

Bantivoglio
HONORS
CONCENTRATION
at Rowan University



ALTERNATIVE COURSE EXPERIENCE

Guidebook

Honors Course Equivalence (ACE) Application Policy and Procedures

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Honors Course Equivalence (ACE) Application Policy and Procedures

Overview

Honors alternative course experiences (ACE) are educational opportunities beyond the classroom that may replace one or more Honors courses. To be eligible to receive alternative course credit, you need to be an Honors student in good standing and you must apply in advance in order to have your application approved. The application for an Alternative Course Experience (ACE) Honors course credit may include writing a clear and persuasive statement that outlines why your proposed ACE should be treated as the equivalent of an Honors course.

All students applying for ACE Honors course credit must complete a 10-page reflection paper where you clearly identify and engage with at least **three** of the Honors Student Learning Goals that we require to be addressed in our courses. In the reflection you will be responding to 3-4 discrete questions with each answer being 3-4 pages long (total=10pp). Please review the rubric for more details. Although the reflection paper's primary function is to advance Honors' commitment to metacognitive work, which will both improve and enhance your ACE, they will help you understand and clearly articulate (to future employers and/or graduate/professional schools) the value and significance of your ACE work.

An approved ACE will fulfill one of your Honors course requirements; however, depending on the type of ACE complete it may not be credit bearing and may not appear in self-service Banner. Each ACE has slightly different requirements so read the more specific instructions for your particular ACE. Please note that revise and resubmits will not be allowed. All submitted work must reflect your best effort.

Application Form: <https://forms.gle/eVrnXWYJdsQJQeC49>

DEADLINE TO APPLY FOR SPRING: October 20, 2019 @ 11:59PM

Honors Student Learning Goals

Community (Share)

1.1: Students will be contributing members and leaders who promote collaboration both inside and outside of the classroom.

1.2: Students will appreciate and engage diverse perspectives both inside and outside of the classroom.

Academics (Think)

2.1: Students will be effective communicators who can write and speak for varied purposes and audiences.

3.1: Students will be able to clearly define problems and recognize the complexity of issues and contexts.

3.2: Students will be able to marshal appropriate evidence to advance an argument.

3.3: Students will be able to extend ideas through the application of interdisciplinary perspectives in order to produce knowledge.

Life-long Learning (Thrive)

4.1: Students will be curious, engaged, learners who seek experiences beyond the classroom and who make connections between these experiences and their intellectual work.

4.2: Students will be able to independently transfer knowledge from one context to another.

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Honors Reflection Rubrics

You application paper (if required) and final reflection paper will be graded using the following rubrics. We recommend using this rubric as a checklist/outline for writing your paper.

Rubric to be used by the Alternative Course Experience Committee in the <i>proposal approval process</i>			
Level of achievement for the component			
Component of statement to be assessed	Exemplary (2)	Adequate (1)	Insufficient (0)
1. Description of what will be done and learned	Clearly and concisely describes what will be done and learned during the proposed ACE.	Describes what will be done and learned during the proposed ACE.	Does not clearly or concisely describe what will be done and learned during the proposed ACE
2.Honors Student Learning Goals (SLGs) identified	Identifies three or more Honors SLGs that will be achieved as a result of the proposed ACE.	Identifies only two Honors SLGs that will be achieved as a result of the proposed ACE.	Identifies zero or one Honors SLG that will be achieved as a result of the proposed ACE.
Honors Student Learning Goals (SLGs): how they'll be achieved	Provides detailed evidence and information about how the proposed ACE is anticipated to achieve the Honors SLGs identified above.	Provides some evidence and information about how the proposed ACE is anticipated to achieve the Honors SLGs identified above.	Provides little or no evidence and information about how the proposed ACE is anticipated to achieve the Honors SLGs identified above.
3. Description of how this experience will be the equivalent of an Honors course	Mounts a compelling argument that the ACE will be the equivalent of one <u>Honors</u> course using relevant elements of the NCHC's definition of Honors education. Persuasively details how skills and/or knowledge will transfer into later coursework and/or professional career.	Makes an argument that the ACE will be the equivalent of one <u>Honors</u> course using relevant elements of the NCHC's definition of Honors education. Details how skills and/or knowledge will transfer into later coursework and/or professional career.	Does not make an argument that the ACE will be the equivalent of one <u>Honors</u> course and/or does not adequately engage with the NCHC's definition of Honors Education Does not provide details about how skills and/or knowledge will transfer into later coursework and/or professional career.

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Rubric to be used by the Alternative Course Experience Committee to approve Honors course credit <i>after completion of the ACE</i>			
Level of achievement for the component			
Component of statement to be assessed	Exemplary (2)	Adequate (1)	Insufficient (0)
1. Description of what was done and learned	Clearly and concisely describes what was done and learned during the ACE.	Describes what was done and learned during the ACE.	Does not clearly or concisely describe what was done and learned during the ACE.
2. Honors Student Learning Goals (SLGs): how they were achieved Tip: This section should be longer, since it involves analysis.	<i>Identifies at least three</i> Honors SLGs that were achieved during the ACE and <i>provides compelling evidence and information</i> about how they were achieved (these SLGs may have changed from those identified in the proposal, before the experience).	<i>Identifies only two</i> Honors SLGs that were achieved during the ACE and <i>provides</i> some evidence and information about how they were achieved (these SLGs may have changed from those identified in the proposal, before the experience).	<i>Identifies zero or one</i> Honors SLGs that were achieved during the ACE and <i>provides</i> little or no evidence and information about how they were achieved. (these SLGs may have changed from those identified in the proposal, before the experience).
3. Description of how the experience was the equivalent of an Honors course Tip: This section should be longer since it involves analysis and bolstering your claims with outside sources	Mounts a compelling argument that the ACE was the equivalent of one <u>Honors</u> course using relevant elements of the NCHC's definition of Honors education . Persuasively details how skills and/or knowledge will transfer into later coursework and/or professional career.	Makes an argument that the ACE was the equivalent of one <u>Honors</u> course using relevant elements of the NCHC's definition of Honors education . Details how skills and/or knowledge will transfer into later coursework and/or professional career.	Does not make an argument that the ACE was the equivalent of one <u>Honors</u> course and/or does not adequately engage with relevant elements of the NCHC's definition of Honors education . Does not provide details about how skills and/or knowledge will transfer into later coursework and/or professional career.

Overview of Process

Step 1: Submit an ACE application by **Sunday, October 20, 2019**. There are different requirements depending on the type of ACE you are completing. Some experiences require a 6-page statement explaining how and why the ACE you will be completing *should be counted as equivalent to an Honors Course*.

Application Form: <https://forms.gle/eVrnxWYJdsQJQeC49>

Step 2: You will be notified by Honors by **Monday, November 4, 2019** as to whether or not your application has been approved.

Please note that **this process is not a guarantee** that you will be given Honors course credit for the ACE.

Step 3: In order to be given Honors course credit after completing your ACE you will be asked to write a 10-page reflection using the attached rubric as a guide in which you must successfully convince the Honors Alternative Course Experience Committee that your experience and learning were the equivalent of what would be accomplished within an Honors course on campus, including proving how three or more Honors Student Learning Goals (SLGs) were achieved by the ACE.

It must be clear how the ACE differed from the experience and learning you would typically experience in an Honors course.

There are six different types of ACE that can be completed:

1. [Action Research in Education](#)
2. [Graduate Course via Senior Privilege](#)
3. [Internship](#)
4. [Research/Creative Experience](#)
5. [Study Abroad](#)
6. [HSO Leadership Experience](#)

Action Research in Education

The Action Research in Education ACE is only available to Education majors and will take place during their Junior year. During your Clinical Practice experience, you will work with your supervisor or the College of Education's Honors Faculty Advisory Board Representative to develop a teacher inquiry project that is rooted in a problem or phenomenon in your classroom worthy of exploration.

Using the [Becoming a Teacher through Action Research](#) text (Phillips & Carr, 2014), you will first identify and describe (3-4 pages): (1) a problem/area for study; (2) research question; and (3) a synthesis of prior research literature on the issue. Your supervisor should approve these elements.

- Note that the research project must be considered an “exempt” project according to the university’s Institutional Review Board (IRB), meaning that it will be conducted in an established or commonly accepted educational setting and will involve normal educational practices such as research on regular and special education instructional strategies or research on the effectiveness of, or the comparison among, instructional techniques, curricula, or classroom management methods.

Once your proposed research question has been approved, you will collect classroom-based data, analyze your data, and write up your findings and conclusions, using the Phillips & Carr text as a guide. You will also negotiate and gain approval for an appropriate research product with your supervisor. Potential options include:

1. a research-based professional development presentation to other teachers or CP candidates;
2. a manuscript for an education journal geared towards teachers/practitioners;
3. a proposal for a state education conference;
4. other products can be found in the Phillips & Carr text.

Step 1: Write a 6-page statement explaining how and why the Clinical Practice experience you will be completing should be counted as equivalent to an Honors Course. This statement should include the following sections and follow the [rubric](#):

1. Identification and discussion of the three or more Honors Student Learning Goals (SLGs) from the list below that you anticipate you will achieve during your Clinical Practice experience.
2. An explanation of how the learning in your Clinical Practice will be equivalent to the learning achieved in an Honors course (i.e. beyond what might be achieved in a non-Honors course).
3. An overview of the teacher inquiry project that you plan to conduct. This section should include an explanation of the problem you plan to address, how it is situated in your teaching context, and a brief review of the

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literature pertaining to the problem. Use the *Becoming a Teacher through Action Research* (Phillips & Carr, 2014) to guide your thinking as you conceptualize your research.

Step 2: [Submit an application](#) selecting “Action Research in Education” with the following:

- Upload the formal acceptance letter for your Clinical Practice
- Upload your 6-page statement

Step 3: Work on your action research project during your clinical experience

Step 4: Write your 10-page reflection paper in which you address the topics covered in the rubric including what was done and learned, which Honors SLGs were achieved, a detailed description of how each Honors SLG was achieved, and how and why you believe the experience was the equivalent of an Honors course. The ACE committee will use the [rubric to evaluate your statement](#) and assess whether or not Honors course credit should be granted.

Step 5: In order to obtain Honors course credit once you have completed your experience, you must submit the following documents, and they must be approved by the Honors Alternative Course Experience (ACE) committee. The deadline for submitting these materials is **May 8, 2020**.

- A letter or email from your Clinical Practice supervisor OR the College of Education Honors Faculty Advisory Board Representative describing your teacher inquiry project and how it impacted your instructional practice and development as a teacher.
- Any related deliverables (tangible items produced as a result of your work) or a description of those deliverables
- A 10-page reflection paper in which you address the topics covered in the [rubric](#).

Please note: An approved Clinical Practice will fulfill one of your Honors course requirements. However, the Honors portion of CP is non-credit-bearing towards your 120 credit hours for graduation, and thus will not appear in Self-Service Banner.

Graduate Course via Senior Privilege

Rowan students in their senior year with a GPA of 3.0 or higher may apply to take graduate courses at undergraduate tuition rates (see the [Undergraduate Senior Privilege Policy](#) for more information). Honors students can apply to have graduate-level courses count toward their Honors course requirements. Students should work with their advisor to determine which graduate course would be appropriate for their given major. *An approved non-Honors graduate-level course will fulfill one of your Honors course requirements as well as count towards the 120 credits you must earn to graduate. It will not, however, be displayed in Banner as an Honors course. A note will be made in your Honors file detailing your accomplishment.*

Step 1: Complete the [Senior Privilege Request Form](#) to ensure that you have permission to take the graduate course.

Step 2: [Complete the application](#) selecting “Graduate Course” and submit the following:

- Provide course information
- Provide the course description (can obtain via the course catalog)

Step 3: At the end of the semester write your 10-page reflection paper. The ACE committee will use the [rubric to evaluate](#) your statement and assess whether or not Honors course credit should be granted.

Step 4: In order to obtain Honors course credit, you must submit the following documents that must be approved by the Honors Alternative Course Experience (ACE) committee. The deadline for submitting these materials is **May 8, 2020**.

- Upload an unofficial transcript showing the course you took and the grade you earned
- Upload a copy of the syllabus
- Upload your 10-page reflection paper

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Internship

Internships are invaluable opportunities to apply knowledge gained through coursework to experience in the workplace.

Step 1: Write a 6-page statement explaining how and why the internship you will be completing *should be counted as equivalent to an Honors Course*. This statement should include the following sections:

- A. What you will be doing, including the START and END dates.
- B. Identification and discussion of the **three or more** Honors [Student Learning Goals \(SLGs\)](#) that will be achieved during your proposed internship. Your discussion will examine how you anticipate your proposed internship will help you achieve the Honors SLGs you identify.
- C. An explanation of how the learning in your proposed internship will be equivalent to the learning achieved in an Honors course (i.e. beyond what might be achieved in a non-Honors course). It must be clear how the internship differed from the experience and learning you'd achieve in a job or during job training. Much of the difference may come from the degree of autonomy and input you are afforded during the internship; you may want to address these topics in your application and, later, in the completion documents. Please follow the [Honors rubric](#).

Step 2: [Complete the application](#) selecting “Internship” and submit the following:

- A. A copy of the formal email or letter inviting you to accept the internship.
- B. 6-page statement

Step 3: After your internship, write a **10-page reflection paper** in which you address the topics covered in the rubric, including what was done and learned, which Honors SLGs were achieved, a detailed description of how each Honors SLG was achieved, and how and why you believe the internship experience to have been the equivalent of an Honors course. The ACE committee will use the [rubric to evaluate your statement](#) and assess whether or not Honors course credit should be granted.

Step 4: In order to obtain Honors course credit once you have completed the internship, you must submit the following documents, and they must be approved by the Honors ACE committee. The deadline for submitting these materials is **May 8, 2020** for work completed in the spring semester.

Complete the ACE final reflection submission form which will include:

- A. A letter or email from your supervisor/faculty member describing what you did during your internship.
- B. Any related deliverables (tangible items produced as a result of your work) or a description of those deliverables.
- C. Your 10-page reflection paper

Research or Creative Experience

Honors students are encouraged to conduct research and engage in creative work that supplements their learning in the classroom. This ACE helps students develop mentor-mentee relationship with a faculty member; familiarize students with research/performance processes and prepare them for possible graduate school work; encourage students to produce a finished piece of writing, performance, or other creative work that could be presented at a professional meeting or published in a student or professional publication or in an exhibition; and assist students in meeting Honors requirements through independent research/creative work. This ACE applies to experiences on-campus (e.g. Honors Independent study with Rowan Faculty) or off-campus (e.g. NSF funded Research Experience for Undergraduates, Fulbright, summer fellowship).

Some experiences are eligible for funding. If approved students can receive up to \$800 for a semester or \$1,600 for the year to cover stipends and materials for work to be carried out.

Each award is split in two parts:

1. **\$400** will be available for expenses related to carrying out the project. These expenses will have to be approved by the supervising faculty member. The expenses can involve—but are not limited to—research-related travel, purchase of books or equipment, duplicating costs, etc. You should collect receipts, travel itineraries or other documentation about your expenses while performing research and submit them to the Honors office.
2. **\$400** will be a check award that students can use as a reimbursement for the tuition costs of the Independent Study in which they are required to enroll. The check will be issued *at the end* of the semester that includes this course upon successful completion of the work and reflection.

Students who are completing a Research or Creative Experience on-campus for course credit will be enrolled in a 3-credit HONR 05400 Honors: Independent Study. This course is graded P/NC.

Step 1: After receiving acceptance of the research or creative experience write a clear and persuasive 6-page statement using the [rubric](#) that *identifies* and *engages* with **at least three** of the [Honors SLGs](#) and why this experience should be counted as equivalent to an Honors course.

Step 2: [Complete the application](#) selecting “Research or Creative Experience” and submit the following:

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- A copy of the formal email or letter inviting you to accept this position (off-campus competitive programs) **OR** a letter of recommendation from the faculty member detailing the position and your role.
- 6-page statement

Step 3: After your experience, write a **10-page reflection paper** in which you address the topics covered in the rubric, including what was done and learned, which Honors SLGs were achieved, a detailed description of how each Honors SLG was achieved, and how and why you believe the experience was the equivalent of an Honors course. The ACE committee will use the [rubric to evaluate your statement](#) and assess whether or not Honors course credit should be granted.

Step 4: In order to obtain Honors course credit once you have completed your experience, you must submit the following documents, and they must be approved by the Honors Alternative Course Experience (ACE) committee. The deadline for submitting these materials is **May 8, 2020**.

- A letter or email from your supervisor/faculty member describing what you did during your research or creative experience.
- Any related deliverables (tangible items produced as a result of your work) or a description of those deliverables
- A 10-page reflection paper in which you address the topics covered in the [rubric](#).

Study Abroad

There are many reasons why Honors students should take advantage of the opportunity to study abroad. Experiencing life in other countries and cultures; developing foreign language skills; broadening worldviews; and making lifelong friends while earning college credit are just some of them. Many students use study abroad experiences to prepare for graduate school and future employment. Most importantly, the experience will be one that you will remember and value for the rest of your life. Additionally, Honors Students may be able to receive up to \$500 to reimburse travel expenses. Plan for study abroad by contacting the [Education Abroad](#) office and consulting with academic advisors. An approved Study Abroad Experience will fulfill one (or possibly two) of your Honors course requirements as well as count towards the 120 credits you must earn to graduate. It will not, however, be displayed in Banner as an Honors course. A note will be made in your Honors file detailing your Study Abroad.

Step 1: Visit the [Education Abroad website](#) to research programs, find step-by-step application instructions, and read about international fellowships, internships, and/or scholarships.

- Select several approved programs and courses that interest you, working with the staff in the Education Abroad office for guidance.
- If syllabi are not readily available, ask the Education Abroad office about how to obtain official course descriptions or sample syllabi from a program you'd like to attend.

Step 2: [Complete the application](#), selecting "Study Abroad" and submit the following:

- Attach the formal acceptance letter for this program
- Attach up to three syllabi from the courses you will likely take while on the Study Abroad experience (scans or electronic copies are accepted, but they must be submitted in electronic format). If syllabi are not yet available, please include course descriptions
- Proposed dates of travel to and from program

Step 3: Work with the Education Abroad Office to complete all necessary travel documents.

Step 4: At the end of your study abroad experience write your final 10-page reflection paper. The ACE committee will use the [rubric to evaluate](#) your statement and assess whether or not Honors course credit should be granted. Your experiences both in and out of the classroom are likely to be relevant to this reflection paper, so please make sure to address both the academic and extracurricular learning accomplished while having the Study Abroad experience.

Step 5: In order to obtain Honors course credit once you have completed your Study Abroad experience, you must submit the following documents, and they must be

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approved by the Honors Alternative Course Experience (ACE) committee. The deadline for submitting these materials is **May 8, 2020**.

- Unofficial transcript showing the courses you took and the grades you earned
- Syllabi of the courses you took while on the Study Abroad program.
- Final 10-page reflection paper. The ACE committee will use the [rubric to evaluate](#) your statement and assess whether or not Honors course credit should be granted.

Step 6: Apply to Cindy DiMenna (dimenna@rowan.edu) for your \$500 plane fare reimbursement. You will need:

- **Receipt** for ticket purchase with Reservation Number and/or Flights' days and times listed. *(Note: if you did not buy the ticket with a credit card in your name, you'll need a signed note explaining who purchased the ticket for you, and their relationship to you (i.e. parent, guardian)).*
- **Photocopy** of the credit card statement used for ticket purchase with the flight on it. Please black out any other personal information (e.g. other charges, balances, etc.), but be sure that your name, address, and the last 4 digits of the credit card number are visible, along with the charge in question.

Honors Student Organization (HSO) Internship

Available to elected members of the Honors Student Organization (HSO) Executive Board, the HSO Alternative Course Experience (ACE) is an academic year-long experience overseen by the Assistant Dean of Honors.

The HSO Internship ACE requires:

1. bi-weekly meetings with the Assistant Dean of Honors where your hours log and progress summaries will be submitted
2. Mid-year Reflection Paper (due **Thursday, December 19, 2019**): A **10-page paper** that reflects on progress toward meeting your goals for the academic year; evaluates what is/is not working in your role; and analyzes how your work on the HSO is fulfilling elements of the Honors Mission, Vision, and Student Learning Goals.
3. Final Reflection Paper (due **Friday, May 8, 2020**): A **10-page reflection paper** that addresses the topics covered in the [Honors Reflection rubric](#).

Step 1: Write a clear and persuasive 6-page statement using the [rubric](#) that *identifies* and *engages* with **at least three** of the Honors SLGs. Statements must include:

- Your official position description from the HSO by-laws
- Explicit SMART goals for the academic year, including concrete deliverables (tangible items produced as a result of your work) and a timeline for completion. For more information concerning SMART goals please see <https://www.mindtools.com/pages/article/smart-goals.htm> as an example.
- Identification and discussion of the three or more Honors Student Learning Goals (SLGs) that will be achieved during the year, including an analysis of how your executive board position supports specific Honors SLGs
- An explanation of how your upcoming experience in your HSO position will be equivalent to the learning achieved in an Honors course. Be sure to identify the ways this experience fulfills specific aspects or engages with particular elements of Honors education. See the NCHC's definition of Honors education here: (<https://www.nchchonors.org/directors-faculty/definition-of-honors-education>).

Step 2: [Complete the application selecting](#) "HSO Internship" and submit the following:

- A. 6-page statement

Step 3: At the end of the Fall semester write and submit your mid-year 10-page reflection paper by **December 19, 2019**. This mid-year reflection should:

- reflect on progress toward meeting your goals for the academic year;
- evaluate what is/is not working in your role; and
- analyzes how your work on the HSO is fulfilling elements of the Honors Mission, Vision, and Student Learning Goals.

The ACE committee will use the [rubric to evaluate](#) your statement.

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Step 4: At the end of the Spring semester write your final 10-page reflection paper. The ACE committee will use the [rubric to evaluate](#) your statement and assess whether or not Honors course credit should be granted.

Step 5: In order to obtain Honors course credit once you have completed the HSO internship, you must submit the following documents, and they must be approved by the Honors Alternative Course Experience (ACE) committee. The deadline for submitting these materials is **May 8, 2020**.

- Total number of hours of HSO work
- Final 10-page reflection paper. The ACE committee will use the [rubric to evaluate](#) your statement and assess whether or not Honors course credit should be granted.