

Honors College
Bantivoglio Honors Concentration with Distinction
Honors Capstone Experience (HONR 05401) Syllabus

Semester and academic year	
Honors with Distinction Coordinator contact information	
Professor's name	
Email	
Office	
Office Hours	

Course Description

This course is designed for Honors students enrolled in the Honors Concentration with Distinction (HWD) and should be taken during both fall and spring semesters during the Senior year, while working on the capstone project. While enrolled in this 1-credit course (per semester), HWD students will work with their Faculty Mentor and the Honors with Distinction Coordinator while engaging in the capstone project.

The capstone project and its products at the end of two semesters will differ among HWD students and disciplines. However, all capstone experiences will culminate in three final products: a written and/or creative work; a final, public presentation of the work; and a portfolio reflection. The Honors with Distinction Coordinator will work with HWD students on the first two of those three final products; the Honors Portfolio Coordinator will guide HWD students as they complete their portfolio reflections.

Course Outline and Meetings

Students enrolled in this course will be expected to meet at least bi-weekly with their Faculty Mentor and with the Honors with Distinction Coordinator, for progress updates and guidance throughout the semester.

During the first week of each semester enrolled in this course, students should meet with both faculty members to plan a personalized schedule of milestones and deadlines towards completion of the capstone project and creating the three products outlined below. *The requirements for a passing grade in this course should be outlined each semester, and a written contract agreed upon and signed by the student, their capstone project Faculty Mentor, and the Honors with Distinction Coordinator by the end of the second week of the semester.* It is strongly recommended that this contract be as specific as possible regarding the course goals listed below. The requirements for each of the two semesters



enrolled in this course should be different, particularly as the second semester must culminate in the completion of the final products.

The capstone project and its products at the end of two semesters will differ among HWD students and disciplines. However, all capstone experiences will culminate in these final products:

- A written and/or creative work typical of a culminating product in the discipline, submitted to the Honors with Distinction Coordinator and uploaded to Rowan Digital Works (<https://rdw.rowan.edu/>)
- A final, public presentation of the work (e.g., poster or performance at the Rowan University Student Scholars Symposium (RUSSS) (<https://sites.rowan.edu/stemcenter/russ/index.html>))
- A portfolio reflection that explores their personal growth in higher-order thinking, learning, and skill development during their time in the Honors program, including but not limited to the capstone project

The Portfolio reflection will be accomplished during the second semester of the capstone project, and will be accomplished while enrolled in the 1-credit course Honors Portfolio. The Honors Portfolio Coordinator will work with each student as they work on this assignment.

Please note that students enrolled in HWD must maintain a 3.5 GPA to remain in the Concentration and enroll in the second semester of their Capstone Experience.

First semester enrolled in Honors Capstone Experience – objectives

Each student will negotiate a contract with their Faculty Mentor and the Honors with Distinction Coordinator outlining objectives to be achieved by the end of the semester. A partial draft of the written/creative project should be included in the objectives for this semester. The content of that partial draft will vary among students, projects, and disciplines. An example from STEM and Social Sciences fields could be a complete draft of both the Introduction and Methods sections of the final research paper. An example from the Humanities could be an annotated bibliography, the research question the student will be answering, and some drafted material of the final paper.

The objectives for this first semester should also include progress towards the final presentation. For some students, material progress can be achieved during this first semester, for others the progress will be limited to outlining deadlines for significant milestones towards preparing the final presentation once the capstone project has progressed sufficiently to do so.

Students working on projects that will require Institutional Review Board (IRB) approval must work with their Faculty Mentor to apply for this approval during this semester if they have not done so before the semester begins. Information about Rowan University's IRB can be found at: <https://research.rowan.edu/officeofresearch/compliance/irb/index.html>

Please note that students enrolled in HWD must have earned a 3.5 GPA to remain in the Concentration and enroll in the second semester of their Capstone Experience

Second semester enrolled in Honors Capstone Experience – objectives

HWD students must complete their first semester of Honors Capstone Experience with a passing grade before taking the second semester of this course. If this course is not passed after the first semester, the



student must return to the Honors Concentration, and will no longer be enrolled in the Honors Concentration with Distinction.

A completed written and/or creative work representing the Honors Capstone Experience project will be due two weeks before the last day of classes in this semester. Students are expected to give their public presentation or performance of their capstone project at the annual Rowan University Student Scholars Symposium (RUSSS) or other venue as deemed appropriate by the Faculty Mentor and the Honors with Distinction Coordinator. Completion of these two objectives is required for a passing grade in this course.

Please note that students enrolled in HWD must maintain a 3.5 GPA to graduate with the Concentration.

HWD students are encouraged to submit their final product to the Campbell Library's Rowan Digital Works for archiving: <https://rdw.rowan.edu/>

The Honors Portfolio requirements for a passing grade are outlined separately in the Honors Portfolio course syllabus.

Grading

This course is graded Pass (P), No Credit (NC). The Faculty Mentor and Honors with Distinction Coordinator will jointly assess the quality and degree of completion of the semester's objectives to determine if the student earns a passing grade (P). The objectives used will be those outlined in the contract created and signed at the start of each semester by the HWD student, the Faculty Mentor, and the Honors with Distinction Coordinator. The expectations for achievement of Student Learning Goals should be tailored to the rubric below, depending upon the student's capstone project as well as the semester (first or second) the student is enrolled in this course.

To earn a passing grade (P) in the second semester of this course, the student must have submitted a completed written and/or creative work and have publicly presented or performed the capstone project at an appropriate venue agreed upon by the Faculty Mentor and Honors with Distinction Coordinator. These products must be completed by the end of the final week of classes.

For either the first or second semester of this course, **the student must not earn a score of 0 (Failed to meet expectations) on any Student Learning Goal** as outlined in the rubric agreed upon and signed by the student, their Faculty Mentor, and the Honors Capstone Coordinator. If they do, they earn a grade of No Credit (NC) for the class.

Students who do not earn a passing grade in this course will be returned to the Honors Studies Concentration and will no longer be enrolled in the Honors Concentration with Distinction.

Honors Capstone Experience Rubric

The Honors Capstone Coordinator should align their ratings in this rubric with the signed contract agreed upon with each student at the start of the semester. This rubric can be tailored to individual students, adding or subtracting Student Learning Goals as appropriate for individual HWD projects. The rubric should also be tailored to the semester (first or second) the student is taking this course.

Student Learning Goal	Exceeded expectations (2 points)	Met expectations (1 point)	Failed to meet expectations (0 points)
Logistics			
Student produced a signed contract for this course with their Faculty Mentor and the Honors Capstone Coordinator by the required deadline			
Student met the milestones outlined in their signed contract by the agreed-upon deadlines			
Written and/or creative work typical of a culminating product in the discipline			
Student produced a final product that demonstrates original work as defined by the requirements of the field			
Final product was professionally and appropriately produced			
Final product was uploaded to Rowan Digital Works with the Campbell Library			
Final public presentation of the work (e.g. poster or performance at RUSSS)			
Student prepared appropriately for all aspects of the public presentation.			
Student's presentation was professional, clear, and reflected the project well.			
<p>A passing grade for the Honors Capstone Experience course should consist of the HWD student achieving a minimum score that matches the number of Student Learning Goals listed in this rubric which were identified in the student contract signed at the start of the semester.</p> <p><u>As an example</u>, if the signed student contract dictates that 5 of the Student Learning Goals apply to the student's Portfolio, then a passing grade for that student would be a 5, using the rubric above. If the student earns a 0 on a student learning goal, however, the project fails—even if they earn a total of 5 points, and the student does not earn Honors with Distinction.</p>			

Academic integrity

Plagiarism (i.e., incorporating someone else’s work into your own without proper citation) or other violations of the Rowan Academic Integrity policy and/or Honors Ethical Behavior Standards policy will not be tolerated. The work you do for this course must be your own, as with any Honors course, or any course at Rowan.

Academic dishonesty can result in a No Credit (NC) grade in this course and/or dismissal from the Honors College.

Please familiarize yourself with the Honors College Ethical Standards and the University’s Academic Integrity Policy:

- <https://sites.rowan.edu/honors/current-students/guidelines.html>
- <https://confluence.rowan.edu/display/POLICY/Academic+Integrity+Policy>

Students are encouraged to ask their Faculty Mentor and the Honors Capstone Coordinator about any questions regarding what constitutes plagiarism or any other potential violation of academic integrity.

Accommodation for disabilities

The following represents Rowan University’s policy on students with disabilities:

“Your academic success is important. If you have a documented disability that may have an impact upon your work in this class, please discuss this with your Faculty Mentor and the Honors Capstone Coordinator. Students must provide documentation of their disability to Disability Resources in the Academic Success Center in order to receive official University services and accommodations. Disability Resources can be reached at 856-256-4259. The Center is located on the 3rd floor of Savitz Hall, in Suite 304. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations. We look forward to working with you to meet your learning goals.”

Incomplete Policy

An extension for the first semester of Honors Capstone Experience could be given under extreme extenuating circumstances. You must still be able to complete the project by the second semester deadline to graduate with the Honors Concentration with Distinction.

Honors Student Learning Outcomes (SLOs)

The Honors Student Learning Outcomes that may be addressed in the Honors Capstone Experience course include:

Honors Program Goals	Student Learning Goals	Student Learning Outcomes
Community (Share)		
1: Graduates will be both contributing members and leaders in	1.1: Students will be contributing members and leaders who	1.1.1 Teamwork: Students work well in teams, through both individual contributions and engagement with team members to facilitate others’ contributions

their communities, who appreciate and engage diverse perspectives and promote collaboration.	promote collaboration both inside and outside of the classroom.	1.1.2 Leadership: Students assume a leadership role to plan and/or contribute to a project, event, or activity
	1.2: Students will appreciate and engage diverse perspectives both inside and outside of the classroom.	1.2.1 Diverse Communities and Cultures: Students articulate complex understandings of diverse communities and cultures
		1.2.2 Cultural Self Reflection: Students consider and evaluate their own cultural rules and biases
Academics (Think)		
2: Graduates will be effective communicators both within and beyond their immediate communities.	2.1: Students will be effective communicators who can write and speak for varied purposes and audiences	2.1.1 Oral Communication: Students communicate clearly, effectively, and ethically in speech to varied audiences
		2.1.2 Written Communication: Students communicate clearly, effectively, and ethically in writing to varied audiences.
		2.1.3 Multimedia Communication: Students communicate clearly, effectively, and ethically in multimedia to varied audiences.
3: Graduates will be able to address complex, nuanced, and novel problems drawing from a variety of perspectives.	3.1: Students will be able to clearly define problems and recognize the complexity of issues and contexts	3.1.1 Defining Problems: Students clearly define problems, including relevant contexts
		3.1.2 Problem Solving: Students seek out and evaluate multiple and divergent approaches to solutions
		3.1.3 Recognizing Multiple Perspectives and Ethical Challenges: Students recognize ethical challenges and multiple perspectives when presented with complex issues and contexts
	3.2: Students will be able to marshal appropriate evidence to advance an argument.	3.2.1 Strengths and Limitations of Evidence: Students evaluate evidence to determine strengths and limitations
		3.2.2 Effective Argumentation: Students marshal appropriate evidence to advance effective arguments
	3.3: Students will be able to extend ideas, through the application of interdisciplinary perspectives in order to produce knowledge	3.3.1 Creative Knowledge Production: Students extend novel or unique ideas, questions, or formats to produce knowledge
3.3.2 Value Interdisciplinarity: Students can articulate the value of interdisciplinary work		

		<p>3.3.3: Integrating Disciplines: Students produce work that integrates multiple disciplinary perspectives accurately and effectively</p>
		<p>3.3.4 Limitations and Possibilities of Disciplines: Students exhibit awareness of the limitations and possibilities of contributing disciplines in interdisciplinary work</p>
Life-long Learning (Thrive)		
<p>4: Graduates will be curious, engaged, life-long learners who independently seek knowledge, culture, and community</p>	<p>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.</p>	<p>4.1.1 Co-Curricular Development: Students meaningfully synthesize connections among experiences outside the formal classroom (including academic and life experiences such as internships or travel abroad) to deepen understanding of fields of study and broaden their own points of view.</p>
		<p>4.1.2 Extracurricular Development: Students pursue educational and civic interests outside the classroom and beyond the university</p>
		<p>4.1.3 Metacognition: Students will be aware of, contemplate, and reflect on their thinking.</p>
	<p>4.2: Students will be able to independently transfer knowledge from one context to another.</p>	<p>4.2.1 Adapt and Apply Skills, Theories, Methods: Students adapt and apply skills, theories, or methods gained in one situation to new situations to solve problems or explore issues in novel ways.</p>