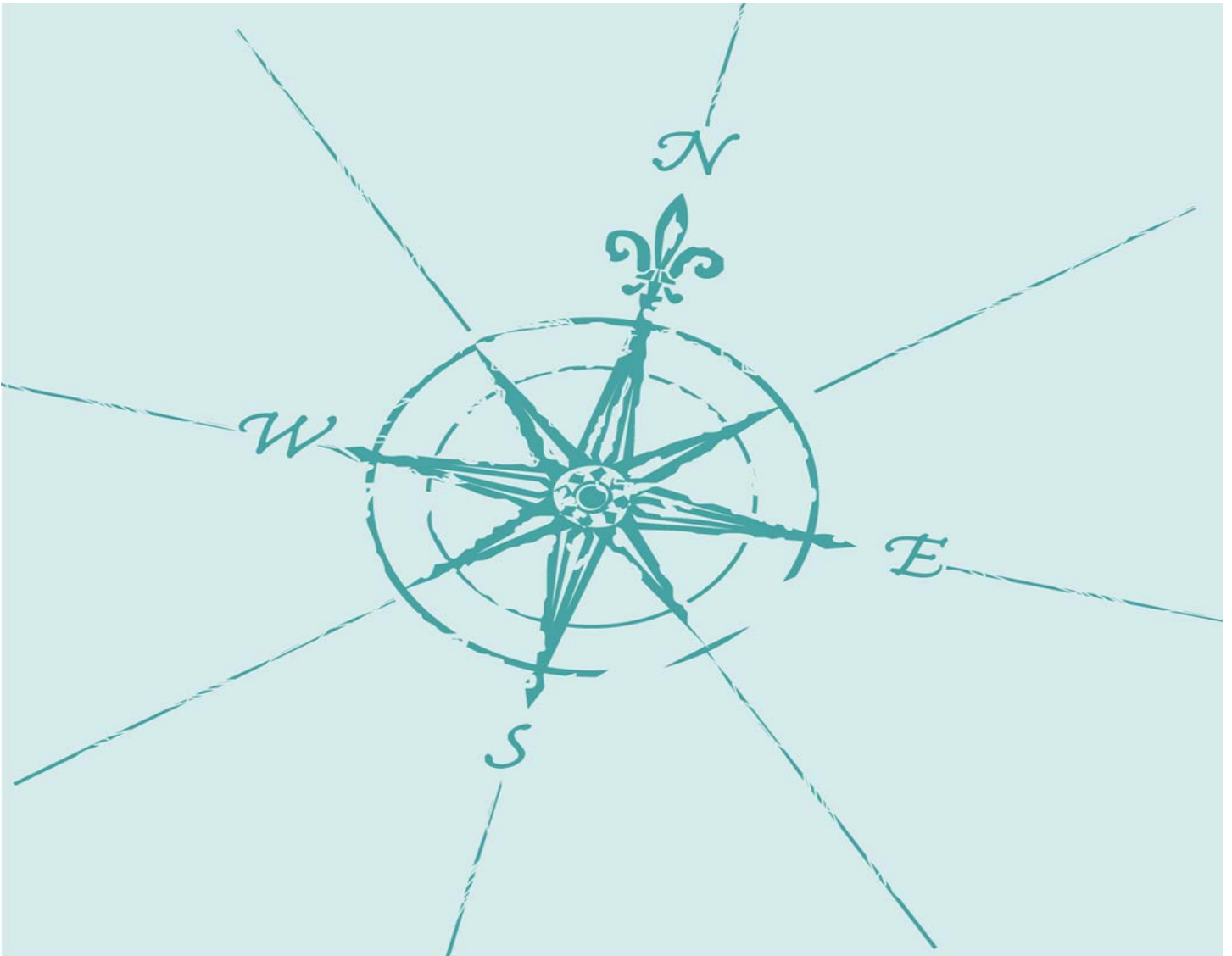


COMPASS



Curricular and Co-Curricular Planning Guide

University Honors Program



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Welcome

Welcome to the Honors Program. You've accepted a great opportunity and a rewarding challenge! Our mission is to create a community of scholars through an emphasis on personal and intellectual development and preparation for global citizenship. Members of the University Honors Program will develop critical thinking skills, make interdisciplinary connections, conduct original scholarship, and have access to leadership and professional opportunities.

More importantly, you'll be surrounded by students who are similarly dedicated to **high achievement** and have a strong **commitment to learning** yet possess a diverse set of interests and goals. You've entered a Program with faculty and staff who are passionate about creating a **seamless and integrated learning environment**.

We recognize that learning in the classroom is the cornerstone to your success as a student and as a leader in your career. However, this alone is not enough to meet your educational needs. To be fully prepared to meet the challenges of "life after college" you must engage in opportunities to learn and grow outside of the classroom. Through **relationships developed with faculty mentors, academic advisors, student organization leaders, and members of the broader community**, you'll be challenged to integrate and reflect upon each of the University's Learning Outcomes (outlined on pages 6-7) while creating a **vision for your future** that allows you to **realize your passion**.

Students who qualify to participate in the Honors Program are typically bright and talented enough to "be anything". Many, however, lack the drive to investigate and determine their true values and passion. Through your experience in the Honors Program, we will provide you with all of the tools and resources necessary to begin this journey. Your responsibility is to take advantage of these resources!

We look forward to working with you now and beyond....

Paul, Jodi, Dawn, Denise, Shandus, and Rachel



Why does the University Honors Program exist?

Mission:

Our mission is to create a community of scholars through an emphasis on personal and intellectual development and preparation for global citizenship. Members of the University Honors Program will develop critical thinking skills, make interdisciplinary connections, conduct original scholarship, and have access to leadership and professional opportunities.

Goals:

The educational goals of the BGSU Honors Program center around the development and implementation of critical thinking skills in all of our students. Courses and curricula are designed to give students higher order thinking skills. These skills will make our students more successful in their post-BGSU years. The BGSU Honors Program houses the premier students on campus. BGSU Honors students engage in inquiry based learning, become leaders on campus, almost exclusively participate in in-depth undergraduate research and garner academic achievement for BGSU. It is through these premier students and revolutionary educational methods that BGSU can transform its current status and become the Premier Learning Community of Ohio and the Nation.

Graduating with University Honors

Graduation with University Honors is one of the highest honors granted by Bowling Green State University. To graduate with University Honors, students must demonstrate not only their ability to perform well in a range of both Honors and non-Honors courses but also their attainment of the five learning outcomes essential to the University Honors Program: the ability to draw interdisciplinary connections, to convey ideas clearly and forcefully both orally and in writing, to think independently, to think critically and analytically, and to work collaboratively with others.

When you graduate with University Honors, your name and the title of your project appears in the graduation program book and you receive the privilege of wearing additional academic regalia provided to you by the University Honors Program.

Who is eligible to graduate with University Honors?

All University Honors students who have met the following criteria by graduation are eligible:

- √ Completion of the core curricula (HNRS 2010 and HNRS 2020) with at least an A or B in one of the two courses. These seminars must be taken for a grade and may not be taken as a tutorial or independent study to be able to count toward Graduation with Honors.
- √ A minimum overall GPA of 3.5 or better.
- √ At least 23 graded credit hours of University Honors coursework, including the Honors Project Development and the Honors Project. Only courses in which a grade of “A” or “B” is earned may count toward the 23. A minimum GPA of 3.4 or better in all Honors courses used to meet this requirement.
- √ No more than 10 of the hours presented for Graduation with University Honors may be from the same General Education category (i.e., Social and Behavioral Sciences, Arts and Humanities, Natural Sciences, and Cultural Diversity). Similarly, no more than 10 of the hours may be from any one College. Up to 6 of the 23 hours may be earned through Honors Independent Study or Honors Tutorial arrangements approved by the Director of the Honors Program.



University Learning Outcomes

Each of the major areas of study at Bowling Green State University holds high and explicit expectations for student learning; these expectations are embodied in learning outcomes for each of the majors. Even though the learning outcomes are necessarily different from major to major – to accommodate the specialized knowledge of music to marketing; health to history; teacher preparation to technology – all our majors share fundamental educational values, which are described by the University Learning Outcomes. The University Learning Outcomes are also expectations of our general education program and of the many facets of student life, ranging from residence halls to student clubs and organizations. Thus, the University Learning Outcomes are a statement of our common responsibility for shared educational values, despite differences in the content of the many majors, disciplines, and activities offered at Bowling Green State University.

Intellectual and Practical Skills

Critical and Constructive Thinking

- Inquiry – a close examination of an issue or situation in a search for information or truth; determining what questions should be asked; recognizing opportunities; formulating hypotheses; seeking information and evaluating claims; making discoveries and reaching new understandings; and making informed judgments.
- Examining Values – observing carefully and critically to identify the values, principles, standards, or qualities considered worthwhile or desirable in a dilemma, situation, problem, or decision.
- Solving Problems Creatively – generating a solution for a problem through original, imaginative, innovative, or artistic effort, including problems that are complex, ambiguous, and difficult to formulate.

Communication

- Writing – communicate clearly and effectively to an identified audience. To be effective, written communication should be informed by audience analysis, demonstrate reflection, employ critical thinking, and make appropriate use of supporting argument and citation.
- Presenting – speak, show, demonstrate, exhibit, or perform for an individual or group. Effective presentation engages the intended audience, includes the use of non-verbal forms of communication, and may employ a variety of media.

Engaging Others in Action

- Participating – active engagement in some activity, including shared effort, understanding others' points of view, the lively exchange of ideas, compromise, and contributing to the group's product.
- Leading – guiding or influencing a group to achieve its goals. Leading does not require formal authority or power but rather is a matter of influence, integrity, spirit, and mutual respect.



University Learning Outcomes

General and Specialized Knowledge

To be an effective and prepared citizen, capable of understanding and responding to the diverse challenges present in the modern world, students must be conversant with the core concepts of disciplines in the natural sciences, social sciences, and humanities and arts, along with knowledge related to human learning, interaction, and enterprise. Just as breadth of knowledge is a cornerstone of a liberal education, so too is expertise in a particular disciplinary area or major. Both breadth and depth are important concepts, not just in terms of acquired disciplinary knowledge, but also for development of the skills and methods necessary to explore issues that arise in day-to-day life.

Personal and Social Responsibility

BGSU recognizes and intentionally fosters a learning environment in which students strive for excellence, cultivate personal and academic integrity, contribute to a larger community, take seriously the perspectives of others, and develop competence in ethical and moral reasoning, as shown by:

- Interacting with and understanding diverse perspectives.
- Engaging communities as a participant and leader using civic and professional knowledge as a basis for values-driven action.
- Giving full consideration to ethical integrity and actions consistent with one's principles as part of each individual's exploration of purpose. A balanced approach to questions of meaning also includes preparation for students' multiple and changing roles, including work, citizenship, family, and membership in multiple communities.

Integrate, Apply, and Reflect

Synthesis and advanced accomplishment across general and specialized studies as evidenced in project-based work systematically collected throughout the duration of the student's enrollment. Such projects draw on all of the skills and fields of knowledge described above. What has been learned from accumulated experiences is recorded in written reflections.

A BGSU education provides the foundation for a lifetime of continued learning, self-awareness, career success, contribution to community, and purposeful living. Evaluating the achievement of these University Learning Outcomes is critical and may take many forms, including the use of electronic portfolios and proposed national metarubrics (see <http://www.bgsu.edu/offices/provost/value/index.html>). Demonstrating quality performance on each of the learning outcomes is the hallmark of a BGSU graduate.

Later in this workbook and in your fall semester courses, you'll find resources and assignments designed to help you reflect upon your progress towards mastering each of these skills!

Honors Program Advising Syllabus

Mission

BGSU Honors Program advisors strive to challenge and support students to become independent community citizens who are able to take responsibility for achieving lifelong educational, personal, and career goals.

The Role of Advising

Effective advising fosters critical thinking and informed decision making which supports meaningful living in a global society. Like teaching, advising is a learning-centered process that challenges the student to:

- ⇒ clarify attainable *goals*,
- ⇒ create effective *strategies* to realize personal, academic, and career expectations,
- ⇒ foster *independence* and *accountability* that results from accessing and utilizing accurate information.

Adapted from NACADA resources

At BGSU, academic advising provides students with the opportunity to build a relationship with their advisors for the purpose of gaining assistance in planning their educational career, in learning the skills needed for academic success, and in learning how to access the variety of resources and services available to them on the BGSU campus.

Advisee Responsibilities – What You Are Expected To Do

As an advisee, you have clear responsibilities in the advising partnership in order to be successful:

- Schedule regular appointments or make regular contact with advisors during each semester
- Come to each appointment prepared with questions or material for discussion
- Be an active learner by participating fully in the advising experience
- Monitor, accurately document, and keep a personal record of your progress toward meeting your goals
- Organize official documents in a way that enables you to access them when needed
- Complete all assignments or recommendations from your advisor
- Gather all relevant decision-making information
- Clarify personal values and goals and provide advisor with accurate information regarding your interests and abilities
- Become knowledgeable about college programs, policies, and procedures
- **Accept responsibility for decisions**



Honors Program Advising Syllabus

Advisor Responsibilities – What You Can Expect

As an advisor, I can be expected to:

- Understand and effectively communicate the curriculum, graduation with Honors requirements, and university and college policies and procedures
- Encourage and guide students as they define and develop realistic goals
- Encourage and support students as they gain the skills to develop clear and attainable educational plans
- Provide students with information about and strategies for utilizing the available resources and services on campus
- Assist students in understanding the purposes and goals of higher education and its effects on their lives and personal goals
- Be accessible for meeting with advisees via office hours for advising, telephone, e-mail, or web access
- Assist students in gaining decision making skills and skills in assuming responsibility for their educational plans and achievements
- Maintain confidentiality
- Assist students in working closely with their professors

Expected Student Learning Outcomes for the Academic Advising Experience

Through the academic advising experiences at Bowling Green State University:

- Students will demonstrate the ability to make independent and effective decisions concerning their degree and career goals
- Students will take ownership to develop an educational plan for successfully achieving their goals and select courses each semester to progress toward fulfilling that educational plan
- Students will demonstrate an understanding of the value of the general education requirements
- Students will utilize the resources and services on campus to assist them in achieving their academic, personal, and career goals
- Students will make use of referrals to campus resources as needed
- Students will be able to accurately read and effectively utilize MyDARS Report, a degree audit, in their educational planning
- Students will graduate with Honors in a timely manner based on their educational plan

Helpful Advising Resources

Advising Materials:

- University Catalog (<http://www.bgsu.edu/catalog/>)

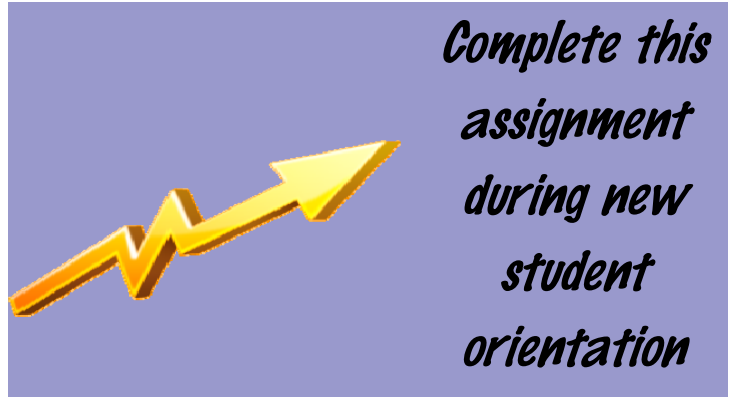
The web-based catalog is an important resource for students and advisors. In addition to access to relevant BGSU academic policies and deadlines, the catalog provides current requirements for all BGSU majors and minors, or “checksheets”.

- *DARS Report* (available by logging into “MyBGSU”)

DARS is a system that allows students and advisors to access current information about the student’s academic record. In addition to providing a current degree audit, DARS allows the user to “shop around” for other majors in that it will compare current completed courses with proposed degrees to determine which courses would apply to the proposed major. DARS also provides users with information regarding completed and attempted credit hours, the name of the student’s advisor and degree, grade point average, and a list of completed Honors courses.

- *Honors Program Website* (<http://www.bgsu.edu/offices/honors/>) and the *University Honors Program Blackboard Community* (available by logging into “MyBGSU”)

These sites have specific information about requirements for graduating with University Honors as well as access to important forms needed to register for and obtain grades for Honors Tutorials, Honors Independent Study Projects, and the Honors Project Development and Honors Project courses.



Name of your college or faculty advisor:

What is the best way to get in contact with your advisor? _____

Name of your Honors advisor:

What is the best way to get in contact with your Honors advisor? _____

Name of any other advisors, mentors, advocates, or contacts and best way to contact each:

To Do...Each and Every Semester

1. *Locate and understand your class schedule; physically identify the location for each of your courses*
2. *Identify the faculty members teaching each of your respective classes*
3. *Purchase all books, supplies, and materials needed for courses*
4. *Review course syllabi at the beginning of each semester and note all major (and minor) deadlines for assignments and testing dates*
5. *Understand individual instructor expectations and how he or she will calculate grades*
6. *Personally introduce yourself to each faculty member in your respective courses and labs. Visit faculty in their offices with questions or concerns you have about succeeding in their class*
7. *Come to class prepared and ready to participate*
8. *Meet classmates, identify those you trust enough to contact if you have questions about a discussion topic*
9. *Locate, understand, and update checksheets for major(s) and minor(s)*



Other not-so-random considerations

What day are you scheduled to register?

How do you get a MADV hold removed?

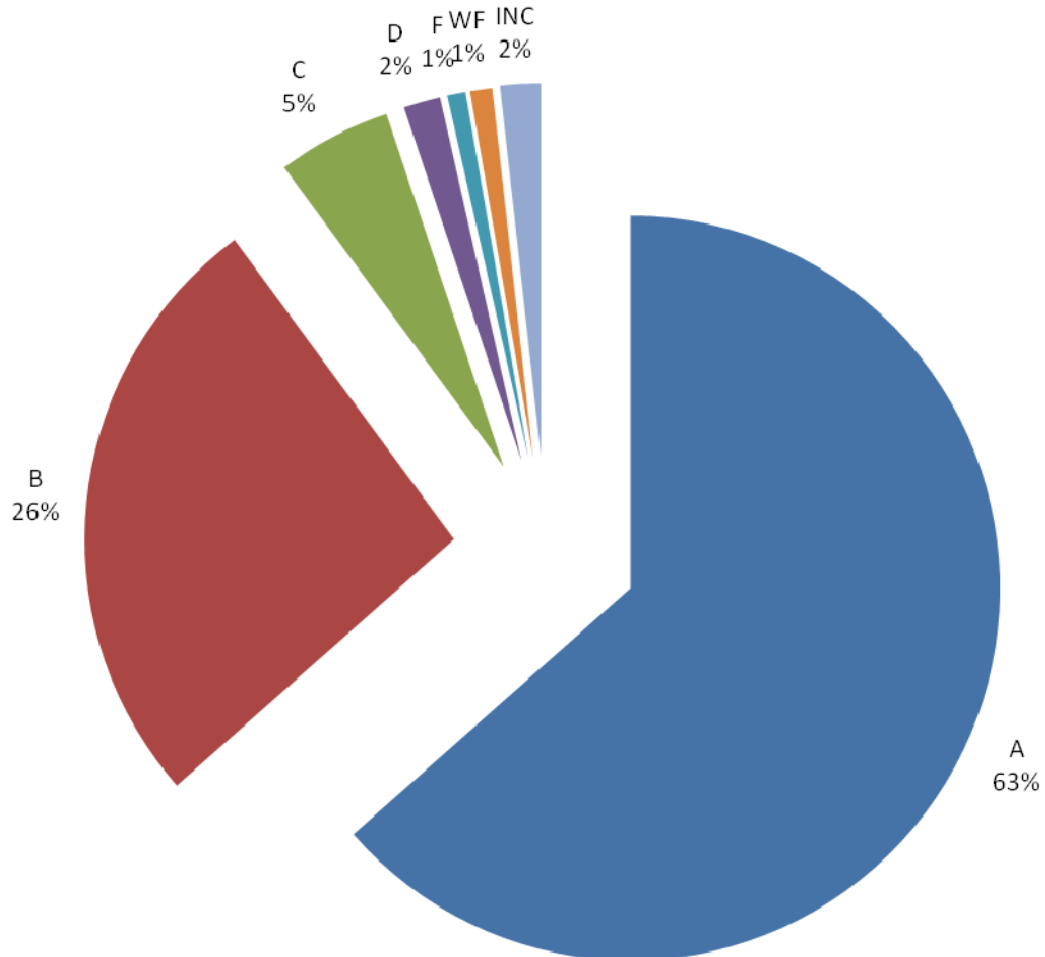
Where do I go if I want to apply for an on-campus job?

What should I do if I want to change my major?

Grade Distribution

New Honors students often ask whether their grades will drop because they are taking Honors classes. Historical trends show that students taking Honors classes do VERY well. The average GPA for all students their first semester was 2.65 while students in the Honors Program earned a 3.41 GPA (while taking Honors classes)

Fall 2008 - Distribution of Grades for Honors Courses

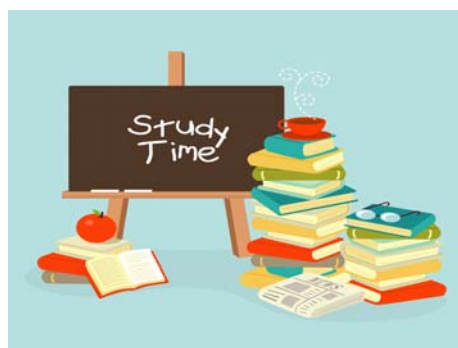


Scheduling Considerations

There are so many things to consider when scheduling classes for the following semester. What courses are required of me? When are they being offered? Are there any pre- or co-requisites? Who teaches the classes? Do I have any choices to consider? Am I academically prepared to do well in this class? Do I have any work or personal commitments that need to be considered prior to scheduling?

Remember, there are only 24 hours in a day...that is 168 total hours each week. Once you subtract sleep time; work or student involvement time; actual class time; and things like eating, working out, travel time between classes...and don't forget a really important issue- study and class prep time-you aren't left with much!! When you ask faculty "how much time should students plan to study so they are successful in your class?" most say an average of 2-3 hours of prep time is necessary for every hour in the class. Therefore, if you are taking 15 credit hours of coursework, you should be spending 30-45 hours outside of class reading, studying, writing papers, preparing presentations, etc.

When you ask students how much time they spend studying, most say they spend a total of 5-10 per week studying for all of their classes combined. This gap is often the difference between 1-2 letter grades.



If you're not earning the grade you want in a particular class, ask yourself whether you are spending enough time outside of class preparing for success.

Advising Homework



Complete this assignment after you have completed new student orientation. We will discuss your answers in the fall during your first Honors advising appointment.

Why do you want to pursue a degree at BGSU? _____

How do you hope to be different because of your experience at BGSU?

What are your hopes and fears about college? _____

Why did you join the Honors Program? _____

Are you interested in participating in service learning experiences, cooperative learning, internships, or education abroad opportunities? If so, describe:

What kinds of "involvement opportunities" interest you? _____

What is the purpose of general education (GE)? How will GE courses help you in your career? _____

Involvement Opportunities

Between BGSU and the local community, you should never have a problem finding ways to get involved! BGSU has over 300 student organizations and members of the Honors Program participate in just about all of them. In particular, you may be interested in some of the following opportunities that are specifically designed to meet the needs of academically motivated students.

Honors Program Ambassador

Ambassadors serve as positive student representatives for the Honors Program at various recruitment events for prospective BGSU Honors students. They speak with these prospective students both one-on-one and in groups. They may also provide tours within the Honors Learning Community.

Honors Student Association (HSA)

HSA is an organization that seeks to foster learning in and outside of the classroom by providing all motivated BGSU students with opportunities to enhance their learning through alternative educational experiences and social interaction with one another.

Honors Scholars

Honors Scholars seek to provide a challenging intellectual experience for a small group of exceptionally achievement-orientated BGSU Honors students who are wanting to grow as thoughtful and committed citizens and who realize the wisdom of pursuing that growth through studying critical thinking .

Honors Fellows

Honors Fellows help facilitate the *Introduction to Honors* orientation program. *Intro to Honors* is a comprehensive program designed to welcome, orient, and prepare students as they transition to college. After *Intro to Honors*, Honors Fellows continue to mentor Honors students through their first year in the Program.

Peer Facilitators

Upperclass students who have successfully completed HNRS 201: Introduction to Critical Thinking are eligible to serve as Peer Facilitators. These students help faculty design their section of the course, facilitate class sessions, and serve as strong role models to incoming students in the class. Peer Facilitators also work as Critical Thinking Consultants and tutors in the Critical Thinking Lab located in the Honors Program LOFT.

Student Advisory Board

Student Advisory Board (SAB) members provide advice regarding the evolution of the Honors Program. In particular, SAB members offer input related to program requirements, course offerings, faculty and staff expectations, and student involvement and learning community expectations.

Tuition Raffle

The Tuition Raffle is the second largest student-run fundraiser on campus. Tuition Raffle committee members work together to coordinate all aspects of this project. Proceeds raised through the Tuition Raffle are used to fund scholarships for Honors students.



Coops, Internships, Service Learning and Education Abroad

Experiential learning is a powerful and transformative opportunity. Through it, students are able to connect learning to real life situations obtained during co-ops, internships, service learning, and education abroad experiences. BGSU students have many opportunities to participate and are encourage to talk with an advisor to obtain more information.

Co-operative Education, Internships, Service Learning, and Education Abroad are academic programs and experiences that help students make connections between general education and career –specific learning outcomes, provide students with practical experience necessary in a competitive market environment, and promote an understanding of the global world.

The **Cooperative Education & Internship Program (CEIP)** promotes and nurtures student success by providing students with practical experience in a professional work environment that will complement their classroom learning. We foster employer partnerships to assist in meeting the organizational needs of the employer by providing access to talented students. CEIP is dedicated to providing quality work assignments for students that will foster the following outcomes:

- To gain practical experience while applying classroom learning at the workplace.
- To enhance professional skills.
- To experience personal and professional growth

Internships or co-ops are a required part of some degree programs and an optional part of other degree programs. In situations where the number of internships or co-ops is not determined by the program, students may undertake multiple internships or co-ops, but no more than three within the last 30 credit hours of the degree program. Students will not be permitted to participate in the internship program beyond one semester after completing all the degree requirements even if they have not graduated from BGSU. Exceptions to this policy may be granted by the dean of the college.

For more information, contact **CEIP** at 419-372-2451 or bgsucoop@bgsu.edu.

Service-learning is a curriculum-based, "credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs, and (b) reflect on the service activity in such a way as to gain further understanding of curricular content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility ."

For more information, contact the Office of Service Learning at 419-372-9865 or slbgsu@bgsu.edu.
Phone

Bowling Green State University recognizes the importance of globalized study and is committed to international education. By the year 2010, the University hopes 10 percent of its undergraduate students will study abroad. To encourage this, academic study abroad experiences bearing three or more credits will count as fulfilling the International Perspectives requirement for purposes of General Education

For more information, contact the Office of Service Learning at 419-372-9865 or slbgsu@bgsu.edu.

Coops, Internships, Service Learning and Education Abroad

Education Abroad: Students who step outside their comfort zone to learn in cities and towns that are filled with unfamiliar peoples, traditions, and languages change in ways unknown to those who choose to stay behind. Those students who move forward build enormous self-confidence and gain the ability to see the complexity of how their own country fits into the world as a whole.

BGSU students will graduate to become the next generation of political leaders, educators, and scientists. In order for our nation to continue to thrive, our future leaders must know how to successfully participate in the globalized world of the present and of the future. The only way to gain this understanding is to communicate with people of other cultures, religions, beliefs and political perspectives, and experience life outside the borders of the United States.

Bowling Green State University recognizes the importance of globalized study and is committed to international education. By the year 2010, the University hopes 10 percent of its undergraduate students will study abroad. To encourage this, academic study abroad experiences bearing three or more credits will count as fulfilling the International Perspectives requirement for purposes of General Education

For more information, contact the Education Abroad office at 419-372-0479 or edabroad@bgsu.edu.

To Consider...



- Are you interested in or required to participate in a co-op, internship, service learning experience, or education abroad opportunity as a part of your major?
- What do you hope to gain from this experience?
- Have you explored the financial aid considerations of such an experience?
- Will participation in one of these experiences affect your graduation date?

Advising Homework

Your Personal Vision

Taken from: Writing Your Personal Vision/Mission Statement

By Cecile Peterkin© Copyright by SelfGrowth.com, Self Improvement Online, Inc. Source: <http://www.selfgrowth.com/articles/Peterkin3.html>

Close your eyes and picture yourself in the future. It may be a few months or years from today. See the person you are; what you are doing, who you are with, what you have accomplished, what is important to you, and how people relate to you. How does it feel to be you? Feel the person you are, your true self. Now, open your eyes and see your life and yourself in the present, through those eyes. You will begin to notice the changes you need to make to honor this vision and lead a powerful life.

A Personal Vision is a picture of your True Self in the future. An effective personal vision includes all the important elements of your life and career; it is who you want to be, what you want to do, how you want to feel, what you want to own, and who you want to associate with. Although your personal vision helps you to see into the future, it must be grounded in the present. It is a statement of who you are, and who you are becoming. It is the framework for the process of creating your life.

Your vision is where you are headed, how you get there is your mission statement.

Your Personal Mission Statement

A Personal Mission Statement is how you will manifest your Personal Vision in your daily life. It may be a few words or several pages, but it is not a “to do” list. It reflects your uniqueness and must speak to you powerfully about the person you are and the person you are becoming. Remember, it’s okay to be where you are, while heading somewhere else. In fact, the only place you can start, is where you are right now. Having a personal vision does not mean your life changes overnight. But it will change. Your personal mission statement provides the steps to get you there.

Advising Homework

Your Personal Mission Statement should answer three questions:



You will complete this during the spring semester of your first year.

1. What is my life about (Purpose)?
2. What do I stand for (Values)?
3. What actions do I take to manifest my Purpose and my Values?

Now write your Personal Vision Statement:

The Honors Project

What is an Honors Project?

Honors Projects only have three requirements:

1. original scholarship
2. interdisciplinary connections
3. justification of the theory and/or methodology used

Original scholarship. Original scholarship means the student needs to produce something that is new for their field. Given the wide range of majors and scholarly fields across the campus, it is hard to define this specifically. Original scholarship **is not** the summary and collation of existing knowledge in novel ways, as might be appropriate for a paper assigned in a class. Original scholarship requires that the student develop, synthesize, and/or create ideas in new and different ways. It allows the students to apply what they have learned across a number of different courses to a specific idea. Original scholarship should involve inquiry-based learning and, depending on the field, may involve experimental research or library research. Depending on the field, “research” and “creative work” may be understood to be synonymous.

Interdisciplinary connections. An Honors Project may focus on any topic of the student’s choosing. Each project must, however, be interdisciplinary; that is, it must make use of the bodies of knowledge and methodologies of two different fields. (One of these is typically the student’s major field, though it need not be.) Projects have been produced by students in almost every department of the University, including elementary education, secondary education, special education, art education, music education, music performance, music history, music composition, architecture, aviation studies, English, Spanish, philosophy, art history, popular culture, American Culture studies, journalism, telecommunications, psychology, sociology, history, biology, biochemistry, chemistry, physics, geology, computer science, environmental science, ethnic studies, women’s studies, physical therapy, kinesiology, communication disorders, economics, finance, accounting, and marketing.

Justification of the theory. This part of the project simply explains why students have chosen certain methods or creative endeavors for their projects. In some fields (i.e., philosophy, chemistry, literature), this is typically inherent in the project itself and doesn’t need to be explicitly addressed. In other fields (i.e., music and arts), this part of the project provides an explanation of why certain materials, musical styles, and presentations are used. For example, it provides an explanation of why an artist chose to present their work in ceramics as opposed to water colors. In addition, it helps explain the purpose and meaning behind the materials and images selected for presentation.

To complete the Honors project, students complete HNRS 4980 for one credit under the direction of one advisor in order to develop an idea. Once the project idea is developed, students move on to HNRS 4990 for two credits under the direction of two faculty advisors.



The Honors Project

When do you plan to start your project?

What questions do you have about the Honors project?

List possible topics, special interests, or questions you would like to learn more about?

How will the Honors project help you achieve your personal and professional goals?

List possible faculty who could serve as one of your advisors

Who is your Honors Program Academic Advisor?

**Start
this
home-
work
as you
begin to
plan for
the
Honors
Project**

The Honors Project

Concept Map

When developing an idea for your Honors Project, it can be helpful to use a concept map to develop your idea. Concept maps offer a method to represent information visually. Concept maps harness the power of our vision to understand complex information "at-a-glance." The primary function of the brain is to interpret incoming information to make meaning. It is easier for the brain to make meaning when information is presented in visual formats. This is why a picture is worth a thousand words. It is essential to your studies and career that you can handle complex information; concept maps offer one method to do this.

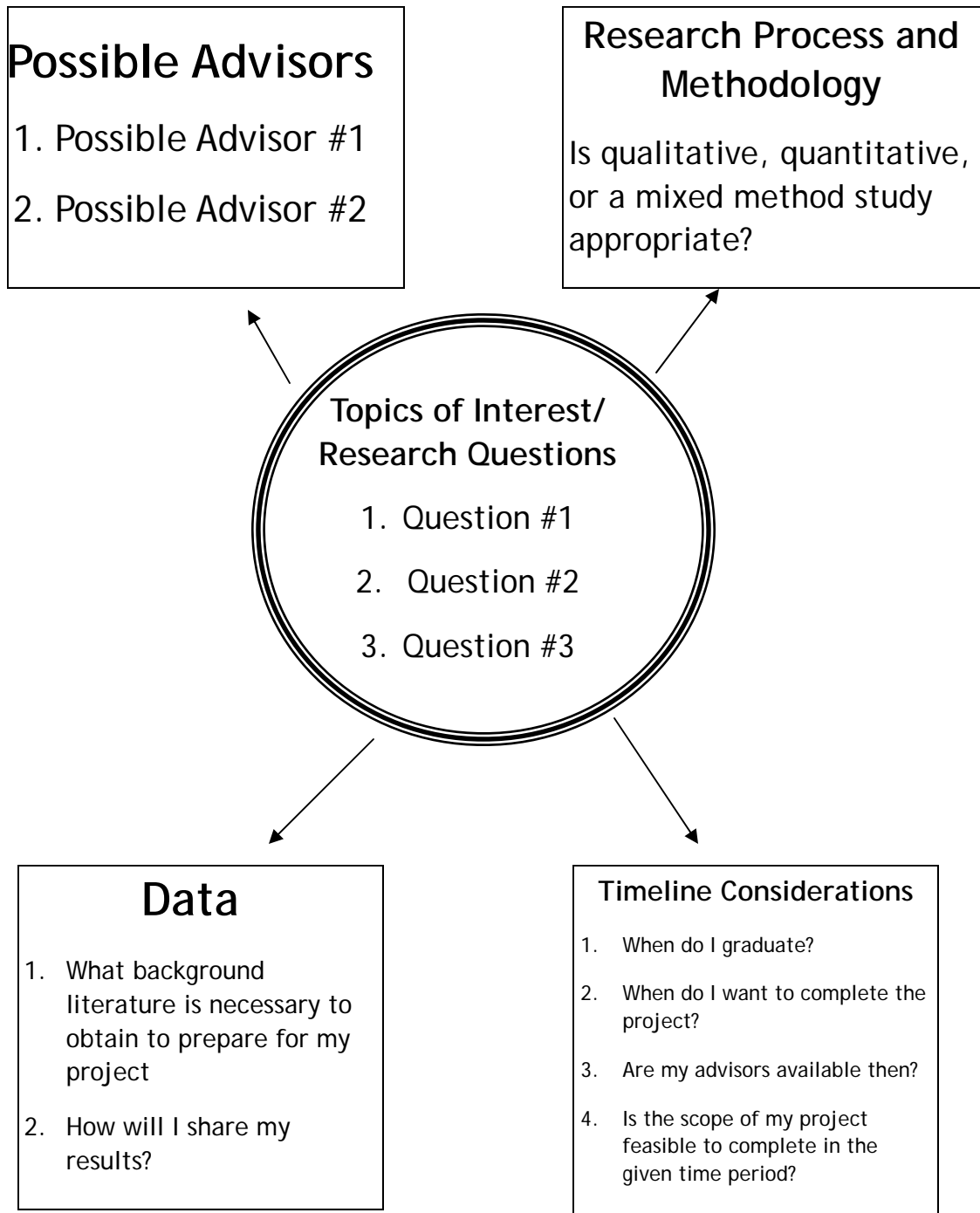
Revise your maps to refine them: Are they clear? Logical? Attractive? Good maps are like good writing; they are usually the product of several drafts. Show a map to your teacher and friends to get feedback.

SPIDER CONCEPT MAP

The "spider" concept map is organized by placing the central theme or unifying factor in the center of the map. Outwardly radiating sub-themes surround the center of the map.

<http://classes.aces.uiuc.edu/ACES100/Mind/c-m2.html>

The Honors Project



Sample Concept Map

COMPASS Year 1 and Year 2

| | Year 1 | | | Year 2 | | |
|--|--------|--------|--------|--------|--------|--------|
| | Fall | Spring | Summer | Fall | Spring | Summer |
| <i>Courses</i> | | | | | | |
| <i>Campus Involvement & Service</i> | | | | | | |
| <i>Co-ops, Internships, & Education Abroad</i> | | | | | | |
| <i>Goals and Learning Outcomes</i> | | | | | | |
| | | | | | | |
| | | | | | | |

COMPASS Year 3 and Year 4

| | Year 3 | | | Year 4 | | |
|--|--------|--------|--------|--------|--------|--------|
| | Fall | Spring | Summer | Fall | Spring | Summer |
| <i>Courses</i> | | | | | | |
| <i>Campus Involvement & Service</i> | | | | | | |
| <i>Co-ops, Internships, & Education Abroad</i> | | | | | | |
| <i>Goals and Learning Outcomes</i> | | | | | | |
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