge</td>
<td>Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.</td>
<td>Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experiences), to illuminate concepts/theories and frameworks of fields of study.</td>
<td>Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.</td>
</tr>
<tr>
<td>Transfer:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</td>
<td>Uses, in a basic way, skills, abilities, theories, or methodologies gained from course work in a new situation.</td>
<td>Adapts and applies skills, abilities, theories, or methodologies gained in courses and independent research to new situations to solve problems or explore issues.</td>
<td>Adapts and applies, independently, skills, abilities, theories, or methodologies gained in courses and independent research to new situations to solve difficult problems or explore complex issues in original ways.</td>
</tr>
<tr>
<td>Reflection and SelfAssessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</td>
<td>Describes own performances with general descriptors of success and failure.</td>
<td>Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).</td>
<td>Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).</td>
</tr>
</tbody>
</table>

### Creative Thesis Grading Rubric (Creative Thinking)

Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking. The Creative Thesis will consist of a creative work as well as an artist's statement.

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration of relevant scholarship</td>
<td>Presents information from irrelevant sources representing limited points of view/approaches or fails to provide evidence of scholarship or recognition of influences.</td>
<td>Presents in-depth information from relevant sources representing various points of view/approaches. Recognizes relevance of scholarship and influences to creative work.</td>
<td>Synthesizes in-depth information from relevant sources representing various points of view/approaches. Recognizes relevance and can trace influences.</td>
</tr>
<tr>
<td>Acquiring Competencies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Model. Successfully reproduces an appropriate exemplar.</td>
<td>Create: Creates an entirely new object, solution or idea that is appropriate to the domain.</td>
<td>Create: Creates an entirely new object, solution or idea that is appropriate to the domain. Reflects and evaluates creative process and product using domain-appropriate criteria.</td>
<td></td>
</tr>
<tr>
<td>Innovative Thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reformulates a collection of available ideas or products.</td>
<td>Experiments with creating a novel or unique idea, question, form, or product.</td>
<td>Extends a novel or unique idea, question, form, or product to create new knowledge or understanding, or knowledge that crosses boundaries.</td>
<td></td>
</tr>
<tr>
<td>Taking Risks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limits final product to what would be expected in a regular course assignment.</td>
<td>Incorporates new directions or approaches in the final product.</td>
<td>Actively seeks out and follows through on untested and potentially risky directions or approaches in the final product.</td>
<td></td>
</tr>
<tr>
<td>Artist's Statement demonstrates a developing sense of self as artist, building on prior experiences to respond to new and challenging contexts in creative work)</td>
<td>Describes own product with general descriptors of success and failure.</td>
<td>Evaluates changes in own creativity over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).</td>
<td>Recognizes personal processes of creativity. Envisions future work, makes connections to this product, identifies areas of possible change and growth.</td>
</tr>
</tbody>
</table>
Empirical Thesis Grading Rubric (Inquiry and Analysis)

Inquiry is a systematic process of exploring issues/objects/works through the collection and analysis of evidence that result in informed conclusions/judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

An empirical study will present and interpret data collected by the student.

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
<th>OUTSTANDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Selection</td>
<td>Identifies a topic that is far too general and widespread as to be manageable and doable.</td>
<td>Identifies a focused and manageable topic that appropriately addresses relevant aspects of the topic.</td>
<td>Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.</td>
</tr>
<tr>
<td>Existing Knowledge, Research, and/or Views</td>
<td>Presents information from irrelevant sources representing limited points of view/approaches.</td>
<td>Presents in-depth information from relevant sources representing various points of view/approaches.</td>
<td>Synthesizes in-depth information from relevant sources representing various points of view/approaches.</td>
</tr>
<tr>
<td>Appropriate demonstration of relevant scholarship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design Process</td>
<td>Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.</td>
<td>Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.</td>
<td>All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical framework may be synthesized from across disciplines or from relevant sub-disciplines.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Lists evidence, but it is not organized and/or is unrelated to focus.</td>
<td>Organizes evidence to reveal important patterns, differences, or similarities related to focus.</td>
<td>Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.</td>
</tr>
<tr>
<td>Conclusions</td>
<td>States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.</td>
<td>States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.</td>
<td>States a conclusion that is a logical extrapolation from the inquiry findings.</td>
</tr>
<tr>
<td>Limitations and Implications</td>
<td>Presents limitations and implications, but they are possibly irrelevant and unsupported.</td>
<td>Presents relevant and supported limitations and implications.</td>
<td>Insightfully discusses in detail relevant and supported limitations and implications.</td>
</tr>
</tbody>
</table>

Scholarly Thesis Grading Rubric (Critical Thinking)

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. A scholarly paper will present a synthesis and interpretation of research from a particular field.

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
<th>OUTSTANDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation of Issues</td>
<td>Issue/problem to be considered critically is stated without clarification or description.</td>
<td>Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
<td>Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</td>
</tr>
<tr>
<td>Existing Knowledge, Research, and/or Views</td>
<td>Presents information from irrelevant sources representing limited points of view/approaches.</td>
<td>Presents in-depth information from relevant sources representing various points of view/approaches.</td>
<td>Synthesizes in-depth information from relevant sources representing various points of view/approaches.</td>
</tr>
<tr>
<td>Evidence</td>
<td>Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.</td>
</tr>
<tr>
<td>Evidence</td>
<td>Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.</td>
</tr>
<tr>
<td>Evidence</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.</td>
</tr>
<tr>
<td>Influence of Context and Assumptions</td>
<td>Fails to recognize relevant context when presenting a position. May be more aware of others’ assumptions than one’s own (or vice versa).</td>
<td>Identifies own and others’ assumptions and several relevant contexts when presenting a position.</td>
<td>Thoroughly (systematically and methodically) analyzes own and others’ assumptions and carefully evaluates the relevance of contexts when presenting a position.</td>
</tr>
<tr>
<td>Student’s perspective, thesis, hypothesis</td>
<td>Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.</td>
<td>Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others’ points of view are acknowledged within position (perspective, thesis/hypothesis).</td>
<td>Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others’ points of view are synthesized within position (perspective, thesis/hypothesis).</td>
</tr>
<tr>
<td>Conclusions and Implications</td>
<td>Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.</td>
<td>Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.</td>
<td>Conclusions and related outcomes (consequences and implications) are logical and reflect student’s informed evaluation and ability to prioritize evidence and perspectives.</td>
</tr>
</tbody>
</table>