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BSU Curriculum Forms

Form 1

Curriculum Modification Summary

College: University-wide [Academic Affairs]
Department: Honors Program
Proposer: Season Ellison
Proposer’s position: Director, Honors Program

Describe the modification(s) you propose, and how it (/they) will work to students' advantage. (This description and explanation will be included in Curriculum Report packets forwarded to the Faculty Senate.):

According to the National Collegiate Honors Council, as of 2012, approximately 86% of Honors Colleges and Programs have enrollment numbers below 10% of the overall student body. 25% of Honors Colleges and Programs have enrollment numbers below 3% of the undergraduate student body (“Histogram”). Although the most recent research is not yet published, these numbers dramatically decline even further since the end of 2016. Thus, enrollment in Honors Colleges, and especially in Honors Programs at four and two-year institutions, is rapidly declining on a national level.

Bemidji State University is experiencing this decline, which is statistically notable since Fall 2016. However, BSU also has the one of the oldest Honors Programs in the US. Traditionally, Honors Programs and Colleges are places of innovation, risk-taking, and trial that enhance the whole University community. Honors Programs are at the forefront of experimental and excellent pedagogy and should create an environment that is safe for learning for students, faculty, and staff.

Our current curriculum for Honors, however, is outdated and based on a 1960s model of Honors education. Thus, few students enroll in Honors at BSU. In fact, BSU’s highest achieving students generally do not enroll in Honors, largely because they enter University study with so many credits already in place that they find the current Honors curriculum prohibitive. This proposal takes university credits, earned in high school, into consideration and makes space for students to join Honors later in their educational career without setting roadblocks or creating additional time to graduation. In short, we can still offer a true “honors experience” to students who come to BSU with a large portion of their credits already completed; in fact, we have a responsibility to further challenge these high-achieving students and to ensure that they leave BSU as better thinkers, better scholars, better communicators, and better citizens.

The best Honors education adapts to and gets ahead of quickly changing cultures, morphing student needs, and current educational practices. The best Honors education trials new practices from which, if successful, the greater student body – and the campus community—will benefit. The suggested colloquia-model will gather students from their freshman year to their senior year in the same classes. This model combines earlier-career, generalist students, with later-career, more specialized students so that all students can think together as a cohort. After all, in our professional fields, do we not have to collaborate with people at different levels of understanding, emphases, and norms? Guided by faculty who value interdisciplinary connections, class topics will be current, responsive to the immediate culture/sub-culture, and adaptive. Furthermore, all Honors Program classes will encourage students to explore research, critical/creative thinking, and communication skills. All Honors Program classes will integrate project-based learning, broadly interpreted.
If the Bemidji State University Honors Program is to maintain viability as a Program, to serve contemporary students where they are, and enhance our community, it is time for an innovative change. We have an opportunity to once again become a leader in Honors education in our region and, perhaps, nationally, but to do so, we need to embrace a dramatic transformation in our approach to reaching Honors Program students.

DROP:
HOPR 1104 (2 cr)
HOPR 1105 (2 cr)
HOPR 2106 (2 cr)
HOPR 2107 (2 cr)
HOPR 4889 (2 cr)
HOPR 4890 (3 cr)

MODIFY:
HOPR 3899: Capstone Preparation (1 credit) [modification] [TITLE CHANGE FROM PRE-THESIS SEMINAR; CHANGE OF COURSE DESCRIPTION; NEW SLO; REPEATABLE FOR TWO CREDITS]

HOPR 4899: Capstone Presentation (1 credit) [modification] [TITLE CHANGE FROM HONORS THESIS; CHANGE OF COURSE DESCRIPTION; NEW SLO; REDUCE 2 CREDITS TO 1 CREDIT; SPRING]

ADD:
Students will complete GA 1-6, Liberal Education (27 credits) [new program requirement]

HOPR 1190: Introduction to Honors: This course is a hybrid course of an introduction to Honors and the UNIV 1190, First Year Experience course. Designed to both give students support in their transition to BSU, we also give students support in their transition to the Honors Program. We are separating this course from the traditional UNIV 1190 course because we have specific skills these students need to cultivate so that they have a solid foundation for the HOPR 3700 Honors Seminar courses. Those skills are: learning to carefully analyze popular and scholarly resources, and identify bias and recognize subjectivity. These students will create an annotated bibliography, which is required from the HOPR 3700 classes and the Capstone course. Honors advising and the differences between Honors and Liberal Education tracks will be highlighted.

HOPR 3700: Honors Seminar (repeatable for 12 credits; 9 credits required; topic must differ) – This repeatable, interdisciplinary, cross-cohort, course will replace the current Honors Program courses. Students must take three classes, different topics, prior to graduation. Fall/Spring. Prerequisite HOPR 1190 or permission of Honors Director. [new course and new program requirement]

Take either: 3000 – 4000 level elective (chosen in concert with the Honors Director) OR an additional 3-credits (different topic) of HOPR 3700. [new program requirement]

Modifications proposed (specify number of each):
__2__Course Modification(s) (form 2)
__2__New Course(s) (form 3)
__6__Course Drop(s) (form 4)
__1__Program Modification(s) (form 5)
____New Program(s) (form 6)
____Program Drop(s) (form 7)
The modifications affect (check):

_____Liberal Education
_ X _____Undergraduate Curriculum
_____Graduate Curriculum
_____Teacher Licensure Program(s)
BSU Curriculum Forms

Form 2 Updated 9.19.15

Course Modification Form

Current Course Number(s):
  Undergraduate: HOPR 3899
  Graduate:
Proposed Course Number(s), if different:
  Undergraduate:
  Graduate:

Current Course Title: Pre-Thesis Seminar
Proposed Course Title, if different: Capstone Preparation

Current Course Description: Each student chooses an Honors thesis topic, arranges to work with an advisor, develops a bibliography, and writes a proposal. Proposals are reviewed for approval by the Honors Council. Must be taken during the junior year.

Proposed Course Description, if different: Each student plans an Honor’s Capstone project, arranges to work with a faculty advisor, develops an annotated bibliography, generates a proposal, and engages in the work of creating and executing the Capstone Project. Proposals are reviewed for approval by the Honor’s Council. While the timeline may vary depending on the needs of the student and the kind of Capstone Project, the suggested timeline is to enroll in HOPR 3899 within a year of expected graduation date. Prerequisite: Honors Program student, 6-credit hours of HOPR 3700 or permission of Director.

(Curriculum Coordinator only: Add Edit 68 for prereq of HOPR 3700 – per proposer want to do a hard prereq check for this course)

Current Credits: 1
Proposed Credits, if different:

Current Prerequisite(s):
  Undergraduate:
  Graduate:
Proposed Prerequisite(s), if different:
  Undergraduate: Honors Program student, 6 credit hours HOPR 3700 or permission of Director
  Graduate:

1) Reason(s) for change(s): We are moving to a senior Honors capstone model instead of a thesis model.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___X____ No _____ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   Student Learning Outcomes Yes ___X__ No _____
Major Content Areas: Yes __X__ No _____
Projected Maximum Class Size (Cap): Yes _____ No __X____

4) Current Course fee(s) per student: $
for:
Proposed Course fee(s) per student, if different: $
for:

5) Service Areas: **not applicable**
This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   a) go to [http://www.bemidjistate.edu/academics/catalog/](http://www.bemidjistate.edu/academics/catalog/) and choose the most recent catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs: N/A
   Teacher Licensure programs: N/A
   Liberal Education: N/A

   Courses this course is a prerequisite for: HOPR 4899

The above “service area” programs/departments were notified of this modification on ______ (date) by __________________ (mail, email, or phone).

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

_____ Comments were received within one week of the notification, and are attached.

Student Learning Outcomes for HOPR 3899—Currently this course, pre-thesis, has only program-level outcomes listed. Program outcomes include: receptive critical thinking, expressive critical thinking, written communication, oral communication, responsibility for learning, foundational knowledge, and civic engagement. While each of these Program outcomes is important, it’s also important to note that practically speaking, no single class can accomplish each of these SLO’s. The Capstone Preparation course is practical class, designed to help students select, propose, prepare for, and execute a senior project that culminates their undergraduate experience.

New SLO for HOPR 3899: Capstone Preparation include:
- Students will plan, articulate, and execute a senior project of academic significance in concert with a faculty advisor and the Honors Director.

Major Content Area:
* Will vary based on type of capstone and field of study.
BSU Curriculum Forms

Form 2
Updated 9.19.15

Course Modification Form

Current Course Number(s):
   Undergraduate: HOPR 4899
   Graduate:
Proposed Course Number(s), if different:
   Undergraduate:
   Graduate:

Current Course Title: Honors Thesis
Proposed Course Title, if different: Capstone Presentation

Current Course Description: Working individually with a thesis advisor, the student carries out and completes the Honors thesis. The thesis may be scholarly (based on empirical or archival research or on literary criticism whose end product is a documented paper or report) or creative (consisting of original work created by the student and presented in written form or in performance, and accompanied by a written artist's statement). Prerequisite: HOPR 3899.

Proposed Course Description, if different: Upon completion of the Honors Capstone Project, graduating students meet as a class to prepare and deliver formal presentations to the Honors and campus communities. Prerequisite: Honors Program student, HOPR 3899. Students generally enroll in HOPR 4899 in spring of the senior year.

(Curriculum Coordinator only: Add HOPR program code - per proposer want to do a check for Honors program in order to register.)

Current Credits: 2
Proposed Credits, if different: 1

Current Prerequisite(s):
   Undergraduate: HOPR 3899
   Graduate:
Proposed Prerequisite(s), if different:
   Undergraduate: Honors Program student, HOPR 3899, or permission of Director
   Graduate:

1) Reason(s) for change(s): We are moving to a senior Honors capstone model instead of a thesis model.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes _X____ No _____ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
Student Learning Outcomes  Yes ___X__ No _____
Major Content Areas  Yes ___X__ No _____
Projected Maximum Class Size (Cap)  Yes _____ No __X___

4) Current Course fee(s) per student: $
for:
Proposed Course fee(s) per student, if different: $
for:

5) Service Areas: not applicable
This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
  a) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
  b) click on “Areas of Study, and Course Descriptions,”
  c) click on “PDF of Entire Catalog” in upper right,
  d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

  Non-licensure programs: N/A
  Teacher Licensure programs: N/A
  Liberal Education: N/A

The above “service area” programs/departments were notified of this modification on ________ (date) by __________________ (mail, email, or phone).
Please check one of the items below:
  _____ No comments were received from other programs or departments within one week of the notification.
  _____ Comments were received within one week of the notification, and are attached.

Student Learning Outcomes for HOPR 4899—Currently this course (Thesis) has only program-level outcomes listed. Program outcomes include: receptive critical thinking, expressive critical thinking, written communication, oral communication, responsibility for learning, foundational knowledge, and civic engagement. While each of these Program outcomes is important, it’s also important to note that practically speaking, no single class can accomplish each of these SLO’s. The Capstone Presentation course is practical class, designed to help students prepare for their Capstone Presentation to the Honors and campus community.

New SLO for HOPR 4899: Capstone Presentation include:
  • Students will improve their oral communication and presentation skills;
  • Students will cultivate an awareness of body language and presentation skills;
  • Students will demonstrate reflective, critical thinking and the ability to craft a cohesive argument;
  • Students will submit a final written document that outlines the process and illustrates lessons learned while completing the Honors Capstone.

Major Content Area:
* Will vary based on type of capstone and field of study.
BSU Curriculum Forms

Form 3 Updated: 9.19.15
New Course Form

Course Number:
   Undergraduate: HOPR 1190
   Graduate:

Course Title: Introduction to Honors

Course Description: Designed to support students’ transition into the Honors Program at BSU, this course establishes the core academic skills, social competencies, and values that enable students to excel within the university and Honors community. The seminar’s goal is to enhance and enrich the student experience so that students may develop a sense of citizenry and derive the maximum benefit from the intellectual and social opportunities of college life. Students will learn to: create an annotated bibliography; find good resources; and identify bias and/or recognize subjectivity. Honors academic advising is highlighted. Required of first-semester Honors Program students.

Credits: 1

Prerequisite(s):
   Undergraduate:
   Graduate:

1. Reason(s) for creating this course:
This course is a hybrid course of an introduction to Honors and the UNIV 1190, First Year Experience course. Designed to both give students support in their transition to BSU, we also give students support in their transition to the Honors Program. We are separating this course from the traditional UNIV 1190 course because we have specific skills these students need to cultivate so that they have a solid foundation for the HOPR 3700 Honors Seminar courses. Those skills are: learning to carefully analyze popular and scholarly resources, and identify bias and recognize subjectivity. These students will create an annotated bibliography, which is required from the HOPR 3700 classes and the Capstone course. Honors advising and the differences between Honors and Liberal Education tracks will be highlighted.

2. How often will this course be offered? One course will be offered each Fall; as enrollment grows, the course may be offered each semester; rotating faculty

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
   - Students will demonstrate an ability to understand complex topics through a variety of mediums.
   - Students will discuss how knowledge is created and disseminated in both formal and informal ways.
   - Students will develop bibliographic annotations that go beyond summarizing.
   - Students will identify the requirements of and resources available to them as participants in the Honors Program.
   - Students will explore the idea of failure as generative and productive.
4. **What are the major content areas for the course?** This course will introduce students to knowledge, the ways it is shared, and its importance. This course will introduce students to the Honors Program and advising.

5. **Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned?** No

6. **If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?** Face-to-Face delivery; on campus

7. **What is the projected maximum class size (cap)?** Variable depending on cohort; To maintain best practices in Honors education, no more than 30

8. **What qualified faculty will be available to teach this course?** Variable; All faculty are eligible to teach this course. Faculty will be expected to create a proposal, which will be approved by the Director of Honors, the Honor’s Council, the faculty member’s Supervisor, and Academic Affairs.

**NOTE WELL:** Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. **What additional library and other resources need or should be provided for this course, that are not already available?** N/A

10. **What special personal property or service fee(s) would be charged to students taking this course?** These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
    **Amount per student:** $
    **For:** N/A

11. **Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.**
    **The next pages include a common course syllabus for the new class, HOPR 1190. It is understandably vague because individual faculty will adapt the course materials to their expertise. I’m also sending an example of what a syllabus with this adaptation might look like.**
HOPR1190: Introduction to Honors

COURSE SYLLABUS, [semester and year]

1 credit hour

place, day and time

PROFESSOR:

Name;
email@bemidjistate.edu

Office location and phone

Office Hours:

COURSE DESCRIPTION:
Designed to support students’ transition into the Honors Program at BSU, this course establishes the core academic skills, social competencies, and values that enable students to excel within the university and Honors community. The seminar’s goal is to enhance and enrich the student experience so that students may develop a sense of citizenry and derive the maximum benefit from the intellectual and social opportunities of college life. Students will learn to: create an annotated bibliography; find good resources; and identify bias and/or recognize subjectivity. Honors academic advising is highlighted. Required of first-semester Honors Program students.

Offered Fall/Spring. Prerequisite for HOPR 3700.

PREREQUISITES:
None

REQUIRED TEXTS AND RESOURCES:

LEARNING OUTCOMES: In short, a learning outcome is a guide to what we want to learn over the arch of the class. We focus on some course-specific outcomes and some larger goals, as noted. In this course, you will deepen your ability to think creatively and critically, which are essential skills that will help you move toward your academic, professional, and personal goals and successes. We will explore how deep creative thinking applies to your life beyond the walls of this classroom. In general, this course should strengthen your research, analytical thinking, and writing skills, in addition to strengthening and analyzing your awareness of how you learn.

- Students will demonstrate an ability to understand complex topics through a variety of mediums.
- Students will discuss how knowledge is created and disseminated in both formal and informal ways.
- Students will develop bibliographic annotations that go beyond summarizing.
- Students will identify the requirements of and resources available to them as participants in the Honors Program.
- Students will explore the idea of failure as generative and productive.

ASSESSMENT OF LEARNING OUTCOMES:
Learning outcomes will be assessed through a variety of methods depending on the topic and/or outcome. Generally speaking, outcomes for this class will be assessed in-class using vocal and written, formal and informal, peer and instructor feedback.

Assessment in this class is partly the responsibility of the Professor but is also largely a responsibility of the students. In fact, you should always make an active effort to assess your work (both product and process) so that you might grow as learners, people, selves, and citizens. Assessing your choices, decisions, work-ethic, thought processes, and belief
systems can lead you to become more empathetic, knowledgeable humans primed to make the world a better place for all of us who live within.

- METHODS OF ASSESSMENT BY THE PROFESSOR: See “Graded Assignments”
- METHODS OF ASSESSMENT BY THE STUDENT: See “Graded Assignments”
- TIMELINE FOR ASSESSMENT: All graded assessment activities are on the syllabus course outline included within this document.
- COURSE STRUCTURE/APPROACH: This is a seminar-based, reading, writing, research, project, and discussion class. You are expected to complete all reading, homework, group assignments, and writing to prepare for class. Preparation is critical to the collaborative success of this course.

BASIC EXPECTATIONS: [optional or draft your own]
- Read the syllabus carefully and familiarize yourselves with the policies within.
- Regularly check your University e-mail and our course D2L shell.
- Complete reading and assignments by the due dates on the course calendar.
- Participate regularly and actively.
- It is a basic expectation that you will invest in the reading and assignments of this class in order to make the most of your experience.

INSTRUCTOR’S NOTE: [optional or draft your own]
Learning in this class is partly the responsibility of the Professor but is also largely a responsibility of the students. In fact, throughout your college career you should take an active effort to assess your work (both product and process) so that you might grow as learners and citizens. Assessing your choices, decisions, work-ethic, thought processes, and belief systems can lead you to become more empathetic, knowledgeable humans primed to make the world a better place for all of us who live within.

I ask you to reflect on how what we learn in class integrates with other skills you learn at BSU; your familial, religious, and civic belief systems; your greater understanding of the world; and your place in the world as a well-educated (or a becoming-well-educated) human. Although I will try to help you make these connections to the bigger picture, largely, integrating our studies into your lives is ultimately your responsibility and doing so will make the class more beneficial to you in the long run.

Each of you has much to offer this class. Please be respectful of others. A large component of this class includes the freedom to express your opinions, beliefs, and thoughts. Some of your ideas and beliefs may be challenged and, in return, you may challenge others’ ideas and beliefs. Please do so in a way that does not diminish another individual’s equal entitlement. It is important for all us to be open-minded, appreciative, understanding, and respectful. Prejudicial, derogatory, racist, sexist, or other bigoted remarks will not be tolerated.

DISRUPTIVE BEHAVIOR IN THE CLASSROOM
We at Bemidji State University believe the classroom is an environment where civility, human dignity and respect is maintained. Any variation from this for example yelling or saying profanity at an instructor or another person in the classroom, or any other loud, lewd, belligerent or obnoxious behavior resulting in a disruption from teaching, and learning are violations of the Code of Conduct and will not be tolerated. If this occurs, you will be asked to leave the classroom not to return until you meet with the University Conduct Officer and you could be subject to a judicial hearing.
ACCESSIBILITY:
BSU/NTC is committed to making all educational programs, course materials, services and activities sponsored by the College/University accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Accessibility Services is located at Decker Hall 202. PH: 218.755.3883 or email: accessibility@bemidjistate.edu. This information is also available through Minnesota Relay Services at 800.627.3529.

MENTAL HEALTH AND COUNSELING:
You may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns. They can be reached in Cedar Hall, First Floor. Phone: (218) 755-2053.

GUIDELINES FOR SENDING E-MAIL: [optional or draft your own]
In our technologically savvy world, we often resort to quick, notated, abrupt, and incomplete language and grammar. However, when you e-mail an Instructor, Professor, a member of the University Staff, or any other Professional person, you should treat the email more like a formal business letter than a quick text. Here are some tips for sending e-mails to me and other people with whom you interact on campus:

- Use your BSU e-mail account (BSU e-mail is secure; your personal e-mail account is not).
- Always include a subject line that describes briefly what the e-mail is about; Describe the specific problem, concern, thought, or request [ex: “Hello” is ineffective; “Question regarding Discussion Questions due on 9/14” is effective].
- Use the Professor/Instructor/Staff’s formal title in your salutation and always include a salutation. [Ex: Hello Dr. Ellison] Do not use the first name of a Professor (even if they sign their e-mails with their first name or even if they allow you to do so in person). Should the Professor prefer you use their first name in an e-mail, they will tell you directly. Until that moment, make no assumptions.
- Keep the message brief and straight-forward but use good grammar, full sentences, and ensure that you re-read, edit, and spell- check your e-mail before sending.
- If the Professor/person responds less formally to your e-mail, you may still use a slightly less formal tone in response. Still use complete sentences and good grammar and still use the Professor’s correct title and last name.
- It is important that you begin to think about yourself as a professional person and creating e-mail that is more formal than the texts and/or e-mail you might send to friends is an important component of that process.

GUIDELINES FOR WRITTEN WORK: [optional or draft your own]
Your written work should adhere to the following guidelines. I reserve the right to return ungraded any work that does not adhere to each of the following standards:

- Typed, Double-Spaced
- **STAPLED (NOT paper clipped, not folded corners, etc...)**
- Pages should have your last name and page number in top right-hand corner
- One inch margins (top/bottom/left/right)
- 12-point Times New Roman, Palatino, Perpetua, Calibri, or comparable font.
- Assignment should be titled and have the proper heading.
- You should use proper MLA documentation (parenthetical citation with a separate Works Cited page).
REVISION POLICY: [Allowing at least one revision is required—use a policy that works for you. This is an example of what has worked well for other faculty in Honors.]
Revising is an excellent learning opportunity and, therefore, I strongly support you revising your written work. To revise well, though, you need to understand that writing is a process and that a revision must be substantial. If you'd like to submit a revision of a written assignment, please submit my original notes, an outline of the steps you took to revise well, and paragraph that reflects on what you learned from the revising process. To address only my notes is not enough. You must deepen your ideas and thought process, the connections you are able to make in the essay, and clearly strengthen the quality of the earlier draft. Revisions are due one week from the date on which you receive the initial paper back from me. In this class, you may revise annotations, which could be a beneficial practice for you to engage in.

ATTENDANCE POLICY: [Students may miss no more than 6 classes; otherwise, define your own policy]

ASSIGNMENT POLICIES: [ ]

ACADEMIC INTEGRITY:
BSU students are expected to practice the highest standards of ethics, honesty and integrity in all their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part or an entire a course as well as suspension from the University.

According to the OED, Plagiarism is defined as:
“The action or practice of taking someone else's work, idea, etc., and passing it off as one's own; literary theft”.

Plagiarism includes (but is not limited to) the following practices:
- Turning in someone else’s work as your own
- Copying words or ideas from someone else without giving credit
  - Failing to put a quotation in quotation marks
  - Giving incorrect information about the source of the quotation
- Changing words but copying the sentence structure of a source without giving credit
  - Copying so many words or ideas from a source that it makes up the majority of your work whether you credit the author or not.
  - Copying and pasting from Wikipedia, dictionaries, or other online sources
    - Purchasing papers from online suppliers
Copying from a classmate

Plagiarism is a serious offence that carries heavy penalty for this course. First Offense: ZERO on the assignment Second Offense: FAIL the class

For either offense, your name will be turned in to the proper authorities and it is possible (even likely) that the University will pursue further action than the ZERO that is my own classroom policy. The University action takes precedent over my own.

CLASS ASSIGNMENTS:

Required common assignments:
- Analytical Bibliographic Annotations (at least two)
- Group Presentation (at least one)
- Honor Lecture Analytical Responses (two, as per departmental guidelines)
*Weight and approach to these assignments is to the discretion of the individual instructor.
*Additional assignments are to the discretion of the individual instructor.

Attend Honors Lecture Series (XX points each; 2 lectures; XX points): As an active member of the Honors Program you must attend and write an analytical reflection for TWO Honors Lectures each semester. Follow programmatic guidelines.

GRADE BREAKDOWN:

HOPR 1190 INTRODUCTION TO HONORS
Course Calendar

***TENTATIVE AND SUBJECT TO CHANGE!!!
Readings and assignments are due on the day they are listed.

[insert course calendar]

Honors Lectures Series reflective analyses are due on or before reading day each semester. Submit to the program office on the D2L Honors Cohort course shell. (We will talk about how to do that in class).

Additional Notes for the Instructor:
Please format the syllabus in the way that best suits your approach to teaching and individual goals.

Examples of course calendars and potential assignments are available to you.

Please work with the Director of Honors to create your syllabus as we do have particular program needs that must be satisfied through this class.
SPECIFIC EXAMPLE

HOPR1190: Introduction to Honors

COURSE SYLLABUS, Fall 2018

1 credit hour

Memorial Hall 250, Tues/Thurs 2 – 2:50

PROFESSOR: Dr. Season Ellison;
season.ellison@bemidjistate.edu Hagg-Sauer Hall, 336; 218-755-3355

Office Hours: Wednesday 12 – 3:00, Thursday 10 – 12, Friday 10 – 12; additional days and times are available by appointment, e-mail, or phone (e-mail to set up an appointment)

COURSE DESCRIPTION:

Designed to support students’ transition into the Honors Program at BSU, this course establishes the core academic skills, social competencies, and values that enable students to excel within the university and Honors community. The seminar’s goal is to enhance and enrich the student experience so that students may develop a sense of citizenry and derive the maximum benefit from the intellectual and social opportunities of college life. Students will learn to: create an annotated bibliography; find good resources; and identify bias and/or recognize subjectivity. Honors academic advising is highlighted. Required of first-semester Honors Program students.

Offered Fall/Spring. Prerequisite for HOPR 3700.

PREREQUISITES:

None

REQUIRED TEXTS AND RESOURCES:

• The Death of Expertise by Tom Nichols
• Other texts will be required and provided to you on D2L or in hard-copy

LEARNING OUTCOMES:

In short, a learning outcome is a guide to what we want to learn over the arch of the class. We focus on some course-specific outcomes and some larger goals, as noted. In this course, you will deepen your ability to think creatively and critically, which are essential skills that will help you move toward your academic, professional, and personal goals and successes. We will explore how deep creative thinking applies to your life beyond the walls of this classroom. In general, this course should strengthen your research, analytical thinking, and writing skills, in addition to strengthening and analyzing your awareness of how you learn.

• Students will demonstrate an ability to understand complex topics through a variety of mediums.
• Students will discuss how knowledge is created and disseminated in both formal and informal ways.
• Students will develop bibliographic annotations that go beyond summarizing.
• Students will identify the requirements of and resources available to them as participants in the Honors Program.
• Students will explore the idea of failure as generative and productive.

ASSESSMENT OF LEARNING OUTCOMES:

Learning outcomes will be assessed through a variety of methods depending on the topic and/or outcome. Generally speaking, outcomes for this class will be assessed in-class using vocal and written, formal and informal, peer and instructor feedback.
Assessment in this class is partly the responsibility of the Professor but is also largely a responsibility of the students. In fact, you should always make an active effort to assess your work (both product and process) so that you might grow as learners, people, selves, and citizens. Assessing your choices, decisions, work-ethic, thought processes, and belief systems can lead you to become more empathetic, knowledgeable humans primed to make the world a better place for all of us who live within it.

- METHODS OF ASSESSMENT BY THE PROFESSOR: See “Graded Assignments”
- METHODS OF ASSESSMENT BY THE STUDENT: See “Graded Assignments”
- TIMELINE FOR ASSESSMENT: All graded assessment activities are on the syllabus course outline included within this document.
- COURSE STRUCTURE/APPROACH: This is a seminar-based, reading, writing, research, project, and discussion class. You are expected to complete all reading, homework, group assignments, and writing to prepare for class. Preparation is critical to the collaborative success of this course.

**BASIC EXPECTATIONS:**
- Read the syllabus carefully and familiarize yourselves with the policies within.
- Regularly check your University e-mail and our course D2L shell.
- Complete reading and assignments by the due dates on the course calendar.
- Participate regularly and actively.
- It is a basic expectation that you will invest in the reading and assignments of this class in order to make the most of your experience.

**INSTRUCTOR’S NOTE:**
Learning in this class is partly the responsibility of the Professor but is also largely a responsibility of the students. In fact, throughout your college career you should take an active effort to assess your work (both product and process) so that you might grow as learners and citizens. Assessing your choices, decisions, work-ethic, thought processes, and belief systems can lead you to become more empathetic, knowledgeable humans primed to make the world a better place for all of us who live within.

I ask you to reflect on how what we learn in class integrates with other skills you learn at BSU; your familial, religious, and civic belief systems; your greater understanding of the world; and your place in the world as a well-educated (or a becoming-well-educated) human. Although I will try to help you make these connections to the bigger picture, largely, integrating our studies into your lives is ultimately your responsibility and doing so will make the class more beneficial to you in the long run.

Each of you has much to offer this class. Please be respectful of others. A large component of this class includes the freedom to express your opinions, beliefs, and thoughts. Some of your ideas and beliefs may be challenged and, in return, you may challenge others’ ideas and beliefs. Please do so in a way that does not diminish another individual’s equal entitlement. It is important for all us to be open-minded, appreciative, understanding, and respectful. Prejudicial, derogatory, racist, sexist, or other bigoted remarks will not be tolerated.

**DISRUPTIVE BEHAVIOR IN THE CLASSROOM**
We at Bemidji State University believe the classroom is an environment where civility, human dignity and respect is maintained. Any variation from this for example yelling or saying profanity at an instructor or another person in the classroom, or any other loud, lewd, belligerent or obnoxious behavior resulting in a disruption from teaching, and learning are violations of the Code of Conduct and will not be tolerated. If this occurs, you will be asked to leave the classroom not to return until you meet with the University Conduct Officer and you could be subject to a judicial hearing.
ACCESSIBILITY:
BSU/NTC is committed to making all educational programs, course materials, services and activities sponsored by the College/University accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Accessibility Services is located at Decker Hall 202. PH: 218.755.3883 or email: accessibility@bemidjistate.edu. This information is also available through Minnesota Relay Services at 800.627.3529.

MENTAL HEALTH AND COUNSELING:
You may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns. They can be reached in Cedar Hall, First Floor. Phone: (218) 755-2053.

GUIDELINES FOR SENDING E-MAIL:
In our technologically savvy world, we often resort to quick, notated, abrupt, and incomplete language and grammar. However, when you e-mail an Instructor, Professor, a member of the University Staff, or any other Professional person, you should treat the email more like a formal business letter than a quick text. Here are some tips for sending e-mails to me and other people with whom you interact on campus:

- Use your BSU e-mail account (BSU e-mail is secure; your personal e-mail account is not).
- Always include a subject line that describes briefly what the e-mail is about; Describe the specific problem, concern, thought, or request [ex: “Hello” is ineffective; “Question regarding Discussion Questions due on 9/14” is effective].
- Use the Professor/Instructor/Staff’s formal title in your salutation and always include a salutation. [Ex: Hello Dr. Ellison] Do not use the first name of a Professor (even if they sign their e-mails with their first name or even if they allow you to do so in person). Should the Professor prefer you use their first name in an e-mail, they will tell you directly. Until that moment, make no assumptions.
- Keep the message brief and straight-forward but use good grammar, full sentences, and ensure that you re-read, edit, and spell check your e-mail before sending.
- If the Professor/person responds less formally to your e-mail, you may still use a slightly less formal tone in response. Still use complete sentences and good grammar and still use the Professor’s correct title and last name.
- It is important that you begin to think about yourself as a professional person and creating e-mail that is more formal than the texts and/or e-mail you might send to friends is an important component of that process.

GUIDELINES FOR WRITTEN WORK:
Your written work should adhere to the following guidelines. I reserve the right to return ungraded any work that does not adhere to each of the following standards:

- Typed, Double-Spaced
- STAPLED (NOT paper clipped, not folded corners, etc...)
- Pages should have your last name and page number in top right-hand corner
- One inch margins (top/bottom/left/right)
- 12-point Times New Roman, Palatino, Perpetua, Calibri, or comparable font.
- Assignment should be titled and have the proper heading.
- You should use proper MLA documentation (parenthetical citation with a separate Works Cited page).
REVISION POLICY:
Revising is an excellent learning opportunity and, therefore, I strongly support you revising your written work. To revise well, though, you need to understand that writing is a process and that a revision must be substantial. If you’d like to submit a revision of a written assignment, please submit my original notes, an outline of the steps you took to revise well, and paragraph that reflects on what you learned from the revising process. To address only my notes is not enough. You must deepen your ideas and thought process, the connections you are able to make in the essay, and clearly strengthen the quality of the earlier draft. Revisions are due one week from the date on which you receive the initial paper back from me. In this class, you may revise annotations, which could be a beneficial practice for you to engage in.

ATTENDANCE POLICY:
Because attendance is an important piece of this class, points are dedicated daily to assignments. If you miss class, you are not able to submit the assignment you missed on that day.

ASSIGNMENT POLICIES:
• NO LATE WORK WILL BE ACCEPTED UNLESS AGREED UPON WITH THE PROFESSOR IN ADVANCE OF THE DUE DATE.
• Should you have an emergency, please keep me informed. It is much more challenging to be flexible after an absence than it is to plan for an upcoming absence. A computer that is not working, a vacation, a wedding, or work are not considered emergencies. Plan ahead.

TO RECEIVE A PASSING GRADE IN THE COURSE, STUDENTS MUST COMPLETE AND TURN IN ALL ASSIGNMENTS!

ACADEMIC INTEGRITY:
BSU students are expected to practice the highest standards of ethics, honesty and integrity in all their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part or an entire a course as well as suspension from the University.

According to the OED, Plagiarism is defined as:
“The action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own; literary theft”.

Plagiarism includes (but is not limited to) the following practices:
• Turning in someone else’s work as your own
• Copying words or ideas from someone else without giving credit
  • Failing to put a quotation in quotation marks
  • Giving incorrect information about the source of the quotation
  • Changing words but copying the sentence structure of a source without giving credit

• Copying so many words or ideas from a source that it makes up the majority of your work whether you credit the author or not.
  • Copying and pasting from Wikipedia, dictionaries, or other online sources
    • Purchasing papers from online suppliers
    • Copying from a classmate

Plagiarism is a serious offence that carries heavy penalty for this course. First Offense: ZERO on the assignment Second Offense: FAIL the class

For either offense, your name will be turned in to the proper authorities and it is possible (even likely) that the University will pursue further action than the ZERO that is my own classroom policy. The University action takes precedent over my own.

CLASS ASSIGNMENTS:

Poetry, Song, Film, Drawing, or Formal Presentation (75 points): On 8/30, you will present – by yourself or with a peer – a poem, song, film, drawing, or presentation about “quality of failure.” Each presentation should last approximately 2-3 minutes and you should be prepared to lead a short discussion about your process/ideas. If you decide to do creative work and present it, the time limit remains the same. Presenters must be present in class to earn points.

Reading Annotations (75 points each; 7 annotations; 450 points): You will complete one practice annotation and six reading annotations (one for each chapter in the Nichols book), each due on the day the reading is due. You must submit annotations in hard-copy, in class, to earn points. [The practice annotation is not scored.]

Group Presentations (125 points each; 3 projects; 375 points):
City as Text Mapping Exercise [See assignment sheet]
Rhetorical Critique of Web Page [See assignment sheet—we will develop parameters together]
Rhetorical Critique of News Organization [See assignment sheet—we will develop parameters together]

Attend Honors Lecture Series (50 points each; 2 lectures; 100 points): As an active member of the Honors Program you must attend and write an analytical reflection for TWO Honors Lectures each semester. Follow programmatic guidelines.
GRADE BREAKDOWN:

Extra credit available is either listed in the syllabus and/or will be announced in class. Beyond these opportunities, no additional “credit” will be offered. No exceptions.

FINAL WORD: SUCCEEDING IN HOPR 1190
1. **Complete assignments on time.** The number one reason people fail my courses is that they do not put in the effort.

2. **Take responsibility for your performance in the class.** It’s your responsibility to ensure that I have received, graded, and recorded your assignments. The last day of class is too late to fix problems (like a paper you thought you submitted a month ago but that didn’t actually get to me).

3. **Let me know if you have questions or concerns.** Impressive as I am in some respects, I am NOT telepathic! I don’t know if you’re upset or confused about something until you tell me. I am eager to address frustrations or questions, but I rely on you to make me aware of them.

4. **Be curious.** I try to present the material in as engaging a way as I can, but I can’t guarantee that everything we study will immediately appeal to you. Fortunately, as humans, we can rise above our initial reactions. Dorothy Parker once said, “The cure for boredom is curiosity.” Realize that curiosity is a choice, and train yourself to invest curiosity in the books we read and the exercises we complete. Not only is cultivating curiosity a good class practice, it can become a good life practice.
HOPR 1190 INTRODUCTION TO HONORS Course Calendar
***TENTATIVE AND SUBJECT TO CHANGE!!!
Readings and assignments are due on the day they are listed.

Week One:  Introductions
Tues (8/28): What is “generative” or “productive” failure?
Thurs (8/30): Quality of Failure Presentations & Critiques
DUE: Presentation – Poetry, Song, Film, Drawing or Formal Presentation

Week Two:  Belief and Subjectivity
Tues (9/4): What is belief? & Defining Subjectivity
Thurs (9/6): Read Preface & Introduction
DUE: Practice Annotation (Writing Workshop)

Week Three:  Confirmation Bias
Tues (9/11): Read Ch. 1
DUE: Annotation 1
Thurs (9/13): Read Ch. 2
DUE: Annotation 2

HONORS PROGRAM CAMPING RETREAT!
Depart campus Friday 9/14 in the evening and return Saturday 9/15 mid-day.
Transportation, food, basic camping gear, campsite fee, tie-dye t-shirt materials, and ropes course included.
NO cost to students. You may use your own camping gear if you prefer.
A couple of rustic cabins are available for the non-outdoorsy folk. 😊😊

Week Four:  Honors Learning: City as Text
Tues (9/18): City as Text Exercise:
Map the Tunnel System
Thurs (9/20): DUE:
Groups Present City as Text Maps

Week Five:  Higher Education & Advising
Tues (9/25): Read Ch. 3
Thurs (9/27): Academic Advising Day

Week Six: The Internet & Online Evidence

Tues (10/2): Read Ch. 4
DUE: Annotation 4

Thurs (10/4):
Groups Present Rhetorical Critique of Web-pages

DUE:

Week Seven: Journalism & News

Tues (10/9): Read Ch. 5
DUE: Annotation 5

Thurs (10/11):
Project Work-Day

Final

Week Eight: Questioning Expertise

Tues (10/16): Read Ch. 6 & Conclusion
DUE: Annotation 6

Thurs (10/18): DUE: Groups Present Rhetorical Critique of a News Organization

Honors Lectures Series reflective analyses are due on or before reading day each semester. Submit to the program office on the D2L Honors Cohort course shell. (We will talk about how to do that in class).
BSU Curriculum Forms

Form 3 Updated: 9.19.15
New Course Form

Course Number:
  Undergraduate: HOPR 3700
  Graduate:

Course Title: Honors Seminar

Course Description: Exploration of a single topic from a wide-variety of disciplinary and interdisciplinary perspectives in a seminar environment. Repeatable (with different topics) for 12 credits for Honor’s Program students. Prerequisite: UNIV 1190 (Honors) or permission of Honors Director.

Credits: 3

Prerequisite(s):
  Undergraduate: UNIV 1190 (Honors) or permission of Honors Director.
  Graduate:

1. Reason(s) for creating this course: This course is intended to be a repeatable “topics” course in the Honors Program that will replace, HOPR 1104, 1105, 2106, 2107, and 4889. The course will meet students from across the Honors Cohort (freshman through senior) together so that students can model and learn from one another as well as a faculty member well-versed in integrative thinking. With this course, we hope to improve the experience of Honors Program students (who have directly expressed an interest in developing a stronger Honors Cohort Community), address immediate enrollment issues, and foster truly interdisciplinary ways of being. In addition, integrating a course that is 3 credit hours (opposed to our prior courses, which were largely 2 credits) will help to better fulfill the financial aid and practical needs of contemporary students. With this credit-hour alteration, we will be able to offer the class at more desirable days and times and will entice students from across the university to consider interdisciplinary as an important perspective to cultivate. This change will add a single credit hour to the Honors Program requirements, for a total of 42 credit hours.

2. How often will this course be offered? One course will be offered each semester; rotating topics and rotating faculty.

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
   • Students will analyze and synthesize information from a variety of primary and secondary resources, broadly interpreted;
   • Students will demonstrate a developing critical awareness of their own assumptions, beliefs, and biases;
• Students will construct, support, and effectively communicate complex ideas in speech, writing, or other media;
• [Individual faculty should supplement these programmatic SLO’s with outcomes that are appropriate for the class topic.]

4. **What are the major content areas for the course?** Topic will depend on faculty proposals; however, SLO’s always include improving critical/creative thinking, communication skills, and research skills.

5. **Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned?** Yes. This course is repeatable for up to 12 credit hours with different subtopics.

6. **If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?** Face-to-Face delivery; on campus

7. **What is the projected maximum class size (cap)?** Variable depending on cohort; to maintain best practices in Honors education, no more than 30

8. **What qualified faculty will be available to teach this course?** Variable; all faculty are eligible to teach this course. Faculty will be expected to create a proposal, which will be approved by the Director of Honors, the Honor’s Council, the faculty member’s Supervisor, and Academic Affairs.

**NOTE WELL:** Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. **What additional library and other resources need or should be provided for this course, that are not already available?** N/A

10. **What special personal property or service fee(s) would be charged to students taking this course?** These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
    **Amount per student:** $
    **For:** N/A

11. **Attach a sample syllabus for the course. Note:** if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students. **The next pages include a common course syllabus for the new class, HOPR 3700. It is understandably vague because individual faculty will need to adapt as per their topic. I’m also sending an example of what a syllabus for a specific topic (Tao of Animal) might look like.**
HOPR 3700: Honors Seminar
“Topic”
HONORS PROGRAM
COURSE SYLLABUS, Spring 2018
3 credit hours
Day/Time; Classroom

PROFESSOR: Name; email@bemidjistate.edu
Office location, telephone
Office Hours:

COURSE DESCRIPTION:
Exploration of a single topic from a wide-variety of disciplinary and interdisciplinary perspectives in a seminar environment. Repeatable (with different topics) for 12 credits for Honor’s Program students.
[insert topic specific description]

PREREQUISITES: UNIV 1190 (Honors) or permission of Honors Director.

REQUIRED TEXTS AND RESOURCES:

LEARNING OUTCOMES: In short, a learning outcome is a guide to what we want to learn over the arch of the class. We focus on some course-specific outcomes and some larger goals, as noted. In this course you will deepen your ability to think creatively and critically, which are essential skills that will help you move toward your academic, professional, and personal goals and successes. We will explore how deep creative thinking applies to your life beyond the walls of this classroom. In general, this course should strengthen your communication, research, presentation, and analytical thinking and writing skills, in addition to strengthening and analyzing your awareness of how you learn.

Upon completion of this course students will be able to better:
• Analyze and synthesize information from a variety of primary and secondary resources, broadly interpreted;
• Demonstrate a developing critical awareness of their own assumptions, beliefs, and biases;
• Construct, support, and effectively communicate complex ideas in speech, writing, or other media;
• [insert course/topic specific outcomes]

ASSESSMENT OF LEARNING OUTCOMES:
Learning outcomes will be assessed through a variety of methods depending on the topic and/or outcome. Generally speaking, outcomes for this class will be assessed in-class using vocal and written, formal and informal, peer and instructor feedback. Assessment in this class is partly the responsibility of the Professor but is also largely a responsibility of the students. In fact, you should always make an active effort to assess your work (both product and process) so that you might grow as learners, people, selves, and citizens. Assessing your choices, decisions, work-ethnic, thought processes, and belief systems can lead you to become more empathetic, knowledgeable humans primed to make the world a better place for all of us who live within it.

- METHODS OF ASSESSMENT BY THE PROFESSOR: See “Graded Assignments”
- METHODS OF ASSESSMENT BY THE STUDENT: See “Graded Assignments”
- TIMELINE FOR ASSESSMENT: All graded assessment activities are on the syllabus course outline included within this document.
- COURSE STRUCTURE/APPROACH: This is a seminar-based, reading, writing, research, project, and discussion class. You are expected to complete all reading, homework, group assignments, and writing to prepare for class. Preparation is critical to the collaborative success of this course.

CLASSROOM EXPECTATIONS:

TECHNOLOGY:

ATTENDANCE & PARTICIPATION:

STUDENTS WITH SPECIAL NEEDS:
We would like to make sure that all the materials, discussions, and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please forward your request as soon as possible. Contact Accessibility Services at Decker Hall 202. Phone: (218) 755-3883 or E-mail address accessibilityservices@bemidjistate.edu

MENTAL HEALTH AND COUNSELING:
You may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns. They can be reached in Cedar Hall, First Floor. Phone: (218) 755-2053.
ACADEMIC INTEGRITY:
BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating, misrepresentation) may result in disciplinary action. Possible disciplinary actions include failure for part or all of a course as well as suspension from the University.

Tutor.com:
The Minnesota State system has updated the online tutoring service available to our students. We are now partnering with Tutor.com to offer 24/7 online tutoring, which will connect students with an expert tutor for extra assistance one-on-one. Online tutoring services can be accessed through the main page in D2L and your course page, by clicking on the tutor.com link, located in the “HelpLinks” menu.

All students will receive 15 hours of tutoring at no cost. Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.

According to the OED, Plagiarism is defined as:

“The action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own; literary theft”.

Plagiarism includes (but is not limited to) the following practices:

- Turning in someone else’s work as your own
- Copying words or ideas from someone else without giving credit
  - Failing to put a quotation in quotation marks
- Giving incorrect information about the source of the quotation
- Changing words but copying the sentence structure of a source without giving credit
- Copying so many words or ideas from a source that it makes up the majority of your work whether you credit the author or not.
- Copying and pasting from Wikipedia, dictionaries, or other online sources
  - Purchasing papers from online suppliers
  - Copying from a classmate

Plagiarism is a serious offence that carries heavy penalty for this course.

First Offense: ZERO on the assignment
Second Offense: FAIL the class
For either offense, your name will be turned in to the proper authorities and it is possible (even likely) that the University will pursue further action than the ZERO that is my own classroom policy. The University action takes precedent over my own.

GUIDELINES FOR SENDING E-MAIL:

GUIDELINES FOR WRITTEN WORK:

ASSIGNMENT POLICIES:

GRADING POLICIES:

REVISION POLICY:

GRADED ASSIGNMENTS:
All HOPR 3700 classes should include attendance at two Honors Program Lecture series presentations, an annotated bibliography, and a graded written assignment or oral presentation. Classes should be designed to foster student research, communication, and collaboration.

COURSE CALENDAR:
BSU Curriculum Forms

Form 4

Course Drop Form
(Use this form to drop a course from the university curriculum file.  
To drop a course from a program only, use Form 5 Program Modification Form)

Course Number:
   Undergraduate: HOPR 1104
   Graduate:

Course Title: The Unity and Diversity of Knowledge (2 credits)

New or current courses that will universally replace this dropped course for students remaining in the old curriculum: HOPR 3700: Honors Seminar

This dropped course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   1) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
   2) click on “Areas of Study, and Course Descriptions,”
   3) click on “PDF of Entire Catalog” in upper right,
   4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

       Non-licensure programs:
       History, B.A. major
       History, B.S. major
       History minor

       Teacher Licensure programs: NA

       Liberal Education: NA

       Courses this course is a prerequisite for:
       HOPR 4889 Integrative Seminar (2 credits) – course being dropped so NA

The above “service area” programs/departments were notified of this modification on ________ (date) by ___________________ (mail, email, or phone).

Please check one of the items below:

   _____ No comments were received from other programs or departments within one week of the notification.

   _____ Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this course: Course will be replaced with HOPR 3700.
BSU Curriculum Forms

Form 4

Course Drop Form
(Use this form to drop a course from the university curriculum file.
To drop a course from a program only, use Form 5 Program Modification Form)

Course Number:
   Undergraduate: HOPR 1105
   Graduate:

Course Title: Influence, Power, and Values (2 credits)

New or current courses that will universally replace this dropped course for students remaining in the old curriculum: HOPR 3700: Honors Seminar

This dropped course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   1) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
   2) click on “Areas of Study, and Course Descriptions,”
   3) click on “PDF of Entire Catalog” in upper right,
   4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs: NA

   Teacher Licensure programs: NA

   Liberal Education: NA

   Courses this course is a prerequisite for:
   HOPR 4889 Integrative Seminar (2 credits) – course being dropped so NA

The above “service area” programs/departments were notified of this modification on ______ (date) by ____________________ (mail, email, or phone).

Please check one of the items below:

   ______ No comments were received from other programs or departments within one week of the notification.

   ______ Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this course: Course will be replaced with HOPR 3700.
BSU Curriculum Forms

Form 4

Course Drop Form
(Use this form to drop a course from the university curriculum file.
To drop a course from a program only, use Form 5 Program Modification Form)

Course Number:
   Undergraduate: HOPR 2106
   Graduate:

Course Title: Studies in Literature and the Arts (2 credits)

New or current courses that will universally replace this dropped course for students remaining in the old curriculum: HOPR 3700: Honors Seminar

This dropped course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   1) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
   2) click on “Areas of Study, and Course Descriptions,”
   3) click on “PDF of Entire Catalog” in upper right,
   4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs: NA

   Teacher Licensure programs: NA

   Liberal Education: NA

   Courses this course is a prerequisite for:
   HOPR 4889 Integrative Seminar (2 credits) – course being dropped so NA

The above “service area” programs/departments were notified of this modification on _______ (date) by ___________________ (mail, email, or phone).

Please check one of the items below:

   _____ No comments were received from other programs or departments within one week of the notification.

   _____ Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this course: Course will be replaced with HOPR 3700.
**BSU Curriculum Forms**

**Form 4**

**Course Drop Form**
(Use this form to drop a course from the university curriculum file.
To drop a course from a program only, use Form 5 Program Modification Form)

Course Number:
   Undergraduate: HOPR 2107
   Graduate:

Course Title: Studies in Social Sciences and History (2 credits)

New or current courses that will universally replace this dropped course for students remaining in the old curriculum: HOPR 3700: Honors Seminar

This dropped course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:

1) go to [http://www.bemidjistate.edu/academics/catalog/](http://www.bemidjistate.edu/academics/catalog/) and choose the most recent catalog(s),
2) click on “Areas of Study, and Course Descriptions,”
3) click on “PDF of Entire Catalog” in upper right,
4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs: NA

   Teacher Licensure programs: NA

   Liberal Education: NA

The above “service area” programs/departments were notified of this modification on ______ (date) by __________________ (mail, email, or phone).

Please check one of the items below:

______ No comments were received from other programs or departments within one week of the notification.

______ Comments were received within one week of the notification, and are attached.

**Reason(s) for dropping this course:** Course will be replaced with HOPR 3700.
BSU Curriculum Forms

Form 4

Course Drop Form
(Use this form to drop a course from the university curriculum file.
To drop a course from a program only, use Form 5 Program Modification Form)

Course Number:
   Undergraduate: HOPR 4889
   Graduate:

Course Title: Integrative Seminar (2 credits)

New or current courses that will universally replace this dropped course for students remaining in the old curriculum:

Approved Elective OR additional 3 credits in Honors Seminar (HOPR 3700)

This dropped course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   1) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
   2) click on “Areas of Study, and Course Descriptions,”
   3) click on “PDF of Entire Catalog” in upper right,
   4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs: NA
   Teacher Licensure programs: NA
   Liberal Education: NA

The above “service area” programs/departments were notified of this modification on __________ (date) by __________________ (mail, email, or phone).

Please check one of the items below:

______ No comments were received from other programs or departments within one week of the notification.

______ Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this course: This course will be replaced by an approved elective OR an additional 3-credit hours of HOPR 3700.
BSU Curriculum Forms

Form 4

Course Drop Form
(Use this form to drop a course from the university curriculum file.
To drop a course from a program only, use Form 5 Program Modification Form)

Course Number:
   Undergraduate: HOPR 4890
   Graduate:

Course Title: Honors Thesis Or Project (3 credits)

New or current courses that will universally replace this dropped course for students remaining in the old curriculum:

HOPR 3899 and 4899

This dropped course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   1) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
   2) click on “Areas of Study, and Course Descriptions,”
   3) click on “PDF of Entire Catalog” in upper right,
   4) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs: NA

   Teacher Licensure programs: NA

   Liberal Education: NA

The above “service area” programs/departments were notified of this modification on _______ (date) by _________________ (mail, email, or phone).

Please check one of the items below:

   ______ No comments were received from other programs or departments within one week of the notification.

   ______ Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this course: Requirement will be fulfilled by the HOPR 3899 and 4899 series of classes (Capstone Preparation and Presentation)
BSU Curriculum Forms

Form 5

Program Modification Form

Program to be modified: **Honors Program**

List all proposed change(s):

**DROP:**
- HOPR 1104 (2 cr)
- HOPR 1105 (2 cr)
- HOPR 2106 (2 cr)
- HOPR 2107 (2 cr)
- HOPR 4889 (2 cr)

**MODIFY:**
- HOPR 3899: Capstone Preparation (1 credit) [modification] [TITLE CHANGE FROM PRE-THESIS; CHANGE OF COURSE DESCRIPTION; NEW SLO; REPEATABLE FOR TWO CREDITS]
- HOPR 4899: Capstone Presentation (1 credit) [modification] [TITLE CHANGE FROM THESIS; CHANGE OF COURSE DESCRIPTION; NEW SLO; REDUCE 2 CREDITS TO 1 CREDIT; SPRING]

**ADD:**
- Students will complete GA 1 – 6, Liberal Education (27 credits) [new program requirement]

HOPR 1190: Introduction to Honors: This course is a hybrid course of an introduction to Honors and the UNIV 1190, First Year Experience course. Designed to both give students support in their transition to BSU, we also give students support in their transition to the Honors Program. We are separating this course from the traditional UNIV 1190 course because we have specific skills these students need to cultivate so that they have a solid foundation for the HOPR 3700 Honors Seminar courses. Those skills are: learning to carefully analyze popular and scholarly resources, and identify bias and recognize subjectivity. These students will create an annotated bibliography, which is required from the HOPR 3700 classes and the Capstone course. Honors advising and the differences between Honors and Liberal Education tracks will be highlighted.

HOPR 3700: Honors Seminar (repeatable for 12 credits; 9 credits required; topic must differ) – This repeatable, interdisciplinary, cross-cohort, course will replace the current Honors Program courses. Students must take three classes, different topics, prior to graduation. Fall/Spring. Prerequisite: HOPR 1190 or permission of Honors Director. [new course and new program requirement]
Take either: 3000 – 4000 level elective (chosen in concert with the Honors Director) OR and additional 3-credits (different topic) of HOPR 3700. [new program requirement]

**Reason(s) for the change(s):**

According to the National Collegiate Honors Council, as of 2012, approximately 86% of Honors Colleges and Programs have enrollment numbers below 10% of the overall student body. 25% of Honors Colleges and Programs have enrollment numbers below 3% of the undergraduate student body (“Histogram”). Although the most recent research is not yet published, these numbers dramatically decline even further since the end of 2016. Thus, enrollment in Honors Colleges, and especially in Honors Programs at four and two-year institutions, is rapidly declining on a national level.

Bemidji State University is experiencing this decline, which is statistically notable since Fall 2016. However, BSU also has the one of the oldest Honors Programs in the US. Traditionally, Honors Programs and Colleges are places of innovation, risk-taking, and trial that enhance the University community. Honors Programs are at the forefront of experimental and excellent pedagogy and should create an environment that is safe for learning for students, faculty, and staff.

Our current curriculum for Honors, however, is outdated and based on a 1960s model of Honors education. Thus, few students enroll in Honors at BSU. In fact, BSU’s highest achieving students generally do not enroll in Honors, largely because they enter into University study with so many credits already in place that they find the current Honors curriculum prohibitive. This proposal takes university credits, earned in high school, into consideration and makes space for students to join Honors later in their educational career without setting roadblocks or creating additional time to graduation. In short, we can still offer a true “honors experience” to students who come to BSU with a large portion of their credits already completed; in fact, we have a responsibility to further challenge these high-achieving students and to ensure that they leave BSU as better thinkers, better scholars, better communicators, and better citizens.

The best Honors education adapts to and gets ahead of quickly changing cultures, morphing student needs, and current educational practices. The best Honors education trials new practices from which, if successful, the greater student body – and the campus community—will benefit. The suggested seminar-model will gather students from their freshman year to their senior year in the same classes. This model combines earlier-career, generalist students, with later-career, more specialized students so that all students can think together as a cohort. After all, in our professional fields, do we not need to collaborate with people at different levels of understanding, emphases, and norms? Guided by faculty who value interdisciplinary connections, class topics will be current, responsive to the immediate culture/sub-culture, and adaptive. Furthermore, all Honors Program classes will encourage students to explore research, critical/creative thinking, and communication skills. All Honors Program classes will integrate project-based learning, broadly interpreted.

If the Bemidji State University Honors Program is to maintain viability as a Program, to serve contemporary students where they are, and enhance our community, it is time for an innovative
change. We have an opportunity to once again become a leader in Honors education in our region and, perhaps, nationally, but to do so, we need to embrace a dramatic transformation in our approach to reaching Honors Program students.

This change will add a single credit hour to the Honors Program requirements, for a total of 42 credit hours.

NONE ARE APPLICABLE:

Note: In order to avoid hidden prerequisites, if a course is being dropped from this program (but not from the entire curriculum), please check for which remaining courses may include this dropped course as a prerequisite. Course prerequisites may be found in the online catalog (http://www.bemidjistate.edu/academics/catalog/). Remedies for hidden prerequisites may be found under Curriculum Forms at (http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/).

Note: If a course from another department/program was either added to or dropped from this program, please notify the chair/coordinator of that course's department/program and indicate the following: [Zak Johnson, re: UNIV 1190]

The course’s home department/program was notified of the addition or dropping of their course(s) on 9/30/2018 (date) by _e-mail (mail, email, or phone).

Please check one of the items below:

______ No comments were received from other programs or departments within one week of the notification.

X______ Comments were received within one week of the notification, and are attached. [see correspondence copied below]

Note: If this is a joint program, the signatures of both department chairs (and both deans, if different colleges) must be provided.

1.28.19
Decision made to create a new course of HOPR 1190 instead of using UNIV 1190. Zak Johnson was updated via email regarding this change.

10/2/2018
I am in support of any program that wants to ‘require’ UNIV 1190. With that said, I know there are many aspects to consider and am willing to be part of the conversation. Let me know how you want to proceed. Thanks Season.

Zak
Hi Zak,

I’m working on a program revision for Honors and I’d like to require UNIV 1190, Honors for incoming Honors students. This might mean that they take two UNIV 1190 courses, one in Honors and one in their major. As a piece of the revision, I need to approve this requirement with you. In addition to supporting student’s transition to university, we will focus specifically on helping students to develop the academic practices they will need in Honors (i.e. creating an annotated bibliography, improving written communication, validating source material, recognizing bias/subjectivity, etc… Plus, Honors advising largely takes place in this class.

Thoughts?
Season

Alert: Attach a copy of the current program showing the marked changes. Please copy the current program from the online catalog (http://www.bemidjistate.edu/academics/catalog/) and paste it into Word. Then use either the Track Changes feature under Tools, or the underline and strikethrough Font feature under Format. (Please note that the Track Changes feature may be easily switched on and off by holding down the Ctrl+Shift+E keys.)
From 2018 – 2019 Catalog

The Honors Program does not offer a major, a minor, or a degree. Successful completion of the Honors requirements is noted on students' permanent transcripts. Honors graduates are given special recognition at commencement and wear the Honors stole with their academic robes.

Some University students have the ability and desire to engage in academic challenges that extend beyond the Liberal Education requirements and their own majors. In the Honors Program, these students take interdisciplinary Honors courses in lieu of Liberal Education offerings and engage in an Honors thesis or project. As members of the Honors community, they collaborate with a faculty advisor and the Honors Council to plan their studies and to manage the responsibilities that correspond with the program's freedoms.

Eligibility

High school seniors with superior academic records or college students with a cumulative grade point average of 3.25 or above are invited to apply. A concise letter stating reasons for interest in becoming a member of the Honors Program should be included with the application form. Such letters should be addressed to the Director, Honors Program, Bemidji State University. Students enrolled at Bemidji State University may personally consult the Director for information.

The quota of Honors Scholars admitted each academic year is determined by the number of qualified applications received. Students are appointed to the program on a competitive basis by the Honors Council. Applicants are notified in writing of their selection as Honors Scholars.

Change to:

The Honors Program does not offer a major, a minor, or a degree. Successful completion of the Honors requirements is noted on students' permanent transcripts. Honors graduates participate in an additional graduation celebration, earn special recognition at commencement, and wear the Honor's stole with their academic robes.

Some University students desire to engage in academic challenges that extend beyond the Liberal Education requirements and their own majors. In the Honors Program, these students take interdisciplinary Honors courses in lieu of completing the full Liberal Education Program, and, instead engage in the Honors Program Capstone project (that may coincide with or be outside of their major). As members of the Honors community, students collaborate with faculty advisors, the Honors Program Director, and the Honors Council to plan their studies and to manage the responsibilities that correspond with the Program's freedoms.

Eligibility

High school seniors, transfer students, and international students with a superior academic records or a deep desire to explore interdisciplinary learning, are invited to apply. A concise letter stating why you are interested in becoming a member of the
Honors Program should be included with the application form. Such letters should be addressed to the Director, Honors Program, Bemidji State University. Students enrolled at Bemidji State University may personally consult the Director for additional information.

The number of Honors Scholars admitted each academic year is determined by the number of qualified applications received. Students are appointed to the Program on a competitive basis by the Honors Director, in concert with the Honors Council. Applicants are notified in writing of their selection as Honors Scholars.

All university students, whether or not they are enrolled in the Honors Program may take Program courses. Thus, if students are unsure whether they wish to join the Honors Program, with special permission of the Honors Director, they may enroll in HOPR 3700 “Honors Seminar” to gain a better understanding of what it might mean to become an Honors Scholar. Students may apply to the Honors Program at any time in their academic career.

**Honors Program Courses**

All Honors Program Students will complete Liberal Education, Goal Areas 1 – 6, with a minimum of 27 credits, distributed as per Liberal Education requirements and standards.

UNIV 1190: First Year Experience, Honors (1 credit)

HOPR 3700: Honors Seminar (3 credits; repeatable for 12 credits with different topics; 9 credits required, total)

HOPR 3899 Capstone Preparation (1 credit; repeatable for 2 credits)

HOPR 4899 Capstone Presentation (1 credit)

Choose one option

  - Approved 3000 – 4000 Elective (3 credits)
  - HOPR 3700 Honors Seminar (3 credits; topic must differ)

**Course Descriptions**

**NEW: HOPR 1190 Introduction to Honors (1 credit)**
Designed to support students’ transition into the Honors Program at BSU, this course establishes the core academic skills, social competencies, and values that enable students to excel within the university and Honors community. The seminar's goal is to enhance and enrich the student experience so that students may develop a sense of citizenry and derive the maximum benefit from the intellectual and social opportunities of college life. Students will learn to: create an annotated bibliography; find good resources; and identify bias and/or recognize subjectivity.
Honors academic advising is highlighted. Required of first-semester Honors Program students.

**NEW: HOPR 3700 Honors Seminar (3 credits; repeatable for 12 credits; topic must differ)**
Exploration of a single topic from a wide-variety of disciplinary and interdisciplinary perspectives in a seminar environment. Repeatable (with different topics) for 12 credits for Honor’s Program students. 9 credits are required. Prerequisite: UNIV 1190 or permission of the Honors Director.

**HOPR 1104 The Unity and Diversity of Knowledge (2 credits)**
Introductory study of concepts, methods and goals characteristic of the pursuit of knowledge. Required of all honors scholars.
[Common Course Outline](#)

**HOPR 1105 Influence, Power, and Values (2 credits)**
Introduction to influence and power in relation to considerations of human values. A service component is required. Required of all honors scholars.
[Common Course Outline](#)

**HOPR 2106 Studies in Literature and the Arts (2 credits)**
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. Required of all honors scholars.
[Common Course Outline](#)

**HOPR 2107 Studies in the Social Sciences and History (2 credits)**
Study of concepts common to the disciplines of the social sciences and history, with emphasis on current topics or problems. Required of all honors scholars.
[Common Course Outline](#)

**HOPR 3899 Pre-Thesis Seminar Capstone Preparation (1 credits); repeatable for 2 credits**
Each student plans an Honor’s Capstone project, arranges to work with a faculty advisor, develops an annotated bibliography, generates a proposal, and engages in the work of creating and executing the Capstone Project. Proposals are reviewed for approval by the Honor’s Council. While the timeline may vary depending on the needs of the student and the kind of Capstone Project, the suggested timeline is to enroll in HOPR 3899 in spring a year before expected graduation date. Prerequisite: Honors Program student, 6-credit hours of HOPR 3700 complete or co-enrolled. Each student chooses an Honors thesis topic, arranges to work with an advisor, develops a bibliography, and writes a proposal. Proposals are reviewed for approval by the Honors Council. Must be taken during the junior year.
[Common Course Outline](#)
**HOPR 4889 Integrative Seminar (2 credits)**
Readings, discussions, and student presentations involving study and articulation of relationships between disciplines. Required of all honors scholars in their senior year. Prerequisites: HOPR 1104, HOPR 1105, HOPR 2106, and HOPR 2107.
Common Course Outline

**HOPR 4890 Honors Thesis Or Project (3 credits)**
The honors thesis must be undertaken no later than the junior year, and requires the student to identify a faculty sponsor, design a plan of study or research project, and receive tentative approval from the Director of the Honors Program prior to undertaking the project. At the completion of the project the honors scholar will present the finished study to a committee representing the Honors Council which will offer approval, requests for improvement, or rejection. For further information, contact the Director of the Honors Program. Required of all honors scholars.
Common Course Outline

**HOPR 4899 Honors Thesis Capstone Presentation (12 credits)**
Upon completion of the Honors Capstone Project, graduating students meet as a class to prepare and deliver formal presentations to the Honors and campus communities. Prerequisite: Honors Program student; HOPR 3899. Students generally enroll in HOPR 4899 in spring of the senior year.
Working individually with a thesis advisor, the student carries out and completes the Honors thesis. The thesis may be scholarly (based on empirical or archival research or on literary criticism whose end product is a documented paper or report) or creative (consisting of original work created by the student and presented in written form or in performance, and accompanied by a written artist’s statement). Prerequisite: HOPR 3899.
Common Course Outline

Choose one option (3 credits):

**Elective (3 credits)** Choose one 3 credit upper level class (3000 – 4000) class, not required for the student’s major. Elective should be approved by the Honors Director.

**HOPR 3700 Honors Seminar (3 credits)** A student may elect to take 3 additional credits in HOPR 3700 as long as the topic differs.

[PLEASE SEE CLEAN COPY ON NEXT PAGE FOR A MUCH EASIER TO READ PROPOSAL!]
The Honors Program does not offer a major, a minor, or a degree. Successful completion of the Honors requirements is noted on students' permanent transcripts. Honors graduates participate in an additional graduation celebration, earn special recognition at commencement, and wear the Honor's stole with their academic robes.

Some University students desire to engage in academic challenges that extend beyond the Liberal Education requirements and their own majors. In the Honors Program, these students take interdisciplinary Honors courses in lieu of completing the full Liberal Education Program and, instead, engage in an Honors Program Capstone project (that may coincide with or be outside of their major). As members of the Honors community, students collaborate with faculty advisors, the Honors Program Director, and the Honors Council to plan their studies and to manage the responsibilities that correspond with the Program's freedoms.

Eligibility

High school seniors, transfer students, or international students, with a superior academic record or a deep desire to explore interdisciplinary learning, are invited to apply. A concise letter stating why you are interested in becoming a member of the Honors Program should be included with the application form. Such letters should be addressed to the Director, Honors Program, Bemidji State University. Students enrolled at Bemidji State University may personally consult the Director for additional information.

The number of Honors Scholars admitted each academic year is determined by the number of qualified applications received. Students are appointed to the Program on a competitive basis by the Honors Director, in concert with the Honors Council. Applicants are notified in writing of their selection as Honors Scholars.

All university students, whether or not they are enrolled in the Honors Program may take Program courses. Thus, if students are unsure whether they wish to join the Honors Program, with permission of the Honors Director, they may enroll in HOPR 3700 “Honors Seminar” to gain a better understanding of what it might mean to become an Honors Scholar. Students may apply to the Honors Program at any time in their academic career.
**Honors Program Courses**

All Honors Program Students will complete Liberal Education, Goal Areas 1 – 6, with a minimum of 27 credits, distributed as per Liberal Education requirements and standards.

HOPR 1190: Introduction to Honors (1 credit)

HOPR 3700: Honors Seminar (3 credits; repeatable for 12 credits with different topics; 9 credits required, total)

HOPR 3899 Capstone Preparation (1 credit; repeatable for 2 credits)

HOPR 4899 Capstone Presentation (1 credit)

Choose one option

   Elective (3 credits)

   HOPR 3700 Honors Seminar (3 credits; topic must differ)

HOPR **1190: Introduction to Honors (1 credit)**

Designed to support students’ transition into the Honors Program at BSU, this course establishes the core academic skills, social competencies, and values that enable students to excel within the university and Honors community. The seminar's goal is to enhance and enrich the student experience so that students may develop a sense of citizenry and derive the maximum benefit from the intellectual and social opportunities of college life. Students will learn to: create an annotated bibliography; find good resources; and identify bias and/or recognize subjectivity. Honors academic advising is highlighted. Required of first-semester Honors Program students.

HOPR **3700 Honors Seminar (3 credits; repeatable for 12 credits; topic must differ)**

Exploration of a single topic from a wide-variety of disciplinary and interdisciplinary perspectives in a seminar environment. Repeatable (with different topics) for 12 credits for Honor's Program students. 9 credits are required. Prerequisite: HOPR 1190 or permission of Honors Director.

HOPR **3899 Capstone Preparation (1 credit; repeatable for 2 credits)**

Each student plans an Honor’s Capstone project, arranges to work with a faculty advisor, develops an annotated bibliography, generates a proposal, and engages in the work of creating and executing the Capstone Project. Proposals are reviewed for approval by the Honor’s Council. While the timeline may vary depending on the needs of the student and the kind of Capstone Project, the suggested timeline is to enroll in
HOPR 3899 in spring a year before expected graduation date. Prerequisite: Honors Program student, 6-credit hours of HOPR 3700 complete or co-enrolled.

**HOPR 4899 Capstone Presentation (1 credit)**
Upon completion of the Honors Capstone Project, graduating students meet as a class to prepare and deliver formal presentations to the Honors and campus communities. Prerequisite: HOPR 3899. Students generally enroll in HOPR 4899 in spring of the senior year.

**Choose one option (3 credits):**

- **Elective (3 credits)** Choose one 3 credit upper level class (3000 – 4000) class, not required for the student’s major. Elective should be approved by the Honors Director.

- **HOPR 3700 Honors Seminar (3 credits)** A student may elect to take 3 additional credits in HOPR 3700 as long as the topic differs.
Honors Program

Credits: 42
GPA: 3.25

Note: All coursework taken for the Honors Program must be letter graded.

Liberal Education Requirements: (27 credits)

- Goal Area 1: Communication (2 courses, 6 credits)
- Goal Area 3: Natural Science (2 courses, including 1 with a lab component [LC], 7 or more credits)
- Goal Area 4: Mathematics (1 course, 3 or more credits)
- Goal Area 5: History and the Social and Behavioral Sciences (2 courses, 6 or more credits)
- Goal Area 6: Humanities and the Arts (2 courses, 5 or more credits)

Complete the following courses: (12 credits)

- HOPR 1190: Introduction to Honors (1 credit)
- HOPR 3700 Honors Seminar (3 credits)
- HOPR 3899 Capstone Preparation (1 credit)
- HOPR 4899 Capstone Presentation (1 credit)

Select one of the following options (3 credits):

- Elective (3 credits)
  Choose one 3 credit upper level class (3000 – 4000) class, not required for the student’s major.

- HOPR 3700 Honors Seminar (3 credits)
  A student may elect to take 3 additional credits in HOPR 3700 as long as the topic differs.
BSU Curriculum Forms

Form 8
Updated: 09.18.15

Signatures

Season Ellison / Assistant Professor of Interdisciplinary Studies / 11.16.18 ____
Proposer / Title / Date

Season Ellison / Honors Program (on behalf on council) / 11.16.18 ___________
Chair or Director / Department or Program / Date
Note: "All departmental recommendations [on curriculum] must be reviewed and approved by
the department's faculty." --IFO/MnSCU Master Agreement

At this point, packet goes to Records Office/Curriculum Coordinator to be logged in to the
Curriculum Proposal Progress Grid.

Randy Westhoff / Academic Affairs / 1.7.19 ________________________________
Dean / College / Date

Note: If proposal is sent back to the Proposer, please notify the Curriculum Coordinator.
If approved, packet goes to Academic Affairs Office.