SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Baccalaureate Degree Minor

Use this form to propose a new baccalaureate degree minor (the minor may include existing and/or new courses. An academic minor within a degree program enables a student to make an inquiry into a discipline or field of study beyond the major or to investigate a particular content theme. Minors provide a broad introduction to a subject and therefore develop only limited competency. Minors consist of a specific set of objectives achieved through a series of courses. Course offerings occur in a specific department or may draw from several departments (as in the case of a topical or thematic focus). In some cases, all coursework within a minor proscribed; in others cases, a few courses may form the basis for a wide range of choices. Regental undergraduate minors typically consist of 18 credit hours. Proposals to establish new minors as well as proposals to modify existing minors must recognize and address this limit. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Baccalaureate Degree Minor Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	BHSU
TITLE OF PROPOSED MINOR:	**Honors Interdisciplinary Studies**
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	**BA, BS, BFA, BSED, BAS**
EXISTING RELATED MAJORS OR MINORS:	**none**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2027**
PROPOSED CIP CODE:	**30.9999**
UNIVERSITY DEPARTMENT:	**Academic Administration**
BANNER DEPARTMENT CODE:	**BACA**
UNIVERSITY DIVISION:	**College of Liberal Arts**
BANNER DIVISION CODE:	**6A**

☒ **Please check this box to confirm that:**

- The individual preparing this request has read AAC Guideline 2.3.2.2.D, which pertains to new baccalaureate degree minor requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

Pamela Cameron

President of the University — November 3, 2026 Date

Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

1. **Do you have a major in this field?** (Yes or No) No

2. **If you do not have a major in this field, explain how the proposed minor relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.**
Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.

BHSU:	*SDCL § 13-59*	*BOR Policy 1.2.1*
DSU:	*SDCL § 13-59*	*BOR Policy 1.2.2*
NSU:	*SDCL § 13-59*	*BOR Policy 1.2.3*
SDSMT:	*SDCL § 13-60*	*BOR Policy 1.2.4*
SDSU:	*SDCL § 13-58*	*BOR Policy 1.2.5*
USD:	*SDCL § 13-57*	*BOR Policy 1.2.6*

Board of Regents Strategic Plan

The proposed program would serve several objectives in Goal 2 of BHSU's current strategic plan—to "prepare students for lifelong success through academic experiences that provide the knowledge and skills to make a difference in their communities and add value to the world."

It is consistent with Objective 3, to create new programs and Objective 4: to "grow the number of educational opportunities for students through service learning, community projects, international studies, honors work, and student academic and professional organizations." Strengthening our current honors program is listed under this objective specifically. The proposed program would also encourage international studies and community interaction with its proposed new coursework. Finally, the program would meet Objective 4 in another way, which is to broaden our use of experiential learning and high impact practices since it would include an experiential learning course with an internship, undergraduate research, study abroad, etc.

An honors minor would also meet an objective of Goal 3 of the SD BOR Strategic Plan by increasing opportunities for high impact practices.

3. **What is the nature/purpose of the proposed minor? Please include a brief (1-2 sentence) description of the academic field in this program.**

This program would not be tied to a specific academic discipline; rather, it is designed to provide an interdisciplinary curriculum based on students' individual interests. The goals of the program are to deepen each student's skills in communication, critical thinking, analysis, and research through course work and self-directed projects.

4. **How will the proposed minor benefit students?**
The honors minor would instill an interdisciplinary approach to thinking necessary in contemporary life; at the same time, it would develop students' independent pursuit of knowledge and sense of self-direction.

5. **Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota.** *Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.*

While the Honors Interdisciplinary Studies minor would not provide specific skills for specific professions for which we could determine labor demand, students with this minor will have the

advantage of general skills other job applicants might not have—the ability to collect and analyze information, generate informed responses, work independently, work with others from other backgrounds, an employ self-discipline and grit.

6. **Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates (*replace "XX" in the table with the appropriate fiscal year*).**

	1st	2nd	3rd	4th
Estimates	FY 28	FY 29	FY 30	FY 31
Students enrolled in the minor (fall)	50	70	90	110
Completions by graduates	10	14	18	22

*Do not include current fiscal year.45

The honors program has approximately 100 students and is growing. This academic year we expect 13 honors graduates. Within two years we expect most—though not all—students who would otherwise be enrolled in the program will become honors minors, and we expect that having the option of the minor will improve retention and graduation rates. The above numbers reflect an expectation of modest growth to the program as a whole but increasing enrollment in the minor and increased retention.

Current annual graduation rate for those with the honors designation is roughly 10% of the full enrollment in the program. If we assume the number of seniors is a fourth of the whole honors enrollment, we have approximately half of our students who enroll in the program graduate as honors students. As mentioned above, with the minor, we expect improved graduation rates. The low number listed for enrollment the first year follows the assumption that it will take some time for students to switch from the honors designation to the minor.

Students will have to apply and be accepted into the honors program to enroll in the minor.

7. **What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.**

The proposed program is consistent with the definition provided by the National Collegiate Honors Council:

> Honors education ignites passion for lifelong learning and encourages student creativity, collaboration, and leadership in the classroom and beyond. It is characterized by in-class and extracurricular activities that are measurably broader, deeper, or more complex than comparable learning experiences typically found at institutions of higher education. Honors curriculum serves as a laboratory for inventive and experiential education that can be implemented in the traditional classroom. Honors experiences include a distinctive learner-directed environment and philosophy, provide opportunities that are appropriately tailored to fit the institution's culture and mission, and frequently occur within a close community of students and faculty.

The council does not provide specific direction about curriculum, but the proposed program follows its direction for fostering creativity, collaboration, leadership, and experiential learning.

Developing skills in critical thinking is a core goal of the University Honors Program. This will be the focus of the first course students take, Introduction to Honors (HON 102), which will serve as the foundation for future Honors courses. Honors Professionalism (HON 255) will help students learn to leverage the skills they gain from other Honors courses for the pursuit of their career goals, including helping students find opportunities for experiential

learning and leadership, and learn to highlight those skills and experiences in their professional communications, including resumes, interviews, and applications. The program places a strong emphasis on community building, which is established through HON 102, HON 255, and the Honors General Education courses students take as a cohort in their first year, and continued through the Honors Colloquia (HON 301-304) in subsequent years. The capstone project (HON 350, 498, and 499) is the culmination of the program, in which students apply critical thinking, communication, and research skills gained in earlier courses to an independent project.

8. Complete the tables below. Explain any exceptions to Board policy requested.
Minors by design are limited in the number of credit hours required for completion. Minors typically consist of eighteen (18) credit hours, including prerequisite courses. In addition, minors typically involve existing courses. If the curriculum consists of more than eighteen (18) credit hours (including prerequisites) or new courses, please provide explanation and justification below.

A. Distribution of Credit Hours

Honors Interdisciplinary Studies	Credit Hours	Percent
Requirements in minor	15	79-83%
Electives in minor	3-4	17-21%
Total	18-19	100%

B. Required Courses in the Minor

Prefix	Number	Course Title *(add or delete rows as needed)*	Prerequisites for Course *Include credits for prerequisites in subtotal below.*	Credit Hours	New (yes, no)
HON	102	Introduction to Honors	none	1	no
HON	255	Honors Professionalism	none	1	yes
XXX	XXX-BH1	Honors General Education Course	none	3	no
		Choose any 2 of the following (duplications allowed):		6	
HON	301	Honors Colloquium	none		no
HON	302	Honors Colloquium	none		no
HON	303	Honors Colloquium	none		no
HON	304	Honors Colloquium	none		no
HON	350	Honors Project Proposal	none	1	yes
HON	498	Honors Research	none	2	no
HON	499	Honors Capstone	HON 350, HON 498	1	yes
			Subtotal	15	

C. Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.

Select _3-4_ credits from the following list:

Prefix	Number	Course Title *(add or delete rows as needed)*	Prerequisites for Course *Include credits for prerequisites in subtotal below.*	Credit Hours	New (yes, no)
		Choose 1 additional of the following (duplications allowed):		3	
HON	301	Honors Colloquium	none		no
HON	302	Honors Colloquium	none		no
HON	303	Honors Colloquium	none		no
HON	304	Honors Colloquium	none		no
HON	450	Honors Experiential Learning	none	1-3	yes
XXX	XXX-BH1	(additional) Honors General Education Course	none	3	no
		Global Perspectives *Choose 1 of the following:*			
LAKL	101	Intro Lakota I	none	4	no
SPAN	101	Intro Spanish I	none	4	no
SPAN	102	Intro Spanish II	none	4	no
SPAN	201	Intermediate Spanish I	none	4	no
SPAN	202	Intermediate Spanish II	none	4	no
CSC	150	Computer Science I	none	3	no
AIS	115	American Indian Oral Literature	none	3	no
AIS	214	Intro American Indian Literature	none	3	no
AIS	244	American Indians in Film and Social Media	none	3	no
AIS	257	Early American Indian History & Culture	none	3	no
AIS	377	Ethnobotany of the Northern Plains	none	3	no
ENGL	211	Ancient World Literature	none	3	no
ENGL	212	Modern World Literature	none	3	no
HIST	115	Survey of Non-Western Civilizations	none	3	no
MUS	240	Music Cultures of the World	none	3	no
POLS	141	Governments of the World	none	3	no
POLS	250	Intro to International Relations	none	3	no
POLS	299	Media and Politics	none	3	no
THEA	270	History of World Cinema	none	3	no

Table 6 Elective Coursework

9. **What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?** *Complete the table below to list specific learning outcomes—knowledge and competencies—for courses in the proposed program in each row. Label each column heading with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.*

Individual Student Outcome	Program Courses that Address the Outcomes					
	Prefix & Number	Prefix & Number	Prefix & Number	Prefix & Number	Prefix & Number	Prefix & Number
Practice advanced critical thinking and analysis	HON 102	HON 301-304	HON 350	HON 498	HON 499	XXX XX-BH1
Hone skills at oral and written communication in relation to intended audience	HON 102	HON 255	HON 301-304	HON 499		
Develop self-direction and individual modes of enquiry	HON 350	HON 498	HON 499	HON 450		
Learn to collaborate in interdisciplinary modes with those of diverse perspectives	HON 255	HON 301-304	HON 450	Global Perspectives		XXX XX-BH1

Modify the table as necessary to include all student outcomes. Outcomes in this table are to be the same ones identified in the text.

10. What instructional approaches and technologies will instructors use to teach courses in the minor? *This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.*

Lectures, discussion, individual mentoring

11. Delivery Location

Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., USD - Sioux Falls, Black Hills State University - Rapid City, Capital City Campus, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

	Yes/No	*Intended Start Term*
On campus	Yes	Fall 2027

	Yes/No	*If Yes, list location(s)*	*Intended Start Term*
Off campus	No		

	Yes/No	***If Yes, identify delivery methods*** *Delivery methods are defined in AAC Guideline 2.4.3.B.*	***Intended Start Term***
Distance Delivery (online/other distance delivery methods)	No		
Does another BOR institution already have authorization to offer the program online?	No	**If yes, identify institutions:**	

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the minor through distance learning

(e.g., as an online program)? *This question responds to HLC definitions for distance delivery.*

	Yes/No	***If Yes, identify delivery methods***	***Intended Start Term***
Distance Delivery (online/other distance delivery methods)	No		

12. **Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy.** *If not requesting any exceptions, enter "None."*
    None

13. **Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor.** *Address off-campus or distance delivery separately.*

    There would be no additional cost. The honors program has 60% of 1 FTE in labor and a budget of $1500 annually for printing. New courses would incur some additional expenses, roughly 2 credit hours of faculty time per year—for HON 102 and 255 but this should be offset by credit generation. These courses will be taught by existing faculty, and no new personnel will be required.

14. **New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (*place an "X" in the appropriate box*).**

x	YES, *the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.*
	NO, *the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.*

15. **Additional Information:** *Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.*