Rowan University

Honors College

Bantivoglio Honors Concentration with Distinction

Transfer Student Handbook

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Overview

The Bantivoglio Honors Concentration with Distinction (HWD) differentiates Honors students within the Honors College. The program provides students with the opportunity for academic depth in their chosen area of study and more breadth across disciplines. Students work closely with faculty mentors to complete a capstone project that enriches their experience in their fields of study. Students complete a pro-rated number of Honors designated courses based on their time of entry into the program, an Honors capstone project, and a portfolio reflection on their Honors coursework and their capstone experience. Students must have earned and continue to maintain a 3.5 GPA to be eligible for, remain in, and graduate with Honors with Distinction.

	Regular Honors Courses	Additional Honors Courses	Honors with Distinction Courses	Total Credit-Bearing Honors Courses
First semester first year	8	1	3	12
Second semester first year	7	1	3	11
First semester sophomore	6	1	3	10
Second semester sophomore	5	1	3	9
First semester junior	4	1	3	8

Discipline-specific examples of HWD projects	
Engineering: An Honors student in Engineering wants to further their Engineering Clinic coursework with additional research or practicum work. This may include a quasi-independent research endeavor, a deeper investigation of some aspect of the design process, translation or commercialization of a product, or additional endeavors not related to their Senior Engineering Clinic work. For the student pursuing a quasi-independent research endeavor, they complete additional experiments to test a new hypothesis, write a culminating document (preferably a Bachelor's Thesis), and present the results at a conference. The Faculty Mentor guides the student through the research process, assists with the writing and dissemination of the work, and assesses the final paper in consultation with the Honors Capstone Coordinator.	Music: After performing a marimba solo by Keiko Abe, an Honors student (who is also a musician/percussionist) wants to learn more about this composer. The student curates an Honors Capstone Recital (approximately 50-60 minutes of music) that explores the contributions of Kieko Abe and other Japanese composers to the development of modern percussion repertoire. The recital involves a variety of performers: the Honors student presents a solo work, collaborates on a chamber work with their peers, and also invites performances by other musicians. They write scholarly program notes in the form of a research paper; during the performance, they read adapted excerpts of the program notes as verbal introductions to each piece.
English: An Honors student wants to engage in a more in-depth study of one of the texts they read in a medieval literature class, Ibn Fadlan's travelogue describing his encounter in 922 AD with a party of Viking traders on the upper reaches of the Volga River. The student arranges to take their faculty mentor's senior seminar on the global Middle Ages and to write a lengthy Honors capstone research paper titled: "Ibn Fadlan Today: Methodologies of the Global Middle Ages in the 21st Century Academy." The student's Faculty Mentor guides the student's extra-curricular research, assists with their writing, and assesses the final paper in consultation with the Honors Capstone Coordinator.	Education: An Honors student is interested in inequities in schooling in New Jersey, and they want to examine the issue through a qualitative research project that emphasizes student voice. They work with their Faculty Mentor to identify schools in two different districts in South Jersey where they can observe, conduct interviews, and collect artifacts during each school's Student Council meetings. After their data collection and analysis, they write a paper describing their findings. The student's Faculty Mentor guides the student through the research process, including IRB approval, assists with the writing, and assesses the final paper in consultation with the Honors Capstone Coordinator. In consultation with their advisor, the student submits the paper for publication in a regional education journal.
Pre-Med/Science: An Honors student in science or an Honors student planning to attend medical school wants to delve into translational research beyond any research requirement in their	Pre-Med (Non-Science-Based): An Honors student planning to attend medical school is interested in the role of native language in the delivery of patient care in urban hospitals. They

curriculum. The student arranges to join their Faculty Mentor's laboratory team and conducts research that can be presented at a local, regional, or national conference. Ideally, this student will conduct the capstone work as an extension of previous lab experience, leading to a richer experience and greater research productivity. The student's Faculty Mentor guides the student through the research process, assists the student through dissemination of technical results in written and oral modalities, and assesses the final paper in consultation with the Honors Capstone Coordinator.	work with a faculty mentor in World Languages and Cultures who collaborates with clinicians at CMSRU to provide translation for patient materials. The student develops a survey for patients and providers to examine the role of language in perceived care. The student's Faculty Mentor guides the student through the research process, including research compliance and IRB approval, assists with the writing, and assesses the final paper in consultation with the Honors Capstone Coordinator.
Dance: An Honors student wants to explore the creative process with a devised show (an unscripted production that is created through the work of everyone involved). They work with their Faculty Mentor to research this theatrical technique, recruit a cast and crew, and create a cabaret-style show called *Higher Learning*. They organize a survey and after-show discussion and collect data on using dance theatre that directly addresses anxiety through Comedy. Their Faculty Mentor guides them through the process, attends the performance, and assesses their research results in consultation with the Honors Capstone Coordinator.	Business/Entrepreneurship: An Honors student is passionate about web-based collaborative tools such as Zoom and wants to explore the business and/or marketing strategies employed within that industry. They work with their Faculty Mentor to develop a competitive analysis, industry research, or business plan and complete a deep-dive into that specific sector. Applied and research projects are welcome. They present their work both as a written exposition of the analysis and as a presentation at RUSSS. While in this case the majority of the research is self-driven by the student based on their interest, the Faculty Mentor serves to provide guidance and direction, to assist with the appropriate level of depth and analysis commensurate with analyses in the field, and to assess his research in consultation with the Honors Capstone Coordinator.

Structure of the Honors Concentration with Distinction (HWD)

The Bantivoglio Honors Concentration with Distinction is designed for those who want to explore an academic pursuit in greater depth and over multiple semesters. Students enrolled in this program will take the following courses over their junior and senior years.

Course number and name	***Credits per semester***	***Year or semester enrolled***	***Description***
HONR 05301 Capstone Proposal	*0*	*Junior year*	*Preparation for senior capstone project, produce a written proposal*

HONR 05401 Honors Capstone Experience	*1*	*Senior year, fall and spring semesters*	*Culminates in written product and/or creative work and a final presentation*
HONR 05402 Honors Portfolio	*1*	*Senior year, spring semester*	*Written reflection*

Students must have earned and continue to maintain a 3.5 GPA to be eligible for, remain in, and graduate with Honors with Distinction.

While HWD students take the Honors Capstone Experience course twice, this course only counts once towards the total of eight (8) required Honors courses for graduation with HWD.

Timeline for progress through HWD

To enroll in HWD, an Honors student must submit a **Student Application** their first semester at Rowan University. This application requires the signature of the Honors Capstone Coordinator to ensure that they have met and discussed the student's eligibility for the program before submitting an application. They should declare their intent to their Honors Advisor the summer before they start in the Honors College at Rowan.

Junior year

Honors students enrolled in the HWD should work with the Honors with Distinction Coordinator to find a Faculty Mentor who will guide them through the Honors Proposal and Honors Capstone Experience.

Juniors accepted into the HWD must enroll in the **Honors Capstone Proposal course** (HONR 05301) during the spring semester of their junior year. During this semester, students will work with their Faculty Mentor and the Honors with Distinction Coordinator to produce a written proposal of their capstone project.

Senior year

Seniors in the HWD must enroll in the **Honors Capstone Experience course** (HONR 05401) during both fall and spring semesters. During these two semesters, HWD students will conduct their capstone project while remaining in regular contact with their Faculty Mentor and the Honors with Distinction Coordinator. By the end of the senior year, HWD students will produce a written and/or creative work, and will give a public presentation or performance of their capstone project.

During the second semester of the senior year, students in the HWD should also enroll in the **Honors Portfolio course** (HONR 05402). During this semester, students will work regularly with the Honors Portfolio Coordinator to complete a multi-part reflection of their time in the Honors College, including a reflection on how their Honors courses, Honors Participation events/activities, and experiences in the Honors Concentration with Distinction have impacted their thinking and learning.

Benefits of completing the Honors Concentration with Distinction

Although conducting the research or undertaking the creative activity during their career provides the profound academic benefit of HWD, graduating with the Bantivoglio Honors Concentration with Distinction confers additional recognition. They will receive a third Honors cord, will have the Honors Concentration with Distinction noted on their transcript, and will be acknowledged in the University graduation printed program.

Expectations of student responsibilities and behavior

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 College Ethical Behavior Standards policy will not be tolerated. The work you do for these courses must be your own, as with any Honors course, or any course at Rowan.

Academic dishonesty can result in a No Credit (NC) or Unsatisfactory (U) grade in these courses and/or dismissal from the Honors College.

Please familiarize yourself with the Honors College Ethical Behavior 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.

Grading

The Honors Concentration with Distinction is graded Pass (P) / No Credit (NC) and requires students to earn a Satisfactory (S) grade in the Honors Capstone Proposal Course and a Pass (P) in the Honors Capstone Experience and Portfolio courses.

Requirements for passing or satisfactory grades will be negotiated at the start of each course with the Honors with Distinction Coordinator (Honors Proposal, Honors Capstone Experience), the Honors Portfolio Coordinator (Honors Portfolio) and/or the Faculty Mentor (Honors Capstone Experience). Rubrics and suggested objectives for each semester are outlined in the syllabi associated with each course.

HWD students who do not receive a passing grade (P) in the first semester of Honors Capstone Experience will return to the Honors Concentration and will no longer be enrolled in the Honors Concentration with Distinction.

HWD students who do not receive a passing grade (P) in Honors Portfolio may request the option to revise and resubmit their portfolio for a second attempt at a passing grade. This request should be directed to the Honors Portfolio Coordinator.

Students who do not receive a passing or satisfactory grade in an HWD course (Honors Proposal, Honors Capstone Experience, Honors Portfolio) will be removed from Honors with Distinction and returned to the Honors Concentration.

Students must have earned and continue to maintain a 3.5 GPA to be eligible for, remain in, and graduate with Honors with Distinction.

Resources and support

Honors with Distinction Coordinator

The Honors with Distinction Coordinator is a faculty member who will conduct information sessions for freshmen and sophomores in the Honors program about the HWD. The HWD Coordinator will help students enroll in this program, find a Faculty Mentor, provide guidance for each student as they write their Honors Capstone Proposal, and will monitor each HWD student's progress to ensure completion of all requirements of the Honors Capstone Experience.

Students in the HWD should meet regularly with the Honors with Distinction Coordinator for advising, and to ensure all milestones and requirements of the concentration are met on time and to completion. The person in this position can help students navigate unforeseen problems that may arise during work on the Honors Capstone Proposal and Honors Capstone Experience. They can also communicate with the Honors Portfolio Coordinator on any overlapping concerns as HWD students work on their portfolio reflections.

Honors Portfolio Coordinator

The Honors Portfolio Coordinator will work with HWD students in the final semester of their senior year, as they work on the portfolio reflection. This coordinator is a faculty member who will provide guidance and feedback on each student's writing. HWD students should meet with the Honors Portfolio Coordinator regularly during their final semester for checks on progress and feedback. The Honors Portfolio Coordinator will also oversee a committee of faculty members who will be responsible for the reading and evaluation of HWD students' final portfolio reflections.

Honors Advisors

While the Honors advisors will not be directly responsible for student recruitment, enrollment, and achievement of milestones in the HWD, the advisors will in regular communication with the Honors Capstone Coordinator, the Honors Dean, and the Honors Portfolio Coordinator to coordinate efforts in supporting HWD students.

Honors students enrolled in HWD should meet once a semester with their Honors advisor in addition to regular meetings with the Honors Capstone Coordinator and Honors Portfolio Coordinator. Each advisor or coordinator will serve a different role in helping HWD students progress through the concentration and earn the Honors Concentration with Distinction by the time of graduation.

Honors Dean

The Honors Dean will work closely with both the Honors with Distinction Coordinator and the Honors Portfolio Coordinator. The Dean will also advise students in Honors with Distinction and coordinate with

the Honors with Distinction Coordinator as well as other Rowan faculty and deans to find mentors for students.

Honors Student Learning Outcomes (SLOs)

The Honors Concentration with Distinction meets all four of the Honors Student Learning Outcomes:

Honors Program Goals	Student Learning Goals	Student Learning Outcomes
Community (Share)		
1: Graduates will be both contributing members and leaders in their communities, who appreciate and engage diverse perspectives and promote collaboration.	**1.1:** Students will be contributing members and leaders who promote collaboration both inside and outside of the classroom.	**1.1.1 Teamwork:** Students work well in teams, through both individual contributions and engagement with team members to facilitate others' contributions
		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	**3.1:** Students will be able to clearly define problems and recognize	**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

drawing from a variety of perspectives.	the complexity of issues and contexts	**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
		3.3.3: Integrating Disciplines: Students produce work that integrates multiple disciplinary perspectives accurately and effectively
		3.3.4 Limitations and Possibilities of Disciplines: Students exhibit awareness of the limitations and possibilities of contributing disciplines in interdisciplinary work
Life-long Learning (Thrive)		
4: Graduates will be curious, engaged, life-long learners who independently seek knowledge, culture, and community	**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.	**4.1.1 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.
		4.1.2 Extracurricular Development: Students pursue educational and civic interests outside the classroom and beyond the university
		4.1.3 Metacognition: Students will be aware of, contemplate, and reflect on their thinking.

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