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MISSION

The tenets of the University Honors program are opportunity, community, and leadership. The program provides a unique academic and social community for students committed to excellence. From foundations courses and colloquia to the capstone project, the program affords a rigorous and individualized program of study to students with exemplary academic records. Honors courses strive to provide students with faculty mentors, small collaborative communities, and opportunities in research and creative scholarship. The program’s student organization offers opportunities for leadership and service to the campus, the community, and beyond. Honors presents highly motivated students – regardless of their major field of study – a challenging and enriching education and university experience. Students who graduate from the program will graduate as University Scholars, both in name and in accomplishment.

DIRECTOR
Dr. Courtney Huse Wika
Courtney.HuseWika@BHSU.edu
311 Meier Hall

Please “like” us on Facebook @ The University Honors Program at BHSU
ADMITTANCE

First-year Students
First-year students are selected through a special application process. General guidelines for acceptance include an ACT score of at least 25 (or equivalent SAT) and/or a high school GPA of at least 3.5. However, considerations are given to lifelong learning experiences, service, and other evidence of a commitment to achievement beyond grades, and all applications are considered.

Continuing/Transfer Students
Interested continuing and transfer students with a minimum 3.3 GPA may be able to transfer into the program, depending on courses already completed. Interested students are encouraged to contact Dr. Huse Wika to see if the program will work for them.

MEMBERSHIP AND PROBATION
Students in the University Honors Program are expected to maintain a minimum 3.3 GPA. Students who fall below this threshold will be placed on probation for the following semester. In order to remain in good standing, students must complete two progress conferences during the semester with the director of the program and must restore their term GPA to a 3.3 by the following semester.

Students who fail to meet one or more of these requirements may be dismissed from the program. Dismissals may be appealed to the director and the Honors Advisory Council.

HONORS CLUB
The Honors Club is the program’s student-run campus organization that focuses on social activities and service projects. The club officers are nominated and voted into office by current club members. All members of the University Honors Program are automatically part of the organization and are therefore invited to participate in activities.

The club hosts weekly “stocials” (study socials), assists with Geek Speaks, oversees the BHSU Pantry for students and student families in need, and plans campus and community events like volunteer afternoons at the local no-kill animal shelter, blood drives, Operation Christmas Child, and an annual masquerade ball benefit.

The 2015-2016 officers are listed below:
- President: Elizabeth Williams @ Elizabeth.Williams@yellowjackets.BHSU.edu
- Vice President: JLynn Miller @ JLynn.Miller@yellowjackets.BHSU.edu
- Secretary/Treasurer: Carissa Hauck @ Carissa.Hauck@yellowjackets.BHSU.edu
- Public Relations Officer: Brady Jones @ Brady.Jones@yellowjackets.BHSU.edu

The 2015-2016 University Honors Assistant is Dakota Becher. Contact Dakota @ Dakota.Becher@yellowjackets.BHSU.edu with questions regarding the Mentor and Academic Assistant programs, or to request a study session.
The Honors Center (a.k.a. the HLounge) is open to University Honors Students. Located in historic Woodburn Hall, #117, the door is accessible via Buzz Card Monday-Sunday from 7:00 a.m.-midnight. The lounge hosts a seminar study table, comfortable seating, two computers, smart technology, free printing, a scanner, a fridge, microwave, and a coffeemaker. Additionally, school and office supplies are available for student use.

The HLounge is home to University Honors students between classes and hosts club meetings, weekly “stocials,” and study sessions led by Honors Academic Assistants. The HLounge curfew is midnight and students must abide by the following rules to maintain lounge access:

- All students must leave the HLounge by midnight.
- The door must be shut and locked at night.
- NO doors may be left ajar or propped open in Woodburn Hall.
- No student may explore Woodburn after hours.

BH security patrols frequently and locks down the building promptly at midnight.

Security contact information for concerns, escorts across campus, or assistance: 605-641-6988

The Honors Advisory Council serves as an advising and policy-making body. The president of Honors Club and Honors assistant hold student seats on the council, and the rest of the members are faculty from the three colleges.

Honors students will work with council members each semester for Honors curriculum advising and probation issues. Additionally, students enrolled in HON 498: Capstone Research will work closely with the council during their proposal approval process and capstone drafting and defense.

You may contact a member of the council for any questions or concerns regarding the University Honors Program.

COUNCIL MEMBERS

<table>
<thead>
<tr>
<th>Name</th>
<th>School of Behavioral Sciences</th>
<th>School of Math and Social Sciences</th>
<th>School of Behavioral Sciences</th>
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<tbody>
<tr>
<td>Cheryl Anagnopoulous</td>
<td>Professor, Psychology</td>
<td>Associate Professor, Political Science/Sociology</td>
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<tr>
<td>Pamela Carriveau</td>
<td>Trenton Ellis</td>
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<tr>
<td></td>
<td></td>
<td>Assistant Professor, Sociology</td>
<td>(605)642-1283</td>
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<td>(605)642-6773</td>
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<td>(605)642-6006</td>
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<tr>
<td>Courtney Huse-Wika</td>
<td>College of Liberal Arts</td>
<td>Director of Honors Program/Assistant Professor, English</td>
<td>(605)642-6918</td>
</tr>
<tr>
<td>Abhijit (Avi) Jain</td>
<td>School of Business</td>
<td>Associate Professor, Management Information Systems</td>
<td>(605)642-1268</td>
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<tr>
<td>Kelly Kirk</td>
<td>School of Math and Social Sciences</td>
<td>Instructor, History</td>
<td>(605)642-6935</td>
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<td>Rickie Legleitner</td>
<td>School of Arts and Humanities</td>
<td>Director of the Writing Assistance Center</td>
<td>(605)642-6922</td>
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<td>Urla Marcus</td>
<td>American Indian Studies</td>
<td>Director of American Indian Studies</td>
<td>(605)642-6578</td>
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<td>Justin Ramsey</td>
<td>School of Natural Sciences</td>
<td>Assistant Professor, Plant Biology</td>
<td>(605)642-6616</td>
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<tr>
<td>Daniel Swenson</td>
<td>School of Math and Social Sciences</td>
<td>Associate Professor, Mathematics</td>
<td>(605)642-6425</td>
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<tr>
<td>Denice Turner</td>
<td>School of Education</td>
<td>Assistant Professor, Language Arts Education</td>
<td>(605)642-6778</td>
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The goal of the curriculum is to provide students with a challenging but well-rounded education and, at the same time, to give them a chance to follow their own academic, professional or creative interests. Depending on the degree program, there are two tracks for the University Honors Program: bachelor's and associate. Students who successfully complete the Honors track will be designated University Scholars during the graduation ceremony and on their official transcripts.

The following represents the minimum curriculum requirements for graduating as a University Scholar. However, students are encouraged to take as many Honors courses as can be supported. Please note: graduation cannot be delayed to complete Honors work.

This curriculum reflects curricular changes for the Fall 2015 Cohort-Present. For students of pre-2015 cohorts, please see past handbooks or contact Dr. Huse Wika.

The goal of the curriculum is to provide students with a well-rounded education and, at the same time, to give them a chance to follow their own academic, professional or creative interests.

- **Honors Foundations**: Honors Foundations* are general education courses specifically designed for University Honors students. Required courses include 18 credits of Honors-designated general education classes within the first four semesters:
  - Honors ENGL 101: Composition I
  - Honors ENGL 201: Composition II
  - Honors MATH 102: College Algebra (or a higher-level math)
  - Honors SPCM 101 or 222: Fundamentals of Speech or Argumentation and Debate
  - + 2 additional Honors-designated general education course

*The program accepts all credits received by AP or duel-enrollment.

- **Non-English Language**: University Honors students complete two semesters (8 credits) of a non-English language by graduation; these credits count as Humanities general education requirements. For the sake of reaching a solid level of proficiency, students are encouraged to take courses in the same language.

In addition to increasing analytical thinking, creativity, and math and English skills, the learning of language fosters global awareness and gives students a post-graduation advantage. Only 8.6% of college students study a foreign language in America despite the necessity of global communication today, according to the latest study by the Modern Language Association. While most graduate programs require proficiency in a non-English language for entrance or graduation, this deficit has larger consequences. It means there is a critical need for bilingual and multilingual individuals in the global marketplace; we need diplomats, intelligence and foreign policy experts, politicians, military leaders, teachers, business leaders, scientists, physicians, entrepreneurs, managers, technicians, historians, artists,
and writers, among other professionals, who are proficient in languages other than English. Foreign language studies help create world citizens who are prepared to succeed in a competitive, highly interconnected world.

- **Honors Colloquia**: Designed as intensive seminars, these courses are unique to the University Honors Program. They are mid-level courses that assume no prior background in the area but that emphasize scholarly reading, writing, and research. A colloquium generally requires research, an oral presentation, and at least one major paper. Topics are selected by student vote and are announced at least a year in advance. Students complete 6 credits of colloquia by graduation.

- **Honors Capstone Project**: As an opportunity to direct their own research, creative activity, service project, or study abroad experience, students complete and defend a capstone project under the guidance of a chosen faculty mentor and capstone committee. Before their defense, students complete 3 total credits of HON 498: Capstone Research.

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**University Honors: Bachelor's Program Curriculum**

1. 6 cr. Honors English 101 and 201
2. 3 cr. MATH 102 (or higher)
3. 3 cr. SPCM 101 or 222: Honors Speech
4. 6 cr. Additional Honors-designated general education courses
5. 6-8 cr. of non-English Language
6. 6 cr. of Honors Colloquia
7. 3 cr. HON 498: Capstone Research

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**Suggested Timeline**

**Freshman Year**

- **Fall**: Honors English 101, Honors MATH 102
- **Spring**: Honors English 201, Honors SPCM 101 or 222

**Sophomore Year**

- **Fall**: Honors-designated general education course I, Non-English Language I
- **Spring**: Honors-designated general education course II, Non-English Language II

**Junior Year**

- **Fall**: Colloquium I
- **Spring**: Colloquium II

**Senior Year**

- **Fall**: HON 498: Capstone Research
- **Spring**: HON 498: Capstone Research (Complete Capstone and Defense)
*The capstone project can be completed earlier in the student’s academic career to allow for senior internships, student teaching, and study abroad commitments.*

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**University Honors: Associate Program Curriculum**

1. 6 cr. Honors English 101 and 201  
2. 3 cr. MATH 102: Honors College Algebra  
3. 3 cr. SPCM 101 or 222: Honors Foundations of Speech or Argumentation and Debate  
4. 4-8 cr. Foreign Language  
5. 3 cr. Honors Colloquia  
6. 1-3 credits of Honors 498: Capstone Research

**Suggested Timeline**

**Year 1:**  
- **Fall:** Honors English 101, MATH 102, Foreign Language  
- **Spring:** Honors English 201, SPCM 101 or 222

**Year 2:**  
- **Fall:** Colloquium, HON 498  
- **Spring:** Capstone Defense

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**HONORS CONTRACT COURSES**

Pre-2015 students who choose contract options for one or more intermediate requirements and students who require a course substitution can enroll in a regular section of an upper-level course and then work under special contract with the professor to earn Honors credit for approximately one additional credit’s worth of work during the semester.

The contract is an agreement between the student and professor to do work that moves beyond the scope of the usual demands of the class. It is expected that work conducted to complete the course will reflect a more advanced level of writing, reading, speaking, and/or analysis than is expected of the students enrolled in the course but not in the Honors Program. To that end, the student should work with the professor to determine what work will be required beyond that of normal course requirements. Some examples of this work include, but are not limited to, the following:

- Longer or additional essays or papers  
- Supplemental or additional research  
- In-class presentations or lectures  
- Additional (and more challenging) problems, experiments, or readings  
- Creative endeavors such as an exhibit, a collection of short stories or poems, or musical compositions  
- A conference paper and/or participation in a professional conference
Novels to supplement a course
A semester-long blog on topics relevant to class or supplemental work
Analysis of complex, scientific issues in popular culture or media
Reviews of books or films related to the topic
Travel to a series of cultural events or field research (with appropriate review and documentation)
Experiential learning or service-learning

Details of this work must be included in the contract, which is due by census date each semester.

Once the student and professor have agreed on the additional requirements, they complete an application for the contract and submit it (with a copy of the syllabus) to the director for approval. At the end of the semester, the student must submit a final signature form verifying that work was completed at a satisfactory Honors level. Work for honors credit must be finished by the final week of classes of the contract semester. Once this is done, the student's record will be changed, and the designation “Honors” will be added the course title.

Those who fail to meet the obligations for the contract but who do fulfill all other requirements of the course will receive regular credit.

Note: In extraordinary circumstances, contract courses can be substituted for traditional foundational sections. Contract paperwork can be found on the University Honors website: www.BHSU.edu/Honors.

ADVISING AND REGISTERING FOR CLASSES
Students are required to meet with their assigned Honors advisor before registering for Honors classes. If advising fairs are not offered, advisors will contact their advisees to schedule individual conferences. Students can determine their progress by completing status sheets, available on the Honors webpage and at the end of this handbook.

WEBADVISOR REGISTRATION INSTRUCTIONS

• Access the BHSU homepage www.bhsu.edu and click:
  1.  WebAdvisor
  2.  Log In
  3.  Enter your WebAdvisor ID and Password
  4.  Students
  5.  Register for Sections
  6.  Search and Register for Sections or Express Registration

Note: Three unsuccessful login attempts will lock your record for 15 minutes. To avoid a lock, use the “What’s My User ID and Reset My Password” links after the 2nd unsuccessful attempt to login.
• With the help of your “Registration Guide” and advisor, select classes. **Keep in mind that an average of 15 credits each semester is required to complete a bachelor’s degree in 4 years.**

• Search for class times/days using one of the following methods:

1. **Express Registration** – Using the open class list, identify the sections for which you wish to register. From the “Register for Sections” menu, choose “Express Registration.”
   - Enter the 5-digit synonym number
   - Enter the term (2014FA or 2014SU)
   - Submit

2. **Search & Register for Sections (preferred option)** – Search online for the sections you wish to register. From the “Register for Sections” menu, choose “Search and Register for Sections.” Enter the following data:
   - Term (Choose 2014FA or 2014SU)
   - Subject (Example, ENGL)
   - Course Number (Example, 101)
   - Location (Choose Internet, RCUC, or SHMC)
   - Submit
   - Sections meeting your criteria will appear on a list.
   - Check the box next to the sections you are considering.

**NOTE:** Other fields can be used to narrow your search but using additional fields will slow the processing time or create an error.

• Both options 1 and 2 above will create a preferred sections list with the courses you selected.
• Choose “RG-Register” for the sections you wish to register and click submit.
• The next screen will show you the classes for which you have been registered and the reasons you could not be registered, if applicable.
• Write your classes on your **Class Planning Schedule** to keep track of the time slots that are filled.
• To **search for additional classes**, click “Menu” and start the process again beginning with “Register for Sections.” You can search for up to five classes at a time.
• To **drop a class**, go to Menu, Drop Sections, check the box next to the course you wish to drop, and click submit.
• To **print your schedule**:
  1. Menu
  2. My Class Schedule
  3. Choose the term “2014FA”
  4. Submit
  5. Click the Printer icon button

• **Log Out**
OTHER USEFUL WEBADVISOR LINKS

• What’s My User Name and Reset My Password?
  Retrieve your WebAdvisor/D2L User Name and password. Found at the bottom of the initial WebAdvisor start-up page.

• SDePay
  Preview and pay your bill online. Account information will be available on WebAdvisor beginning the second week of December. You will not receive a paper bill.

• Registration Time Inquiry
  Check the date and time of your registration eligibility. Times listed are Central.

• My Restrictions
  Check for holds that will prevent you from registering.

• Grades
  Check your end-of-term grades each semester.

• Course Listing
  Review a list of the classes you have completed.

• Program Evaluation
  Run a degree audit and evaluate your progress.

Confirm your fall 2014 registration by going to WebAdvisor and clicking on the Attendance Confirmation link – Available in August.

Course Numbering System
Example: ENGL (subject) 101 (course #) B001 (section #)

Course Numbers
Below 100 – Remedial
100 – Freshman
200 – Sophomore
300 – Junior
400 – Senior
500 and above – Graduate (post-baccalaureate)

Section Numbers
BHSU sections start with a B (example, B001). Section designations are as follows:
• H – Honors Course
• L – Lab
• 2xx – Taught in Rapid City
• 3xx – Remedial Classes
• 5xx – DDN
• 6xx – Internet
DROPPING UHON CLASSES

All Honors classes are held to university deadlines for withdrawal as outlined by the Registrar’s Office at BHSU. Courses can be dropped via WebAdvisor, but students should notify Dr. Huse Wika before dropping a class, as doing so may endanger a student’s standing in the program.

WITHDRAWING FROM THE PROGRAM

Students who no longer wish to remain in the University Honors Program must withdraw at www.BHSU.edu/Honors. No refunds will be offered for University Honors classes.

THE CAPSTONE PROJECT

The capstone is the culmination of your work as a University Honors student. While traditionally completed during the junior or senior year, some students, especially science and education majors, may want to consider finalizing a proposal by the end of their sophomore year. The options for the Honors Capstone project are as diverse as our honors students’ interests.

Whatever the form, all projects share the following characteristics:

- The project must be founded on critical thinking and advance new ideas.
- The project must include a research component.
- The work must be rigorous enough to merit credit and an honors designation, but scaled to allow for completion.
- The project must abide by the documentation style respective to its discipline.

The Honors Capstone project often takes the form of a traditional thesis: a research project of typical length for published articles in its field (25-40 pages). While a thesis generally includes a substantial study of pre-existing work on the topic, the objective is to advance a new argument, interpretation, or proposal on your chosen topic of study. In other words, the aim of a thesis is to generate original thought.

In the past, students have written successful theses on a number of diverse topics*:

- A qualitative review of 38 published sources concerning the unique effects of music therapy, the situations surrounding care for Alzheimer’s patients, and how music therapy is a proven tool for people with Alzheimer’s type dementia. The reviewed information included research findings, methodological issues, and future research suggestions.

- A research project (with literature review) on the importance of understanding how to use strong teaching practices, intended to help teachers understand the practical implementations of such practices in schools with students of diversity. In short, the project examined the effects of culture on education, and the effects of education on culture. It included a week-long visit to...
Little Wound Middle School in Kyle, SD, to observe education on Pine Ridge Indian Reservation.

- An examination of a genetic variation in two serotonin system genes in relation to decision-making. The project was part of a larger study on impulsivity and health-risk behaviors, which was being conducted by Dr. Stoltenberg and his research team. The paper was submitted for publication to a peer-reviewed journal.

- A research project on South Dakota pilot Captain Donald G. Smith and his role in the Doolittle Raid of WWII. The paper was published in the National Conference on Undergraduate Research (NCUR) proceedings in 2010 and was submitted to a peer-reviewed journal for publication.

A traditional research project is not the only option. Other tracks for the capstone project include creative scholarship, such as a novella or musical composition; a screenplay, play, or television or radio show; an economic or environmental impact study with primary research; a business plan and proposal; a significant service-learning project; a studying or teaching abroad experience and project; or an extensive literary analysis. Students pursuing this track of the capstone project have produced diverse projects as well:

- The design and implementation of a summer reading program for K-12 reading levels at a rural library
- A collection of original fan fiction with a research component identifying the parameter of the genre
- A semester-long cooking show for BH’s television station (written, produced, and performed by the student)
- An literary review and analysis of the social uses of allegory with an accompanying (original) allegory exploring a current event
- An honors art exhibit
- An extensive design portfolio
- A hand-bound travel diary documenting a journey abroad, which included an extensive literature review of travel literature

While not traditional research projects, each of these will include a substantial research component not limited to a study of the benefits of service projects, a teaching philosophy, an overview of previous literature or work in the field, or an artist’s statement placing the artist within the canon and/or the contemporary standard.

*Many of our programs require senior projects that may be similar to the ones discussed above. The capstone project must be separate research, scholarship, or creative activity that explores different topics, themes, or ideas.

**PROCEDURES**

Each Honors student completes their capstone work with the guidance of their **capstone committee**: a faculty mentor and two readers within or closely related to the project’s discipline. Students complete two semesters of HON 498 for capstone research and typically begin this project their junior or senior year.
The Honors Capstone Mentor
- provides guidance and approves initial project idea
- meets with Honors student a minimum of 4 meetings per semester
- reads and provides feedback on proposal and capstone drafts
- assesses student work and provides grade feedback to Honors director for HON 498: Capstone Research
- reads and scores the final project and submits it to Honors director
- ensures project meets standards for Honors-caliber work and academic standards within the discipline

The Honors Reader
- provides feedback and guidance on capstone proposal and final project
- ensures that the project meets standards for both Honors-caliber work academic standards within the discipline

Semester Before Proposal:
- Student formulates capstone committee, decides on tentative topic, and begins compiling reading list

Proposal Semester Timeline:
- October 15 or March 1: Capstone proposal is due to committee for feedback
- October 22 or March 7: Proposal returned to student with feedback from committee
- November 1 or March 15: Proposal revised and presented to Honors Advisory Council; proposal approval form due

Capstone Semester Timeline:
- October 15 or March 1: Complete capstone due to committee for feedback
- November 1 or March 15: Committee feedback returned
- November 15 or April 1: Final project due to mentor for scoring; completion form due to director
- Capstone is defended at final Geek Speak of the semester

Capstone paperwork—including the committee contract, proposal signature sheet, and capstone completion form—can be found on the University Honors website: www.BHSU.edu/Honors.

RESOURCES AND SUPPORT
Your success as a University Honors Student is the top priority, and this includes the successful completion of your capstone project. The Director of University Honors, Dr. Courtney Huse Wika, is available to answer questions and assist you at any stage of the project. Additionally, you may visit with any of the Honors Advisory Council members or your faculty mentor. Finally, writing and research methods workshops will be provided throughout the year to assist with the writing and research processes.

Other resources include the library databases; Google Scholar, interlibrary loan; Scott Ahola, our research librarian; the Writing Assistance Center; and our study/teaching abroad coordinator:
Library Databases: Through our library databases, you can access peer-reviewed, scholarly journal articles, as well as articles from popular sources like newspapers and magazines. On our library website, [www.BHSU.edu/library](http://www.BHSU.edu/library), choose “Find Books and More” to browse the databases by discipline, name, or topic. When in the databases, search for articles just as you do on Google.

Google Scholar: Google has a unique search engine called Google Scholar that returns peer-reviewed and other scholarly results on your topic. Google Scholar is a good place to begin research, but be careful: sometimes non-scholarly articles/results are not completely filtered out. [www.scholar.google.com](http://www.scholar.google.com)

Interlibrary Loan: Interlibrary loan is a university student’s best friend in research. Through interlibrary loan, we can access any book or article from nearly any other library in the nation. Books are delivered to our circulation desk at the BHSU library and are available for checkout, while articles and book chapters are often scanned and sent via email or as hard copies. It takes 7-10 days to receive materials, so be sure to account for this when you begin your research. To sign up for ILL, visit our library website: [www.BHSU.edu/library](http://www.BHSU.edu/library), and select the Interlibrary Loan link at the bottom of the page. You will need the information from your Buzz Card to register.

Scott Ahola: Scott Ahola is our Research Librarian at the E.Y. Berry Library and Learning Center, office #108. Visit him for help at any stage in the research process. Contact him at 642-6359 or at Scott.Ahola@BHSU.edu

Writing Assistance Center: Located in the library, the WAC assists students at any stage in the writing process. Contact them at 642-6922 or WritingCenter@BHSU.edu or make an appointment at www.BHSU.edu/WritingCenter. Appointments are recommended but walk-ins are welcome:
- Monday-Thursday: 10:00 a.m.-8:00 p.m.
- Friday: 9:00 a.m.-3:00 p.m.
- Sunday: 2:00 p.m.-8:00 p.m.

Study/Teaching Abroad Program: For information on studying or teaching abroad, please contact Dr. Katie Wildman in the Office of International Studies. Contact her at 642-6943 or Katherine.Wildman@BHSU.edu.
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<tr>
<th>CLASS</th>
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<td>12. Capstone Hours II (1-3 cr.)</td>
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### University Honors Program at Black Hills State

#### Curriculum Status Sheet

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Last update August 2015
The Honors Program: Information about Contracts

What is an Honors Contract? In some situations, University Scholars have the option of taking contract courses to fulfill credit requirements of the program. A contract course is an agreement between a professor and an individual student whereby the student can earn honors credit in a regular class. The contract stipulates what additional work will supplement the usual requirements of the class. The aim of an honors contract is to give the student a more challenging and individualized course of study.

Why Contracts?
Because an extraordinary circumstance may prevent you from taking a designated Honors course or you are a student of a pre-2015 cohort who is required to contract for intermediate credits.

How Do I Make a Contract?
Select a course in your major or minor that you want to take as an honors course. (For intermediate Honors credit, this must be an upper-level course in your major/minor.) Ask the professor (preferably before you register for the class) whether he or she is willing to work with you under an honors contract. If so, arrange a meeting with the professor by the end of the first week of class to decide what additional work you will do for Honors credit. Complete the necessary form, attach a copy of the class’s syllabus, and submit these materials to the Honors Director for approval by census date.

What Are Some Ideas for Extra Work?
Anything that will give you an added challenge, follow your interests, and meet your instructor’s idea of what a more rigorous program of study would entail. Here are a few examples:

- Longer or additional essays or papers
- Supplemental or additional research
- In-class presentations or lectures
- Additional (and more challenging) problems, experiments, or readings
- Creative endeavors such as an exhibit, a collection of short stories or poems, or musical compositions
- A conference paper and/or participation in a professional conference
- Novels to supplement a course
- A semester-long blog on topics relevant to class or supplemental work
- Analysis of complex, scientific issues in popular culture or media
- Reviews of books or films related to the topic
- Travel to a series of cultural events or field research (with appropriate review and documentation)
- Experiential learning or service-learning

Then What?
Complete your contracted work by the final week of class. The director will contact your professor to determine whether the honors contract work was completed. If so, the director will notify the Registrar’s Office to indicate the Honors credit on your transcript.

What if I Don’t Finish the Extra Work?
If you complete the work for the course but not the additional work stipulated by the contract, then you can still receive regular credit for the class. While professors may assign a grade of Incomplete for the semester’s work, there is no extra time allowed for completing the work for Honors credit.
Honors Contract
University Honors Program at BHSU

Semester and Academic Year: __________________

Student Name ____________________________________________

E-mail address ___________________________________________

Phone number ___________________________________________

Contact address __________________________________________

Major and Minor __________________________________________

Course Prefix and Number __________________________________

Course Name _____________________________________________

Credit Hours Semester _____________________________________

Instructor Phone number _________________________________

Instructor Box Number and Department ______________________

Description of Study Plan: Attach a copy of the syllabus for the regular course, and explain in detail the nature of additional readings, projects, or other work that will be completed to earn the student Honors credit for the course. (Attach a separate sheet if necessary.)
Product(s): Explain what tangible products will result from the semester’s work (papers, collaborative work, presentations, etc.)

Additional Meetings: It is important that part of the additional requirements the course be individual meetings and interaction with the instructor outside of the classroom. We ask that you schedule some kind of regular, additional meeting and indicate the time and nature of the meetings here.

Student Signature ____________________________________________________________________ Date __________

Faculty Signature ____________________________________________________________________ Date __________

This Contract must be submitted to the Honors Program Director no later than census date. The instructor and the student will be notified of the contract’s approval/denial.

Approved ☐
Denied ☐

Rationale/Reason for Denial:

______________________________________________________________

Signature, Director of Honors Program Date
The Honors Capstone

As a requirement of the University Honors Program, every student completes and defends a Capstone project. The project often takes the form of a traditional thesis: a research project of typical length for published articles in its field (roughly 25-40 pages in most disciplines). Other tracks for the capstone project can include creative scholarship, such as a novella or musical composition, a screenplay, play, or television or radio show; an economic or environmental impact study with primary research; a business plan and proposal; a significant service-learning project; a studying or teaching abroad experience and project; or an extensive literary analysis.

Whatever the form, all projects share the following characteristics:

• The project must be founded on critical thinking and advance new ideas.
• The project must include a research component.
• The work must be rigorous enough to merit honors designation and credit, but scaled to allow for completion.
• The project must abide by the documentation style respective to its discipline.

Each Honors student completes their capstone work with the guidance of their capstone committee: a faculty mentor and two readers within or closely related to the project’s discipline. Students complete two semesters of HON 498 for capstone research and typically begin this project their junior or senior year.

The Honors Capstone Mentor

• provides guidance and approves initial project idea
• meets with Honors student a minimum of 4 meetings per semester
• reads and provides feedback on proposal and capstone drafts
• assesses student work and provides grade feedback to Honors director for HON 498: Capstone Research
• reads and scores the final project and submits it to Honors director
• ensures project meets standards for Honors-caliber work and academic standards within the discipline

The Honors Reader

• provides feedback and guidance on capstone proposal and final project
• ensures that the project meets standards for both Honors-caliber work academic standards within the discipline
Semester Before Proposal:
• Student formulates capstone committee, decides on tentative topic, and begins compiling reading list; Capstone Committee Agreement and Topic Registration form due.

Proposal Semester Timeline:
• October 15 or March 1: Capstone proposal is due to committee for feedback
• October 22 or March 7: Proposal returned to student with feedback from committee
• November 1 or March 15: Proposal revised and presented to Honors Advisory Council; proposal approval form due

Capstone Semester Timeline:
• October 15 or March 1: Complete capstone due to committee for feedback
• November 1 or March 15: Committee feedback returned
• November 15 or April 1: Final project due to mentor for scoring; completion form due to director
• Capstone is defended at final Geek Speak of the semester
Capstone Committee Agreement and Topic Registration

Student Name: _________________________________

Major: _________________________________

Minor: _________________________________

Anticipated Graduation Date: _________________

Tentative Topic and Project Overview:

Capstone Committee:

Capstone Mentor: _________________________________

Reader 1: _________________________________

Reader 2: _________________________________

__________________________________________________________ Date
Student Signature

__________________________________________________________ Date
Mentor Signature

__________________________________________________________ Date
Reader Signature

__________________________________________________________ Date
Reader Signature

A copy of this signed form should be distributed to the capstone committee; the original must be submitted to Dr. Courtney Huse Wika in Meier 311 before the proposal semester of HON 498.
Capstone Proposal Approval Form

Name _____________________________          Student ID # _____________________________

Date _____________________________          Capstone Mentor _________________________

Major ____________________________          Academic Advisor _________________________

The capstone proposal should be an essay of three to five pages with a minimum of five (5) scholarly sources. Keep in mind that your audience is a panel of professors from various academic and professional fields. The essay should be well organized, well written, and carefully edited. Use a tone appropriate to academic writing. Include a works cited or reference page and be sure that citations within the text follow the format appropriate to your discipline.

Before the proposal is presented to the Honors Advisory Council, your capstone committee must approve it.

The proposal should do a number of things:

1. **Introduce a detailed plan for your project.** Outline your project vision and discuss what you expect to discover and/or produce.

2. **Provide context for the project.** For example, discuss the work that has already been done in the field, the topic’s historical significance, discuss artistic inspirations and context for creative scholarship, address misconceptions, define terms, and/or explain how your work contributes to the work already done in this area.

3. **Prove the “so what.”** Discuss the project’s significance and explain why it is meaningful.

Submit this form with student and mentor signatures during the proposal presentation to the Honors Advisory Council.

_________________________  ______________________
Student’s signature          Capstone Mentor’s signature

_________________________  ______________________
Director of Honors Program   Date
Title of Capstone:

University Scholar Candidate Signature: ______________________________________

(Print name) ____________________________________________

Signatures of Capstone Committee Members:

Mentor: ____________________________________________

(Print name) ____________________________________________

First reader: ____________________________________________

(Print name) ____________________________________________

Second reader: ____________________________________________

(Print name) ____________________________________________

Additional member (optional): ____________________________________________

(Print name) ____________________________________________

Director of University Honors: ____________________________________________

(Print name) ____________________________________________

Date Approved: ______________________
Questions regarding the program?
Contact Dr. Courtney Huse Wika @
Courtney.HuseWika@BHSU.edu
605-642-6918
Meier 311