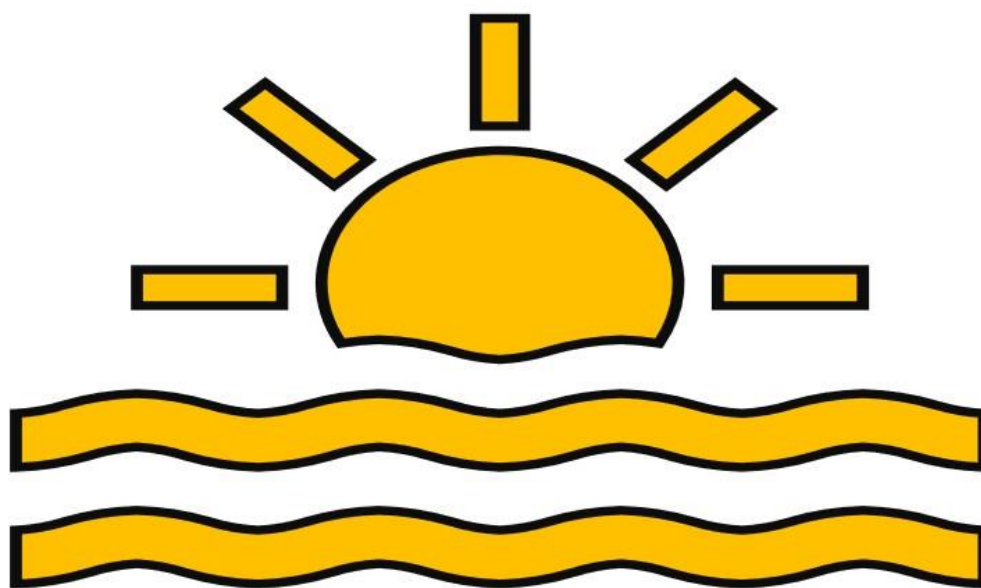


Raiders Horizon Honors Program Faculty Handbook

Revised July 2022



**ROSE
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A Note about this handbook

This handbook serves as a basic guide for faculty, in regards to the Honors Program. Faculty are encouraged to work with any student who may be seeking to earn Honors credit. However, no faculty member is obligated to participate in Honors work.

It is my hope, though, that this handbook will clarify and remove some of the mystery and misconstrued information about the Honors Program. Honors work should be unique, different, experimental and even ground - breaking. As the mentoring professor, you decide what that can look like to your Honor student.

This handbook contains some general information, forms and ideas from past Honors work. If you have ideas or questions, please feel free to contact me.

Sincerely,

Suzanne C. Thomas

Raiders Horizons Honors Program

Mission Statement for Raiders Horizon Honors Program

The Raiders Horizon Honors program nurtures and encourages the talents of motivated students to embrace ownership and autonomy in their education. With emphasis placed on collaboration with faculty and peers, students are given opportunities to have a deeper and more profound college learning experience that will have long-term benefits in career and life choices.

Core Values of Raiders Horizon Honors Program.

- **Intellectual Curiosity:** Students are encouraged to be inquisitive, explorative, and engage with discovery-based learning.
- **Student Centered:** Faculty are stewards for student education, who also give students the tools to feel empowered for their education. The completion and success of the honors project is the student's responsibility; the mentoring professor provides guidance and support.
- **Research and Scholarship:** Honor students will continue to enhance and strengthen their foundational learning. Students will be encouraged to foster and recognize what is academic honesty and thoroughness, how to apply research (receiving, assimilating, and disseminating), and how to develop objectivity and enhance discernment of facts.
- **Innovation:** Honor students and mentoring faculty are encouraged to use their creativity, open-mindedness, flexibility, and adaptability for Honors projects and assignments.
- **Building and Enriching Communities:** The Honors program is involved with larger campus and community outreach programs. Honors students have a responsibility to use their knowledge and skills to build and strengthen their communities and their residents. Rose State continues to be committed to making an overall

contribution to the future of our community and its capacity to compete globally for business, talent, and culture.

HONORS PROGRAM OFFICE

Academic Affairs oversees the Honors Program. The Honors Program office is located in the Communication Center in Room 121. It is directed by Professor Suzanne Thomas. You can contact her at stthomas@rose.edu or stthomas@raider.rose.edu or call (405) 733-7515.

HONORS COMMITTEE MEMBERSHIP AND DUTIES

The Honors Program Committee is comprised of a professor from each division, a division dean, and a representative from the Student Senate. The committee's duties include reviewing and approving of Honors contracts, supporting and attending Honors presentations, as well as encouraging participation in the Honors program itself.

HONORS PROGRAM EVENTS AND AFFILIATIONS



NATIONAL COLLEGIATE HONORS COUNCIL

Rose State College is a member institution of the National College Honors Council. The National Collegiate Honors Council (NCHC) is the professional association of undergraduate Honors programs and colleges; Honors directors and deans; and Honors faculty, staff, and students. NCHC provides support for institutions and individuals developing, implementing, and expanding Honors education through curriculum development, program assessment, teaching innovation, national and international study opportunities, internships, service and leadership development, and mentored research.



GREAT PLAINS HONORS COUNCIL

Rose State College is also a member of the Great Plains Honors Council. Each year Honors students, Honors program directors, Honors professors, and other interested individuals with two- and four-year Honors programs in a five-state region attend and participate in presentations and discussions relating to Honors projects and other topics relevant to the Honors experience.

FAQ

Just what is an Honors contract?

An Honors contract is an individual agreement between an honors student and a professor stating that the student will complete an enriched curriculum to receive honors credit for any college level course.

What do students enjoy about Honors contracts?

Students enjoy the opportunity to delve into a subject and acquire a more complete knowledge of a specific topic. Just as important to students is the opportunity to form a lasting relationship with their professors.

How do students choose which professors to ask to participate in an Honors contract?

Most students choose a professor either because they are interested in the subject matter that the course covers, they would like to work more closely with a specific professor, or both.

What should Honors contract students expect from me?

Students enter into Honors contracts to find mentors among the faculty. Weekly meetings with your Honors contract students will allow you to serve in this way as you review your students' progress and evaluate their work.

What kind of work might the student do to receive Honors credit for the course?

Honors work for students is a deeper dive into and understanding of the assigned course work. However, Honors work should not be seen or perceived as just extra work or extra credit. There is no reason why an Honors contract cannot be seen and approached as mutually beneficial to student and mentoring faculty. There is a list of past Honors work that students have completed page 11 in this handbook.

What are some of the benefits of an honors contract, both for me and for the student?

Honors contracts give you a personal contact with some of the college's most motivated students. Some faculty members find that because students seek out faculty with scholarly interests similar to their own, Honor contract assignments often provide important new data for faculty research. Students enter into Honors contracts to enrich their experience in a course, allowing them to delve more deeply into course materials and to benefit from the mentoring faculty members can provide.

How can I participate in the program?

A student may approach you either before the semester begins or during the first few days of instruction to discuss the possibility of establishing an honors contract. If you agree, you and the student will formulate an Honors curriculum, and the student will submit an Honors contract proposal to the college no later than the 4th week of the semester. Near the end of the semester, the mentoring professor will receive an email with the grade certification form, which they will

fill out and return to the Honors program. The form is submitted to the Office of Admission and Records.

Where should I direct other questions I might have about Honors contracts?

If you have more questions, please contact the Honors Program at stthomas@rose.edu

Honor Contracts:

The most common way for students to earn honors credit is to submit an honors contract to the Honors committee. This contract will specify more advanced work in a course to be completed along with regular coursework and requires approval from the professor as well as from the Honors Committee.

Special Permission Only from Honors Committee:

For those students unable to attend classes on campus, or in other special situations when a student cannot earn Honors credit through advanced work in a course, an Academic Explorations project can be completed to earn Honors credit. This project will be connected to a course and will involve immersion in reading assignments exploring an important topic within a specific academic discipline. This work will result in a minimum 15-page critical, cumulative analysis of the literature reviewed.

CONTRACTING FOR HONORS CREDIT

Contracting for Honors credit is an option students may use to complete more in-depth, specialized study in a course to receive Honors credit. It entails an agreement between the student, the course instructor, and the Honors Program. The student receives Honors credit when the terms of the contract are successfully fulfilled and the student has completed the class with an A or B grade.

Note: The instructor may or may not agree to work with the student throughout the semester. Because the Honors Contract is meant to give the student autonomy, this approach is acceptable. If the instructor agrees to meet with the student a few times, a tentative schedule of meetings should be agreed upon and included in the contract. Keep in mind that the instructor is free to decline the student's request to complete an Honors project.

If a student completes an Honors contract but receives a grade for the contracted class that is lower than a B, the student will not receive Honors

credit for that class. Should a student be unable to complete an Honors contract, his or her grade in the course will not be affected.

For most Honors credit, mentoring professors will work closely with a student to develop a unique individual project related to the material of the course for which the contract is drawn. **The success of this contract approach to Honors work is directly related to the quality of the relationship between mentoring professor and Honors student.** Therefore, regular and frequent meetings, which produce substantial discussion of the proposed Honors work as well as related concepts and material, are highly desirable.

Honors Projects should have the following core components:

1. **Research:** Academic/ scholarly research should be emphasized; however, other forms of research are encouraged. This research should be primary rather than secondary. The Honors work should clearly demonstrate how the Honors component complements the existing course syllabus, yet takes the Honors student beyond established requirements without simply adding work for the sake of work.
2. **Application/Action Research:** Tasks involving critical thinking and application of skills and knowledge are expected. Conducting surveys, interviews, experimentations, and similar activities are examples of such tasks.
3. **Acquiring and /or Enhancing a Skill set:** Honors work should encourage and challenge students to strive toward fulfilling their potential and abilities. To that end, contracts should include tasks involving critical thinking as well as development and application of new skills.
4. **Presentation/Demonstration:** How is the completed honors work to be shared? This should be clearly stated in the contract. It can be a presentation in class, symposium, or conference. The work can be published online or as part of an overall report. An approximate date and time also needs to be included in the contract for this presentation.
5. **Self-Reflection/Critical Assessment:** This assessment is will be a short paper with leading questions that the student will answer. Self-Reflection/Critical–

Assessment is a great way for students to reflect on their experience with the project, the mentor, and the project difficulties and successes. This is not to be graded and there are no wrong answers, but it must be done in order for the honors project to be considered complete. This form is located in the student handbook. When completed a copy must be turned in to the mentoring professor, and to the Honors program.

A Note about Co-Curricular and Honors

In recent years the use of co – curricular (service learning, writing programs, and lecture series) as Honors projects have been used. Engaging students in co- curricular and earning Honors credit can be an excellent opportunity to expand a student’s understanding of course materials in a more experiential and expansive manner. Faculty are encouraged to discuss co-curricular activities and events that might work best for the student and course material. Faculty may wish to consult with the Honors Program Director for more direction and guidance with honors and other co-curricular activities.

CONTRACT DUE DATES AND GUIDELINES

- **Honor Contracts are due no later than the 4th week of the fall and spring semesters.**
- **2nd 8-week course (for fall or spring) honors contracts also must be turned in by the 4th week of the beginning of fall and spring semesters.**
- **Summer semester honors work is not recommended. However, contracts can be submitted by the 4th day of an 8-week summer course.**
- **No honors contract will be accepted for interim or 4-week summer courses.**
- **Students can submit up to two contracts per semester, excluding the summer semester.**
- **Students can contract with a professor who is not teaching the course for the contract. Student must obtain written permission from the teaching professor.**

Past Honors Projects

This is a partial list of past honors projects completed by students. Some of these were research papers, some were class presentations, and a few ended up as poster presentations at conferences and symposiums.

- Research on the impact of Christianity on Indigenous North America populations. How the Indigenous population shaped Christianity.
- The seemingly normalization of child abuse and neglect in society.
- Research project on the physical and chemical properties of lipids by creating lotions from both soluble and insoluble components.
- Composition of new songs through collaboration with a music theory student, emphasizing poetry as song lyrics.
- Effect of domestic violence and an outline of strategies to leave an abusive relationship.
- Creating a new society.
- Research on the use of a new polymer material recently developed in the MIT chemical engineering department.
- If plant species distances are due to environmental factors, resistance to toxins or form allopathy.
- Ethics: How ethics develops in young children to adulthood.



Raiders Horizon Honors Contract

Contract must be completed and submitted no later than the 4th week of the semester. Student and Professor will receive notification from Honors Program no later than the 6th week of the semester. Please refer to the student handbook for more information. All forms are located in the Honors canvas page and on the Rose State Honors Webpage.

Part I – Student and Course Information

Student Name and ID# _____

Rose State Student Email: _____

Mentor's Name and Email: _____

Course Title and Class Number: _____

Contract Semester and Year: _____

All honors projects **MUST** include an annotated bibliography and a self-reflection/critical assessment essay. Forms for both are in the student handbook and will be on the Honors Canvas page.

Below are general guidelines for honors papers and classroom presentation.

Research Paper – a minimum of 12 pages (or a minimum of 5000 words), including citations/bibliography, using 12-point text in Arial or Times New Roman font and have 1-inch margins.

Classroom Presentation (visual, verbal or multimedia) – Minimum of 15-20-minute presentation. Presentation must include visual elements (Power Point, Prezi, informational graph, handouts or combination of these).

Students are encouraged to discover and create new and/or different projects for honors.

Honors Project Terms and Information

Summarized Honors Project Description and Objective/Outcome. Be sure to add the number of sources and length of project.

Specific Tasks and Timeline

Final Presentation:

Location_____ **Date** _____ **Time** _____

Schedule of Mentor Professor/Student conference

Mentor's criteria for evaluating the work

Student understands that they must complete all assigned course work, and earn an A or B and complete the terms of this contract to earn honors credit for this course.

Student Signature



Raiders Horizon Honors Program



Annotated Bibliography

All honors projects **MUST** include an annotated bibliography. This form can be turned in with Honors contract or can be turned in by the 6th week of the semester. You can attach an additional citation on a separate paper.

First Citation:

Second Citation:

Third Citation:



Raiders Horizon Honors Program



Self-Reflection/Critical Assessment

All honors projects MUST include a self -reflection/critical assessment. This paper must be turned in after completion of Honors contract. You can attach additional paper if needed.

Honors is more than just a prestige grade-- it is meant to be a more focus and directed opportunity to understand course materials, ideas, subject matter and theories.

Once you have completed your honors work, write a minimum of a 750-word essay that answers the following questions. Copies of this essay are to be turned in to your mentoring professor and to the Honors office.

1. What are your first thoughts about the overall project and experience?
2. What were some of the most interesting discoveries you made about yourself, and/or the subject matter or both, while completing your honors work?
3. What were some of the most challenging moments and how (or if) were you able to overcome them? What were some alternative solution(s) you were able to find/use?
4. What was the most important thing you learned personally?



Raiders Horizon Honors Program



HONORS CONTRACT CHECKLIST

- _____ 1. Student or professor initiates an Honors contract for a particular class. Professors are encouraged to put information about Honors contracts on their syllabi and to announce verbally to classes their willingness to mentor.
- _____ 2. Student and professor meet to establish **specific Honors contract requirements.**
- _____ 3. Completed Honors contract is submitted (either online, paper copy of completed can be turned in) to the Honors Program **no later than the fourth week of the semester** for approval by the Honors Committee.
- _____ 4. Student and mentoring professor receive confirmation of approval or are notified should the committee have any concerns about the contract.
- _____ 5. Student attends scheduled meetings with contracted professor and meets all contracted deadlines.
- _____ 6. **Student fulfills contract by professor-designated deadline and submits all components of contract to professor.**
- _____ 7. Professor confirms via email response with the Honors Program Director that the contract terms were completed and the student made a grade of *A* or *B* in the class. The registrar is notified by the Honors Program Director to add honors credit for the class to the student's transcript.

ROSE STATE COLLEGE HONORS PROGRAM
Contract Grade Certification

Name of Student: _____ ID #: _____

Course Prefix & Number, Name, and Class Number (NOT Section Number):
(Example: SOC 1113: Intro to Sociology, #7482)

Semester and Year for Course Enrollment & Completion: _____

Final Grade Earned in Course*: _____

****Student must receive an A or B for the regular coursework in order to receive honors credit for completing the honors contract. Students receiving a C or below for the regular coursework will receive no honors credit, even if the contract requirements have been met.***

Check one of the following:

☐ This certifies that the above-named student has completed all requirements of the honors contract agreed upon for the above-named course during this semester and should therefore be given the honors designation in addition to his/her regular grade for this particular course.

☐ Student did not complete the contract.

Comments regarding project progress/completion:

Mentoring Professor's Name Printed: _____

Mentoring Professor's Signature: _____ Date: _____

Honors Director's Signature: _____ Date: _____

Please return completed form to Suzanne Thomas at stthomas@rose.edu, interoffice mail or CC121.