

# Honors Requirements

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## UNIVERSITY HONORS PROGRAM

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UNIVERSITY OF MINNESOTA

**Driven to Discover**<sup>SM</sup>

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## PRELIMINARY REMARKS

The University Honors Program is excited to present a new suite of requirements for students who entered the program Fall 2018 or later. We feel these offer students an improved program by: 1) increasing the flexibility of the program; 2) enabling Honors requirements to intersect meaningfully with each student's major program(s) of study; and (3) providing for increased cross-disciplinary interactions between students and faculty. In general, the new requirements assume that students will start out more broadly at the beginning of their degree programs, developing both an appreciation for the larger contexts in which they will complete their undergraduate studies and a familiarity with various disciplinary lines of inquiry. Later on, students will necessarily focus on completing upper-division major requirements and an Honors thesis.

We present these requirements not as a checklist of things to do, nor with the onus of additional burdens on top of collegiate and major requirements, but rather as a means to describe the access and opportunities afforded UHP students—access and opportunities we expect Honors students to value as they develop excellence in scholarship, creativity, leadership, and ethics. Moreover, we hope these requirements speak to the commonalities of experience we want all Honors students to enjoy during their time as undergraduates here at the University of Minnesota:

- a transformative first-year experience that contextualizes later study,
- a lasting small-group support structure in which to incubate ideas and meaningful intellectual relationships,
- a minimum of one Honors seminar or Grand Challenge course,
- and a signature senior thesis.

These requirements will serve to reinforce the vision, mission, and values that define UHP:

**Vision:** UHP is a student-centered place of connection for undergraduate education across the University; a place where our community can come together to innovate, create, lead, and serve; a place that challenges high-ability students to be bold, unconventional thinkers.

**Mission:** UHP seeks to provide our students with a rich environment in which to pursue an enhanced undergraduate experience. To accomplish this, we offer innovative coursework, specialized advising, a vibrant intellectual community, and unique experiential learning opportunities. These inspire and support our students as they identify, articulate, and overcome the challenges they face as learners and life-long members of a global community.

**The following values guide the work we do together in UHP:**

- **Serendipity.** We believe that a clearly defined end-goal is not required for academic experiences to be transformative. Rather, some of the best outcomes result from giving intelligent, motivated people space, resources, and access to one another.

- **Ideas.** We believe that ideas are at the center of our shared endeavor. Generated by curiosity, debate, and epiphany; expressed in research papers, in performances, or in critiques; the ideas we foster are what collectively advance our understanding of the world.
- **Leadership and Service.** We believe that leadership and service empower individuals to make meaningful contributions to their communities, and in so doing, improve the human condition. Both pursuits emerge from the ability to conceive, explain, or implement ideas and practices in ways that motivate others to do the same.
- **Collaboration.** We believe that the ability to work collaboratively with a wide range of people is among the most important skills we can cultivate. Successful collaboration depends upon understanding ethics, demonstrating respect, and embracing differences.
- **Equity and Diversity.** We believe that diversity is fundamental to everything we do. We are committed to celebrating difference, promoting the inherent dignity of all people, and helping one another overcome systemic barriers to success. Through self-reflection and meaningful interaction, we seek to understand and welcome individuals from the full range of lived experiences—a range that includes, but is not limited to: people of every race, ethnic background, religious expression, national origin, sex, age, marital status, disability, socio-economic background, public-assistance status, veteran status, citizenship status, sexual orientation, gender identity, and, gender expression.

In closing, I wish to thank the many faculty, staff, students, administrators, and friends of the Honors Program who took the time to read and comment upon previous drafts of these requirements.

Respectfully submitted on behalf of the entire University Honors Program staff,

A handwritten signature in black ink that reads "Matthew Britzer-Stull". The signature is written in a cursive, flowing style with a long horizontal line extending from the end.

Matthew Britzer-Stull  
Director, University Honors Program  
Associate Dean for Undergraduate Education  
Professor of Music Theory

# REQUIREMENTS FOR GRADUATION WITH LATIN HONORS

## GENERAL REQUIREMENTS

In brief, all students graduating with Latin Honors must complete the following:

- UHP NEXUS One experience
- 3 Honors courses (at least one an Honors seminar (HSem) or Grand Challenge Course (GCC))
- 5 additional Honors experiences (course or non-course)
- Senior thesis and a supporting classroom-based thesis course (one semester of thesis coursework, minimum; thesis coursework amounting to at least 2 credits after the first semester of thesis coursework may count as one of the three Honors courses, above)

This document details the first-year experience and senior-year requirements in later sections. Beyond these requirements, students must also complete **three (3)** additional Honors courses, **one (1)** of which must be an Honors seminar or Grand Challenge course, and **five (5)** additional Honors experiences (course or non-course). These **eight (8)** total requirements may be completed at any time once the student has officially matriculated into an undergraduate degree program at the University of Minnesota. (Hence, experiences completed during high school (e.g., PSEO), at another institution before transferring to the University, or during the summer before matriculation to the University, while certainly contributing to a student's admission to UHP, *won't* count toward Honors requirement fulfillment. Note that courses (and, possibly, non-course experiences) completed by a non-Honors first- or second-year U of MN student after they began full-time study at the University who is later admitted to UHP *would* count). We encourage students to complete four or five of their Honors requirements during the first two years in order to pass the mid-program review (see page 9 for more information).

All students must meet the GPA requirements mandated by University policy:

*cum laude*                    3.500–3.665 GPA for last 60 *graded* credits

*magna cum laude*        3.666–3.749 GPA for last 60 *graded* credits

*summa cum laude*        3.75–4.0 GPA for last 60 *graded* credits

The GPA of the last 60 *graded* credits and the nature of the senior-year project will be the determining factors as to the student's level of Latin Honors. (See pg. 11 for more on the thesis and level of Latin Honors.)

A student who is within 0.1 GPA point of eligibility for the next highest level of Latin Honors may be recommended by their thesis committee for that higher level if the student writes a truly exceptional thesis. For students rising to *cum laude* or *magna cum laude*, "exceptional" is defined as writing a summa-level thesis. For students rising from *magna* to *summa*, the thesis committee will define "exceptional" as being among the best 5-10% of *summa*-level theses to come out of their department. It is not possible to rise from *cum laude* to *summa*. All such recommendations from thesis committees will need to be approved by the UHP Faculty Advisory Board and the UHP Directors Committee to be successfully applied.

## WHAT FULFILLS AN HONORS REQUIREMENT?

### Course Experiences (for A–F courses to qualify the student must earn a grade of C- or higher)

- an Honors Seminar  $\geq 2$  credits
- a Grand Challenge course at the 3xxx-level or higher  $\geq 2$  credits
- a departmental Honors course  $\geq 2$  credits (including a block of independent, sequential courses that sum to 2+ credits); N.B., co-requisite or lab courses attached to a concurrent Honors course do not count as a separate Honors course experience unless one or both are different enough in content that this is reflected by higher credits than their non-Honors counterparts).
- a graduate course  $\geq 2$  credits ( $\geq 5xxx$ -level) not required by the major, nor part of a suite of technical-elective, upper-division major options commonly taken by non-UHP majors. [The instructor in consultation with the departmental Faculty Honors Rep will determine if a course is eligible, after the student initiates the workflow-gen process.]
- at most one approved course add-on per year, including, but not limited to:
  - course-related, faculty-directed research
  - a course-related project
  - an augmented syllabus explaining how the student will have some form of enhanced engagement with the course material

### Non-Course Experiences (all require completion of a [workflow-gen reporting process](#))

- mentor-supervised, independent work of at least 45 hours of student work, sanctioned by a faculty member (the default being the departmental Faculty Honors Representative) on a proposal form, and certified by the project supervisor (who may be the same faculty member); said work including, e.g.:
  - an independent study  $\geq 2$  credits
  - faculty-directed research and/or creative activity (including UROP)
  - internship
  - completion of OED Equity and Diversity advanced certificate
  - successful application for, and completion of, an ACARA Fellowship
  - leadership role in the new University of Minnesota undergraduate research journal
- one of three learning-abroad experiences:
  - HSem or Honors course abroad or with embedded or extension experience abroad (these count *in addition* to the Honors course experience)
  - Completing OLPD3331H (1 credit) in conjunction with any other learning-abroad experience lasting at least six weeks (e.g., semester study abroad, internship abroad, I-UROP, etc.)
  - A short-term Global Seminar developed and offered through the Learning Abroad Center (see a current list [here](#))
- CCEL/UHP module completed alongside any community-engaged volunteering, leadership, research, course work, etc. of at least 45 hours
- UHP NEXUS experience
- presentation at a scholarly conference, sanctioned by departmental Faculty Honors Representative
- publication in a scholarly journal, sanctioned by departmental Faculty Honors Representative
- cohort-designed experience (see below), sanctioned by faculty cohort mentor

# THE FIRST YEAR

## COHORTS

Our notion of the Honors cohort borrows loosely from the successful Posse program—a program designed to improve the undergraduate experience among students who may be overlooked by traditional college selection processes. While modeling high-ability education on a program designed to enable access for under-represented individuals may not seem like an obvious choice, it has long been a truism of North American education that students with a variety of special circumstances are afforded additional resources and opportunities to enable their continued successes. In our case, we present the option for a lasting small-group experience with a faculty leader not to increase retention in UHP (though that will likely be a side benefit), but rather to support a forum for peers to share ideas and experiences across disciplines and to sustain one another's progress toward completion of the thesis.

We envision each cohort comprising about twelve students, all from different colleges or programs. During the first year of study, the cohort will complete UHP's first-year experience together. In subsequent years the cohort will be invited to convene at least once per year to begin discussions of potential thesis projects, to support one another's progress in the program, to engage socially, and possibly to propose their own cohort Honors experience. Cohorts are encouraged to build shared reading and/or experience lists for group discussion and reflection to propose as a non-course Honors experience during the sophomore or junior year.

UHP identifies about 50 faculty members willing to participate in the program. These faculty members will come largely from the ranks of past Honors Seminar instructors, departmental Honors course instructors, and departmental Faculty Honors Representatives. UHP will provide supplemental salary for these faculty leaders to run the first-year experience and to oversee and encourage cohort activity for all four years. UHP will also provide annual support for each cohort to have a modest programming budget (for food, event tickets, and the like). UHP will offer a mandatory training session for all new faculty taking on this leadership role.

## **NEXUS ONE EXPERIENCE**

During the first year, all cohorts will complete the UHP First-Year Experience. This is not a course, nor does it have a defined final product to be submitted and/or evaluated. Rather, it is a structural, conceptual space in which we expect Honors students to develop—through reading, reflection, discussion, and engagement with a variety of materials and experiences—a sense of self and of context relevant to their undergraduate studies. In consultation with faculty from the colleges and schools with undergraduate programs, and with the University Libraries, Undergraduate Research Opportunities Program, ACARA, Learning Abroad Center, and Community-Engaged Scholarship Center, UHP has developed and curated the material for this experience. Said material will encourage the students to consider the following as a suite of inter-related topics:

- self-identity, values, and developmental goals;
- what it means to be part of a large research University, including a specific introduction to the mission of the University of Minnesota and its Grand Challenges;
- orientation to research and the resources available at the University;
- orientation to academic integrity in research;
- an introduction to the responsibilities of future leaders to understand the present intertwined economic, environmental, psychological, and geo-political realities facing *Homo sapiens*; and
- material on stress management, well-being, risk-taking, and resiliency after failure.

Cohorts will also have the time and flexibility to develop pursuits of shared interest to the group outside of these topics.

## THE MID-PROGRAM REVIEW

Each UHP student will undergo a mid-program review. This will occur after four semesters for new high school students, and after two semesters for post-freshman admits. During the review, the UHP advisor (in consultation with the UHP directors, as necessary) will determine if the student is likely to complete Latin Honors. Students may be removed from UHP during the mid-program review for any of the following reasons:

- ***GPA below 3.5.*** University Policy dictates that students must have a GPA of 3.5 or higher in the last 60 *graded* credits of study in order to graduate with Latin Honors. Students whose preliminary work suggests that this will be unlikely—especially while trying to fulfill Honors requirements in conjunction with major coursework—may be removed from the program.
- ***Fewer than one scheduled advising appointment with the Honors advisor each semester in residence.*** Students are expected to meet regularly with the Honors advisor to discuss their progress in the program and their future plans. Those who have not done so may be removed.
- ***Lack of completion of Honors experiences.*** Students who have not completed NEXUS One and/or who have not completed a minimum of four Honors experiences (two experiences if a post-freshman admit) may be removed from the program. Current structures to review non-continuation decisions and to allow students to petition them are available.

## PETITIONING A REMOVAL-FROM-THE-PROGRAM DECISION

Students removed from UHP during the mid-program review may petition this removal by writing an explanatory letter to the Associate Director of Admissions and Student Services. The letter should provide new information to include any extenuating circumstances and—where engagement is an issue—include a detailed plan on how the student plans to meet all programmatic requirements by the time of graduation. ***In no cases will special exceptions be made for students to add an additional semester of study (beyond eight semesters for freshman admits to the University, or six semesters for transfer students) solely for the purpose of completing an Honors requirement.***

# THE SENIOR YEAR

## THESIS

Whatever form it takes, the purposes of the thesis are many, all of which develop skills that will serve our students well after graduation. Among them are the expectations that all students demonstrate in this project:

- the ability to digest pre-existing work, present and summarize it succinctly, and, hence, articulate the context in which the student's new work is situated;
- the ability to propose an idea in brief (i.e., the thesis proposal), and then bring that idea to fruition within a given timeline;
- the ability to present writing or recordings whose quality and polish are at a publishable or public-presentation level (even if the data, research, or ideas are still at a preliminary level);
- the ability to present ideas clearly and compellingly to an audience of non-specialists;
- and, the ability to go beyond programmatic or major capstone requirements for non-UHP students.

Moreover, a *summa* thesis must also demonstrate:

- the ability to do original (i.e., not an extended literature review or synopsis of previous work), highest-quality work;
- the ability to meet department- or program-specific stipulations for *summa*-level thesis work (these will be developed in conjunction with UHP and made publicly available)

Finally, the thesis must go above and beyond any project done for a course other than thesis or directed-studies/independent-studies courses. It may *expand upon* a term paper for a course, but may not simply be a repurposed project completed for another course or requirement.

*Cohort discussion.* Ideally, students will begin proposing and refining ideas for the thesis within their cohorts some time before their final year of study. During the final year, students are encouraged to make two informal presentations to their cohort members about their thesis. The first presentation will likely be more preliminary in nature, sketching out for the cohort the outlines of the project, while the second will likely be summary in nature, explaining the end result(s) of the thesis work.

*The committee.* All students will choose a thesis committee comprising at least three members, a primary advisor and two readers. At least one member—not necessarily the primary advisor—must be tenured or tenure-track faculty at the University of Minnesota. (The other members, may be tenured/tenure-track U of MN faculty, or another member of the faculty with specialized knowledge relevant to the student's research topic; in rare cases a community member, a member of a faculty elsewhere, an advanced graduate

student, etc. may serve on an Honors thesis committee: such exceptional cases require that the department make a petition to be approved by the UHP Directors Committee.) Committee members need not belong to the same program or college; in fact, in some cases it will be beneficial to have committee members from diverse units present.

Each committee will have a chair, who will often be the primary advisor for the student during research and writing, though students will sort out on a case-by-case basis with whom they do this work, and how often they meet with them to discuss progress and to go over drafts. The chair will determine when the thesis draft is at a final-enough state that it can be circulated to the other committee members (i.e., the readers) for additional evaluation. All committee members must sign off on the thesis itself and on any required public presentation. Irreconcilable differences between committee members on the quality of a student's thesis will be referred to the UHP Faculty Advisory Board and the UHP Directors Committee for a final ruling. Petitions by students to overturn the judgment of their committee will likewise be referred to these committees. Rarely, and in consultation with the UHP Directors Committee, a non-participatory or problematic faculty member may be replaced on a student's committee.

*Thesis and level of Latin Honors.* There are three instances in which a student's thesis can raise or lower the level of Latin Honors relative to the GPA band the student falls into. **CASE 1:** A student with a *summa* eligible GPA either fails to, or opts not to complete the requirements for a *summa*-level thesis, but still completes the thesis. In this case, the student will graduate *magna cum laude*. **CASE 2:** The committee judges a student's thesis to be of poor, but passable, quality. In this case, a *summa*-eligible student may be dropped to *magna cum laude*, and a *magna*-eligible student may be dropped to *cum laude*. **CASE 3:** A student who is no more than 0.1 GPA points below any of the GPA bands may be recommended by their thesis committee for the level of Honors just above the GPA level if the student writes a *truly exceptional* thesis (see page 5, above). In all cases, if a student fails to complete a thesis, or produces a thesis that the committee deems falling below Honors-eligible quality, that student will be ineligible to graduate with Latin Honors.

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**Plan A: Sole-authored Thesis.** Students who select this option will write a thesis comprising work clearly contextualized within the body of existing material relevant to the student's subject matter. That is, it must indicate an engaged awareness with the existing work relevant to the student's topic. Note that there is a wide variety of what this work may look like across the University. It may involve analysis of pre-existing data sets; it may include collaborative research work done as part of a team in a wet lab; it may be done in conjunction with a faculty member's ongoing research, and so forth. While the thesis itself must represent the student's own writing and thought, the process of doing the research for the thesis need not be done in isolation.

*Amount of work.* The thesis will *often* (though not always) represent at least two semesters' worth of work (including conception of the idea, proposal, research, and writing). In many cases, much more time will have gone into the formulation of the topic

and the attendant research. In all cases, consideration of the thesis topic should begin well before the student's final semester.

*Evaluation of thesis.* The thesis must be of appropriate length and quality. Determinations as to whether or not the student has met these standards will lie first with the thesis committee chair, and secondly with the other members of the student's committee. ***That said, it is not UHP's intention that students write something akin to a Master's thesis in their field.*** Rather, students are expected to demonstrate the promise of continued excellence in graduate-program or professional work in the field. We encourage departments and programs to provide more detailed guidance about the expectations for the thesis, worked out in conjunction with UHP, to be accessible on the UHP and departmental websites.

*Major requirements for the senior year.* The Honors thesis will fulfill any capstone project, senior project, or senior thesis requirements demanded by the major. This is true even if the department has a separate thesis course (i.e., some departments may require Honors students to take both their thesis course and their capstone course). **N.B., the Honors thesis does not supplant required major capstone courses and their attendant requirements, including papers and other thesis-like assignments (though individual departments may elect to exempt Honors students from their capstone courses, or may offer an honors version of the capstone course).**

*Double major.* Students doing a double major *within the same degree program* (e.g., B.A. with majors in Political Science and Anthropology or B.S. in Microbiology in CBS and B.S. in Statistics in CLA) typically do the thesis and required thesis coursework in one major or the other, student's choice. If the Honors Faculty Representatives from both programs agree to the thesis topic and a faculty member from each major serves as co-chair of the thesis committee (i.e., the student will have two co-chairs plus a third committee member), the student may write an interdisciplinary thesis that spans both majors. N.B., Students with majors in two different colleges under the same degree will still need to meet capstone or senior-year requirements in both majors unless otherwise exempted.

Students who have added a major *from another degree program without adding a dual degree* (e.g., B.S. in Animal Science with a second major in Spanish) must do the thesis in the home degree's discipline. If the Honors Faculty Representatives from both programs agree to the thesis topic and a faculty member from each major serves as co-chair of the thesis committee (i.e., the student will have two co-chairs plus a third committee member), the student may write an interdisciplinary thesis that spans both majors.

**Examples:** 1) A CLA student doing a B.A. with a double major in Spanish and Communication Studies could—with the approval of the Honors Faculty Representative from both majors—do an interdisciplinary project involving a documentary and paper in Spanish. The student would need a committee member from each program on the thesis committee. A student doing B.S. in Psychology (CLA) and in Plant Science (CFANS) could likewise do an interdisciplinary thesis with the requisite permissions and committee members, but the student would still need to take the capstone course in each major. A

student in the B.S. in Computer Science (CSE) adding a major in English would have to do the thesis in Computer Science unless all parties required agreed to an interdisciplinary thesis; the student cannot do the thesis in English alone.

*Dual degree.* Students completing a dual degree (e.g., a BS and a BA) may write an interdisciplinary thesis that spans both majors only if the Honors Faculty Representative from each program agrees to the thesis topic, and a faculty member from each major serves as co-chair of the thesis committee (i.e., the student will have two co-chairs plus a third committee member). In this case, the thesis will fulfill any capstone, project, or thesis requirements demanded by both degrees. If the student writes the thesis in one degree program only, any capstone, project, or thesis requirements demanded by the other degree will still need to be met; moreover, only the degree in which the student completes the thesis will be granted with Latin honors. Again, the thesis *does not* supplant major capstone *courses* and their attendant requirements. **Example:** A student doing a B.A. in Art History (CLA) and a B.S. in Mechanical Engineering (CSE) is receiving two different degrees, requiring two different Honors theses to get Latin Honors on each degree, unless the interdisciplinary option is approved by both programs. In any case, the student will still need to complete capstone courses in both programs.

*Thesis timeline.* The timeline below is generic (UHP will publish specific dates based on each year's University academic calendar) and assumes a May graduation date. Students planning to graduate in December will need to adjust the timeline accordingly. *Programs that allow students to do presentations before the thesis is completed, or that host organized presentations less than two weeks before the Monday after exams, may make exceptions to the timeline accordingly.*

- **December 1:** Thesis proposal due; this is filed via the [workflow-gen process](#). The thesis title, brief prospectus, and the committee chair must be identified (other committee members will only be listed on the final form). This gives UHP time to reach out to committee chairs in the spring semester to reinforce the timeline and expectations for the thesis.

- **At least eight weeks before the Monday after the last day of exams:** In consultation with the committee, the student sets the date for any required public presentation or oral exam, which must be at least two weeks before graduation.

- **At least five weeks before the public presentation (if required by department) or five weeks before the Monday after the last day of exams:** Committee chair(s) must approve the thesis draft as final enough to circulate to the entire committee. Committee members then have two weeks to read the draft and require revisions. Revisions suggested later than two weeks after committee members receive the draft will be considered advisory only (i.e., not required). *Students whose work is deemed by the committee chair(s) to be not ready by this point will likely have their graduation delayed and/or not be able to graduate with Latin Honors.*

- **At least three weeks before the public presentation (if required by department) or three weeks before the Monday after the last day of exams:** Student receives committee revision requests and begins to incorporate these.

- **At least one week before the public presentation (if required by department) or one week before the Monday after the last day of exam:** Student submits final thesis for approval.

- **At the public presentation (if required by department) or by the Monday after the last day of exams:** Committee observes and evaluates entire thesis project, submitting [workflow-gen form](#), launched by the student. *Students whose work is deemed by the committee to be not ready by this point will likely have their graduation delayed and/or not be able to graduate with Latin Honors.*

**Plan B: Group Project.** Students who select this option will engage in a group project. This may be a co-authored thesis or a project of another type. It may comprise students wholly within one major working together on a disciplinary project, or students from two or more majors working on an interdisciplinary project. While this option opens up a number of exciting options for collaborative work, students and faculty need to understand that it is not a guaranteed option; even more than the thesis, the proposal is of crucial importance in determining whether this can be a viable final project. A high level of care must be invested by students in putting together a convincing proposal, similar to the level of care invested by students proposing individualized degrees.

Here are but a few possible examples of what a Plan B project might look like:

- A CBS and CEHD student collaborating to write up a comprehensive, community-engaged biology curriculum for high-school students attending a science-oriented charter school.
- A Nursing student, a CLA (Music) student, and a CDES (Architecture) student collaborate to design a senior assisted-living community with a focus on participating in music making.
- A CSE and CSOM student collaborate to engineer a widget and draw up a marketing plan for it to present to potential investors.

The committee for a group project will comprise a faculty member from each student's major (plus a third, if needed) up to a maximum of five committee members (i.e., group projects may not involve more than five students). Each committee member must approve the project proposal.

Students don't necessarily have to "do" their major as part of the project, though there are certainly implications for the fulfillment of major requirements (see below). In all cases, the student's contribution to the project must be substantively and qualitatively different from any major capstone requirements they face.

*Amount of work.* The project will *often* (though not always) represent at least two semesters' worth of work (including conception of the idea, proposal, research, and writing) *for each student involved*. In many cases, much more time will have gone into the formulation of the project and the attendant work. In all cases, consideration of the project's nature and scope should begin well before the students' final semester.

*Evaluation of the project.* The project must be of appropriate nature, scope, and quality, as determined by the committee. Moreover, each student's individual contributions need to be clearly laid out along with contingency plans for what members of the group intend to do should one or more of the students involved produce sub-standard work (or none at all). Determinations as to whether or not the students have met these standards will lie with the thesis committee in its entirety (including a faculty member from each student's major). In all cases, projects are expected to demonstrate the students' potential for continued excellence in graduate-program or professional work.

*Level of Latin Honors:* Students collaborating on a Plan B thesis may graduate with different levels of Latin Honors. Each individual's contribution to the thesis will be held to the standards laid out above for the level of Latin Honors in the major that each individual student seeks.

*Major requirements for the senior year.* Because students don't necessarily do major-specific work in a group project, a group project will not necessarily fulfill any capstone, project, or thesis requirements demanded by the major. Each program's Director of Undergraduate Studies (in consultation with the Honors Faculty Representative) will make its own determinations about what major requirements are or are not fulfilled by an Honors group project.

*Double major or dual degree.* Each program's Director of Undergraduate Studies (in consultation with the Honors Faculty Representative) will make its own determinations about what major requirements are or are not fulfilled by an Honors group project. Hence, it is possible that a double-major- or dual-degree-seeking UHP student selecting Plan B for the capstone will have a capstone requirement in *each major in addition to the UHP thesis.*

*Project timeline.* The timeline below is generic (UHP will publish specific dates based on each year's University academic calendar) and assumes a May graduation date. Students planning to graduate in December will need to adjust the timeline accordingly.

- **Mid-March, fourteen (14) months before graduation:** Group-project proposal due. The project summary, and all major committee members must be identified (other committee members will only be listed on the final form). Each major committee member must sign the workflow-gen form. This gives students contemplating a group project time to switch gears and do a sole-authored thesis (or Option C) if the proposed committee faculty or UHP—both of which must approve the project—deem the proposal not viable.

- **At least eight weeks before the Monday after the last day of exams:** In consultation with the committee, students set public presentation date, which must be at least two weeks before graduation.

- **At least five weeks before the public presentation (if required by department) or the Monday after the last day of exams:** Committee chair(s) must approve the project as final enough to circulate to the entire committee. Committee members have two weeks to evaluate the project, such as it is, and require revisions. Revisions

suggested later than two weeks after committee members receive the project will be considered advisory only (i.e., not required). *Students whose work is deemed by the committee chair(s) to be not ready by this point will likely have their graduation delayed and/or not be able to graduate with Latin Honors.*

- **At least three weeks before the public presentation (if required by department) or five weeks before the Monday after the last day of exams:** Students receive committee revision requests and begin to incorporate these.

- **At least one week before the public presentation (if required by department) or one week before the Monday after the last day of exam:** Students submit final thesis for approval.

- **At the public presentation (if required by department) or by the Monday after the last day of exams:** Committee observes and evaluates the presentation, either signing the workflow-gen form, or requiring additional work. *Students whose work is deemed by the committee to be not ready by this point will likely have their graduation delayed and/or not be able to graduate with Latin Honors.*

**Plan C: Department-specific Option.** Some departments or programs may wish to have another option for individual thesis work distinct from the traditional kind of project described in Option A. These could take the form of:

- a recital or lecture-recital,
- a professional portfolio,
- a documentary film,
- creation of a set of pedagogical materials and/or an annotated teaching demonstration, and so forth.

Such options will be negotiated between UHP and the department or program in question, and ultimately presented on the UHP and departmental websites.

*Amount of work.* The Plan C thesis will *often* (though not always) represent at least two semesters' worth of work (including conception of the idea, proposal, work, and final submission/presentation). In many cases, much more time will have gone into the formulation of the topic and the attendant work. In all cases, consideration of the thesis topic should begin well before the student's final semester.

*Evaluation of thesis.* The thesis must be of appropriate length and quality. Determinations as to whether or not the student has met these standards will lie first with the thesis committee chair, and secondly with the other members of the student's committee. Students are expected to demonstrate the promise of continued excellence in graduate-program or professional work in the field. We encourage departments and programs to provide more detailed guidance about the expectations for the Plan C thesis, worked out in conjunction with UHP, to be accessible on the UHP and departmental websites.

*Major requirements for the senior year.* The thesis will fulfill any capstone project, senior project, or senior thesis requirements demanded by the major. **Note that the thesis does not necessarily supplant capstone courses and their attendant requirements required by majors, including papers and other thesis-like assignments (though individual departments may elect to exempt Honors students from their capstone courses, or may offer an honors version of the capstone course).** This is true even if the department has a separate thesis course (i.e., some departments may require Honors students to take both their thesis course and their capstone course).

*Double major.* It is possible that students doing a double major may complete an interdisciplinary Plan C thesis that spans both majors (say a recital-exhibition for a B.A. Dance and Studio Art double major) only if the Honors Faculty Representative from each program agrees to the thesis topic, and a faculty member from each major serves as co-chair of the thesis committee (i.e., the student will have two co-chairs plus a third committee member).

*Dual degree.* It is unlikely that a Plan C thesis will fulfill any requirements for the student's other degree.

*Thesis timeline.* The timeline below is generic (UHP will publish specific dates based on each year's University academic calendar) and assumes a May graduation date. Students planning to graduate in December will need to adjust the timeline accordingly. *Programs that allow students to do presentations before the thesis is completed, or that host organized presentations less than two weeks before the Monday after exams, may make exceptions to the timeline accordingly.*

- **December 1:** Thesis proposal due. The thesis title, brief prospectus, and the committee chair must be identified (other committee members will only be listed on the final form). This gives UHP time to reach out to committee chairs in the spring semester to reinforce the timeline and expectations for the thesis.

- **At least eight weeks before the Monday after the last day of exams:** In consultation with the committee, the student sets the public presentation date, which must be at least two weeks before graduation.

- **At least five weeks before the public presentation (if required by the department) or five weeks before the Monday after the last day of exams:** Committee chair(s) must approve the thesis draft as final enough to circulate to the entire committee. Committee members then have two weeks to read the draft and require revisions. Revisions suggested later than two weeks after committee members receive the draft will be considered advisory only (i.e., not required). *Students whose work is deemed by the committee chair(s) to be not ready by this point will likely have their graduation delayed and/or not be able to graduate with Latin Honors.*

- **At least three weeks before the public presentation (if required by the department) or three weeks before the Monday after the last day of exams:** Student receives committee revision requests and begins to incorporate these.

- **At least one week before the public presentation (if required by department) or one week before the Monday after the last day of exam:** Student submits final thesis for approval.

- **At the public presentation (if required by department) or by the Monday after the last day of exams:** Committee observes and evaluates entire thesis project, either signing the workflow-gen form, or requiring additional work. *Students whose work is deemed by the committee to be not ready by this point will likely have their graduation delayed and/or not be able to graduate with Latin Honors.*

## SUPPORTING COURSEWORK

In addition to the thesis, students are required to successfully complete any supporting or capstone Honors coursework required by their program (first option), college (second option), or UHP (third option), comprising at least a one-semester, one-credit classroom-based course. ***Programs or colleges that require more than one semester of course work—including thesis-preparation or research coursework before the senior year—must offer this course work as an Honors departmental course that will count toward major-elective requirements and Honors course experiences.*** Non-Honors capstone coursework required of all departmental majors will still be required of Honors students unless the department or program determines the Honors thesis coursework fulfills this requirement.

For students who don't have the option of supporting coursework offered by the major, program, or college, the following will be made available:

- HCOL3101H: The Honors Thesis—Development. A one-credit course offered every spring semester and team-taught by two faculty members from different colleges. This course is intended for second-semester juniors.

- HCOL3102H: The Honors Thesis—Writing. A one-credit course offered every fall semester and team-taught by two faculty members from different colleges. This course is intended for first-semester seniors.

- Students exercising Plan C will look to their department for guidance as to what support coursework is most germane to their project.

***Substituting support coursework outside the major.*** For students doing interdisciplinary work, whether on their own or in conjunction with other students, selection of the appropriate committee chair and supporting coursework will be of paramount importance. Neither need necessarily be in the student's home department. The intended

*audience* for the student's work will be an important factor in selecting the committee chair, members, and supporting coursework. For example, a CBS student working on a science-education-related thesis may choose to work with a faculty member from CEHD as committee chair. A CBS student and a CSOM student working together on a group project creating a new medical device may both elect to enroll in the Carlson thesis-support course, and select a Carlson faculty member as the committee chair, if the final project is a marketing plan intended largely for potential investors. On the other hand, both students may enroll in the CBS thesis-support course, and select a CBS faculty member as the committee chair if the final project is an explanation of how the product can be used to assist in wet-lab research, written primarily for scientists. It's even conceivable that these two students could turn to CDES for a committee chair and support coursework, should the capstone project comprise a set of design specifications. *Students will need to petition the Faculty Honors Representative in their major for permission to take thesis coursework outside of any provided by the major program. Included in this petition will be a request that this substitute coursework count for the senior-year required coursework in the major (if any).*

**N.B.** In extremely rare cases, a student may have good reason to complete the senior-year requirements before the final semester of enrollment. Such exceptional cases will need to be approved by the UHP Directors Committee and arranged with the department(s) involved in advance of the semester in which the student hopes to complete the requirements.

## **POST-FRESHMAN ADMITTED STUDENTS AND STUDENTS GRADUATING IN FEWER THAN EIGHT SEMESTERS**

Students admitted to UHP who anticipate graduating in fewer than eight semesters must still complete the first-year requirement, the mid-program review, and the senior-year requirements in full, as described above. Students are only eligible to be admitted to the University Honors Program if they have four or more spring or fall semesters of study remaining in their degree program. *Should a student admitted to UHP decide to graduate after fewer than four consecutive fall and spring semesters in UHP, that student will be ineligible to graduate with Latin Honors.* In addition, students must complete **one (1)** Honors experience for every semester of study they anticipate completing before earning the undergraduate degree. At least **three (3)** of these must be Honors courses, at least **one (1)** of which comprising an Honors seminar at the 2xxx or 3xxx level, or Grand Challenge course at the 3xxx level or above. The same situation obtains for students entering as first-year students who have advanced standing due to a large number of college credits earned in high school (through AP, IB, or PSEO coursework, and the like) and who anticipate completing the undergraduate degree in fewer than eight semesters.

The number of Honors requirements will be set in consultation with the Honors advisor during the student's first semester of study (*N.B. All new high-school students entering the Honors program will start with the assumption of eight semesters in the program, regardless of their plans at the time*), though the student may petition to reduce the number in a later semester should circumstances change and graduation be possible in fewer semesters than originally anticipated (e.g., a student takes a one-semester leave or withdraws from all courses, but is still able to finish by their original graduation date). In all cases, the Honors requirements will always include NEXUS One, the thesis, the thesis support coursework, and at least **one (1)** additional experience per semester of study, including at least **three (3)** courses, (at least **one (1)** an Honors seminar or Grand Challenge course).

**N.B.** In no cases will additional requirements be *added* for students who *extend* their time to degree completion beyond four years (for new, first-year students) or beyond the number of semesters deemed the minimum necessary to graduate upon entry to the program as a post-freshman student.

**Example 1.** A new first-year UHP student enters with 60 college credits, hence sophomore standing. She originally intends to graduate in four years (eight semesters). She completes the UHP first-year experience and two Honors experiences during her first year. At the end of that year she informs her advisor that she'll be able to graduate in two more years (six semesters total). The advisor informs the student that she'll go through mid-program review over the summer to ensure that she can complete four more Honors experiences (for a grand total of six) and her senior-year requirements by the time she intends to graduate.

**Example 2.** A transfer student is admitted to the University as an incoming junior. They meet with their Honors advisor and determine it will take four semesters to graduate. Thus, in addition to the first-year and senior-year requirements, this student will need to complete four additional Honors requirements, at least three of these Honors courses, and at least one of them an Honors seminar or Grand Challenge course. There is no mid-program review since the student enters with only four semesters needed to complete the undergraduate degree. Midway through the third semester, the student informs the advisor that—due to life circumstances—they will need to take an additional semester to finish all the degree requirements. Despite this, the Honors requirements remain fixed at four; they do not increase to five.

**Example 3.** A first-year student at the University of Minnesota applies for admission to UHP. He intends to graduate at the end of his fourth year. Hence, in addition to the first-year and senior-year requirements, he must complete six Honors requirements. He was able to take an Honors seminar as a non-UHP student his first year, so he only has five requirements remaining. He will undergo mid-program review at the end of his sophomore year, when he has four semesters remaining.

## **IMPLICATIONS FOR COHORTS**

Post-freshmen admitted to UHP will be placed in a cohort with other post-freshman students also beginning their first year in the program. Ideally, these students (as with incoming freshmen) will be graduating—hence discussing thesis ideas and progress with one another—at the same time. It is likely, however, that in some cases not all students in a given cohort will end up graduating the same semester, nor necessarily beginning or completing thesis work the same semester. While it would be ideal for all students in a cohort to be doing thesis work in lock-step with one another, thesis-related discussions can begin at any time; in fact, getting students thinking about the thesis earlier may be a benefit of the cohort structure, as some students will necessarily begin developing ideas before others.

## OTHER PROGRAMMATIC REQUIREMENTS

### UHP ELIGIBILITY

Only full-time students enrolled at the University of Minnesota Twin Cities campus, who are pursuing their first undergraduate degree *and have at least four spring or fall semesters remaining in their degree program* are eligible to participate in the University Honors Program. (Some exceptions pertain to students with disabilities.)

### HONORS COURSE ELIGIBILITY

Non-Honors students may petition UHP to enroll in Honors courses. Non-Honors students may enroll in Honors courses after the registration queue has been completed or during summer—after the last August orientation date—on a space available basis. All requests must be approved by both UHP and the course instructor. Moreover, non-Honors students submitting a request must be pursuing their first bachelor's degree at UMN-TC or another institution, and must have an appropriate academic profile showing evidence of success in relevant collegiate-level coursework. PSEO students may petition to take departmental Honors courses but not HSems. Note that UMN-TC Honors course experiences completed prior to a student entering the University Honors Program will count toward requirement fulfillment. Non-course experiences completed prior to entering UHP will not count.

### COMBINED BACHELORS AND MASTERS PROGRAMS

Typically, students must finish *all* requirements for graduation with Latin Honors *before* their bachelor's degree is awarded. The only acceptable exception is for students who *enter* the University of Minnesota Twin Cities' Integrated Degree Program. In these cases, students who have submitted a complete Thesis Proposal form via workflow-gen before receiving their undergraduate degree, may complete the thesis work after receiving the degree, if it is done before completion of the master's degree and is within one year of receipt of the bachelor's degree. These students will receive an amended diploma including Latin Honors. *No courses that are used exclusively toward the graduate program should be used to meet an Honors Course or Experience requirement.*

### STUDENTS WHO ENTERED UHP UNDER PREVIOUS REQUIREMENTS

All UHP students who become active in the program before Fall 2018 will continue under the old requirements. All students who become active Fall 2018 or later will use the new requirements. This inflexibility is largely due to the inability of the program to weave students into the newly required first-year experience and cohort structure, when it is not, in fact, the student's first year in the Honors program.

### STUDENT CONDUCT-CODE VIOLATIONS

A student with a disciplinary, scholarly-dishonesty Student Conduct Code violation on record is ineligible to graduate with Latin Honors. Students who have been sanctioned under the U of MN Student Code of Conduct will be under review for possible removal from UHP.

### RESIDENCY AND LEAVES OF ABSENCE

Students are only eligible to graduate with Latin Honors if they are in residency at the University of Minnesota, Twin Cities campus for four or more spring or fall semesters. Students who take a college-approved leave of absence of two years or fewer, *or* a non-approved leave of two or fewer semesters (fall and spring, not counting summer or intersession) will be continued in UHP upon their return. Others must re-apply using the post-freshman application process.