

# Honors Student Handbook

# 2016- 2017

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For use by current and potential Honors Program Scholars at Cleveland  
State Community College

## Contents

Description of Program .....	2
Program Goals .....	2
Qualifying Criteria ( <i>including link to program application</i> ) .....	2
Academic Dishonesty.....	2
The Presidential Honors Scholarship ( <i>including link to scholarship application</i> ) .....	3
Recovery Semesters.....	4
Honors Diploma Requirements .....	5
Honors Program Assessment Material .....	6
Rubric: Introduction of Program Goals during First Year Seminar: Honors Colloquium .....	7
Rubric: Introduction of Program Goals during Leadership Development .....	8
Reinforcement Rubric: Honors Course Assessment Check Sheet.....	9
Reinforcement Rubric: Honors Service Learning Evaluation Form .....	10
Reinforcement Rubric: Honors Presentation Evaluation Form .....	11
Reinforcement Rubric: Honors Leadership Evaluation Form.....	13
Mastery Rubric: ePortfolio .....	14
Mastery: Capstone Project and Presentation.....	15
Honors Capstone Basic Syllabus .....	16
Advantages of the Honors Program.....	19
Direct Articulations.....	20
University of Tennessee at Chattanooga.....	20
Middle Tennessee State University .....	21

## Description of Program

The Honors Program is for students who excel in academics and have a desire to explore in greater depth the major topics covered in the curriculum. Designed to augment the course work required for a degree, the program core curriculum includes specially designed honors courses as well as honors-level sections and components of standard courses. Students who successfully complete the program will earn recognition at graduation and on their transcripts. The diplomas and transcripts of successful honors students will carry a seal bearing the designation “HONORS.”

## Program Goals

The honors courses are designed to challenge academically well-prepared students while introducing and reinforcing the experiential learning outcomes of the Honors Program, which are:

1. Demonstration of academic excellence
2. Demonstration of in-depth subject exploration in a chosen field
3. Public presentation experience
4. Leadership experience and exploration of leadership styles
5. Service to the campus and/or community

At the end of each honors course, student must have accomplished goals 1 and 2 and one or more of goals 3 through 5.

## Qualifying Criteria

Students must apply to participate in the Honors program using the Honors Program Application (<http://www.clevelandstatecc.edu/content/uploads/pdf/Academics-HonorsApp.pdf>). All applications are reviewed by the Honors Program Chair. A student must meet criteria as outlined below to be admitted into the program (Any exceptions to the criteria must be approved in writing by the Honors Program Review Subcommittee and the Vice President of Academic Affairs):

- A. First Time Freshman -- must have a cumulative high school GPA of 3.5 or higher on a 4.0 scale or an ACT composite score of 24 or higher or an SAT combined score of 940 or higher.
- B. All developmental studies requirements must be satisfied prior to admission to the Honors Program.
- C. Currently Enrolled Student -- must have a cumulative GPA of 3.25 or higher after completing a minimum of 12 semester credit hours of college-level hours of which 9 must be Cleveland State hours. This includes dual enrollment and early college credit.
- D. Transfer Students -- must transfer from an accredited institution's honors program with recommendation of its director and meet all Cleveland State requirements with the exception of residency; or must transfer from an accredited institution with a minimum of 12 hours college-level credit and a GPA of 3.25 or better, a written recommendation from a faculty member at the transfer institution and approval of the Honors Program Review Subcommittee.

## Academic Dishonesty

**Any activity qualifying as academic dishonesty is grounds for dismissal from the program.**

## The Presidential Honors Scholarship

The Presidential Honors Scholarship is available to incoming and existing students at Cleveland State. It is rewarded based on merit, and requires an application separate from the application to the program (<https://clevelandstatecc.academicworks.com/opportunities/5240>; use CougarNet username and password to sign in) and an interview with the Honors Program Committee.

**Requirements for Incoming Students** – To be eligible for the scholarship, students must

- be accepted into the Honors program.
- have a minimum 3.5 high school GPA or a 24 minimum ACT score (or comparable SAT score).
- enroll in at least 15 credit hours each semester.

**If you are not chosen for the Presidential Honors Scholarship during your first year, you may apply the following year as an existing student. You should plan to apply at the end of fall/beginning of spring semester during your freshman year.**

**Requirements for Existing Students** – To be eligible for the scholarship, students must

- be accepted into the Honors program
- have a 3.5 GPA after the first semester of freshman year at Cleveland State [must have a minimum of 12 hours, 9 of which must be Cleveland State credits].
- plan to enroll in at least 15 credit hours each semester.

**Maintaining the Scholarship** – Student earning the Presidential Honors Scholarship are required to take a minimum 15-hour course load each semester, maintain a 3.25 GPA, and participate in monthly Symposium meetings with the President of the college and the Director of the Honors program (schedules for which will be provided prior to the beginning of the fall semester). Students are highly encouraged to take at least one Honors course per semester to make sufficient progress towards earning the Honors diploma.

## Recovery Semesters

**Scholarship:** If you do not meet the requirements for maintaining the scholarship, either for hours per semester or GPA, you can write a letter to the Honors Program Committee explaining your situation and asking for one semester to raise your GPA, reestablish the minimum course load requirement, etc. These letters will be reviewed as quickly as possible, and if the request is granted, you will have one semester to meet the standards of the scholarship. If you do not meet those standards after one semester, the scholarship will be revoked. This does not necessarily disqualify you from earning the Honors diploma, however.

**Program:** Even if you do not earn the Presidential Honors Scholarship, you can enter a probationary period for a GPA lower than our requirements, for dropping below 15 hours per semester, or for significant concerns that come up on your end-of-semester evaluations. (If you enter a probationary period with the scholarship, you will also be on probation for the program.)

**Recovery Semester:** If your performance during a given semester causes you to enter a probationary period, you will be alerted before the beginning of the following full semester. You will have a meeting with the Honors program director (Dr. Victoria Bryan) at the beginning of the semester to come up with an action plan. You will then meet with the program director 2-3 times over the course of the semester to discuss your progress towards reentering “good standing” status. During one of these meetings, we will discuss midterm grades and how your action plan has impacted your performance in class. During your recovery semester, if you raise your GPA to a 3.25 (or higher), maintain 15 hours, and earn course evaluations that do not raise significant concerns about your progress in the program, you will reenter “good standing” status. During recovery semesters, students are not eligible to be funded for conference travel or to receive the Outstanding Honors Student award or the Outstanding Capstone Presentation award (see page 19).

## Honors Diploma Requirements

To receive the Honors designation on their diploma, a student must:

- take at least one honors course per semester
- complete a minimum of 16 hours of Honors course work with a GPA of 3.25 or better
- meet the associate degree requirements with a 3.25 overall GPA at graduation.

Honors coursework will consist of three required HON courses:

- HON 1110 First Year Seminar: Honors Colloquium  
The Honors Colloquium is designed to introduce first-semester honors students to the program structure and provide foundational support for their successful completion of an honors diploma. This course carries three credit hours. The section number designation is “HHH.”
- HON 2902 Leadership Development Studies  
This course follows the “Leadership Development Studies: A Humanities Approach” curriculum created by the Phi Theta Kappa Honor Society and is designed to assist students in the development of personal leadership philosophies and methods. This course carries 3 credit hours. The section number designation is “HHH.”
- HON 2999 Honors Capstone  
The capstone project, the culmination of the honors program experience, is meant to enhance and reinforce the skillset gained through the program. Under the guidance of a faculty member, the student will learn to integrate knowledge and methods from a chosen discipline to produce a project that supports his/her academic goals and interests. This course carries one, two, or three credit hours depending on the intentions of the student to meet between three and five of the program goals. The section number designation is “HHH.”

Honors coursework will also consist of nine hours of approved standard courses taken for Honors credit.

- Each semester, the honors program committee will organize several courses that will carry honors credit.
- To earn the honors distinction, students will be asked to
  - demonstrate academic excellence
  - complete deeper intellectual work and more advanced research
  - complete one or more of the following: a public presentation, engage in volunteer service, or act in a leadership role in some capacity determined by the instructor.

Contract Courses:

- In order to encourage students to engage deeply in their chosen field of study, students are eligible to complete one contract courses.
- Students must receive permission from the honors program committee and the instructor directing the course prior to the beginning of the semester in which the student hopes to take the course.
- Contract courses must accomplish program goals 1 and 2 and at least one of goals 3-5 (see goals on page 2).

## Honors Program Assessment Material

As we assess the efficiency of the program, we have to mark where we introduce and reinforce our program goals, and we have to track your mastery of the program goals (page 1).

We see the colloquium and the leadership development course as places to *introduce* the program goals. The instructors of those courses will evaluate you individually as a way of marking where you were at the end of this introductory phase. Those evaluation forms are on pages 7 and 8.

The Honors sections of general studies courses serve as places for those goals to be reinforced. Professors of those classes will evaluate what work they asked to complete and how well you completed that work. They will also fill out individual evaluation forms to indicate how you met each of the program goals. Those evaluation forms are on pages 9–13.

Your capstone project and ePortfolio allow us to judge your mastery of these program goals. The evaluation forms and guidelines for these elements of the program are on pages 14 and 15.

## Rubric: Introduction of Program Goals during First Year Seminar: Honors Colloquium

*Please describe how you used this course to introduce the program goals (excluding leadership development) and include a description for how the student in question demonstrated that he or she engaged with these goals. Students should engage successfully with each goal listed below in order to pass FYS:HC.*

**Student:**

**Grade in First Year Seminar: Honors Colloquium:**

**Introduction of the need to demonstrate academic excellence:** This course includes exercises focused on different learning styles and different teaching models. Students were asked to reflect on their own approach to learning and ways to adapt that to different classroom experiences they might have. They were also asked to seek out potential future scholarships and be aware of their GPA, service, etc. requirements and to begin thinking about transfer institutions during their first semester at Cleveland State.

Did this student successfully engage in these objectives?

Optional notes:

**Introduction of the need to conduct in-depth subject exploration:** This course asked that students begin thinking about their capstone presentation early, requiring that they think about a project within their field that they might be interested in completing.

Did this student successfully engage in these objectives?

Optional notes:

**Introduction of public presentation experience:** This course asked that students participate verbally in class discussions, present their findings on small homework assignments.

Did this student successfully engage in these objectives?

Optional notes:

**Introduction of the importance of service to the campus or community:** This course requires that students complete a class-wide service project. This year, students chose to found the Rotaract Club and conduct 15 hours of service each for projects related to that club. These projects included recruiting student involvement at Octoberfest, attending bi-weekly meetings, and engaging in Project Christmas Child in Atlanta.

Did this student successfully engage in these objectives?

Optional notes:

## Rubric: Introduction of Program Goals during Leadership Development

*The Cleveland State Community College Honors Program goal #4 is: "Leadership experience and exploration of leadership styles." This goal is a core component of the learning honors students are expected to demonstrate in the Honors Program. The course, Leadership Development Studies, provides the foundation for meeting this goal. Students should engage successfully with each goal listed below in order to pass Leadership Development.*

Student: \_\_\_\_\_ Final Grade: \_\_\_\_\_

Students will meet Honors Program Goal #4 by achieving a score of 80% or above in the following three assessments as determined by course rubrics:

1. Demonstrated adoption of leadership concepts and principles into personal practice as evidenced by a Leadership Journal;
  - a. Met
  - b. Unmet

Optional Notes:

2. Demonstrated competence in applying leadership concepts and principles to college or community service as evidenced by the "Becoming a Leader Project";
  - a. Met
  - b. Unmet

Optional Notes:

3. Demonstrated synthesis of leadership concepts and principles into a personal leadership philosophy.
  - a. Met
  - b. Unmet

Optional Notes:

## Reinforcement Rubric: Honors Course Assessment Check Sheet

*Honors instructors should complete this check sheet for each honors student enrolled in honors courses. For each square box you're able to check, assign the student 5 points. The student is required to earn a score of at least 15. Once complete, please return to Victoria Bryan upon submitting final grades.*

Course:

Student:

Final Grade:

Did the student:

- Demonstrate **academic excellence** by completing *all* of the following:
  - Earning a “B” or higher in the course
  - Participate actively in class
  - Completion of all significant in- and out-of-class assignments
  
- Demonstrate **in-depth subject exploration** in a chosen field by completing *one or more* of the following:
  - Completing a literature review
  - Conducting primary research
  - Utilizing more peer-reviewed sources than students in non-honors section
  - Other (please describe):
  
- Demonstrate **leadership skills** by completing *one or more* of the following:
  - Leading discussion
  - Leading a group project
  - Organizing an out-of-class project or event
  - Other (please describe):
  
- Complete a **public presentation** that met minimum standards set forth by the honors program presentation rubric
  
- Complete a service learning project:  
(Note: An honors student should be asked to complete more hours than non-honors students and should be asked to meet a higher standard in their reflective work after the project's completion.)

Score \_\_\_\_\_

## Reinforcement Rubric: Honors Service Learning Evaluation Form

*Honors instructors should complete this evaluation form for each honors student enrolled in honors courses who engage in a service learning project as part of their honors credit. Please answer each question and fill out the rubric below. Student should earn at 75 or higher on the rubric. Once complete, please return to Victoria Bryan upon submitting final grades.*

Describe the project briefly:

How many service hours did you require?

Did the student complete those hours?

What increased expectations did you request from this student (increased hours, higher expectations for the reflection, etc.)?

	Exemplary (20)	Proficient (15)	Partially Proficient (10)	Needs Significant Improvement (5)
<b>Awareness of the Purpose of Service</b>	Student expresses empathy and/or awareness of personal role in service and applies it to a connection with solutions and the bigger picture.	Student expresses awareness of the purpose of service and a one-on-one connection with the experience, but it is not applied.	Student expresses importance of service but tends to focus on filling a requirement instead of serving the community.	Student does not demonstrate awareness of the purpose of service.
<b>Critical Thinking</b>	Student expresses an abstract level of responding, which requires objective evidence. He or she demonstrates awareness of different perspectives, and weigh evidence to successfully argue for a conclusion/opinion.	Student <i>begins</i> to argue for conclusions based on objective evidence that express concrete arguments.	Student accepts most things at face value, as if most opinions were created equal. Opinions are stated with limited argument.	Student does not engage in critical thinking. He or she focuses solely on the events that took place and does not draw connections between those events and the conclusions/opinions he or she developed.
<b>Applies the Purpose of the Project to the Goals of the Course</b>	Student creates his or her own academic perspective infused with the knowledge base and objectives of the course and applies it to the service experience beyond the curriculum.	Student develops a perspective built upon the academic knowledge base and objectives of the course that is linked to the service experience.	Student expresses some connection between the academic knowledge base and objectives of the course and the service experience.	Student does not apply the academic knowledge base and objectives of the course to the service experience.
<b>Discusses Impact on the Student</b>	Student expresses change(s) in self because of the service.	Student expresses how they could change because of the service.	Student expresses a connection between service and self.	Student expresses very limited or no connection between service and self.
<b>Quality of Writing</b>	Student demonstrates an awareness of standard grammar, mechanics and spelling and has worked to polish his or her work carefully.	Though a few mistakes and typing errors are present, they do not distract from the message of the reflection.	Typing errors and other mistakes distract from the message of the reflection.	Mistakes are pervasive and sometimes interfere with the message of the reflection.

**Reinforcement Rubric: Honors Presentation Evaluation Form**

*Students should earn an 60 or higher to be in "good standing" in the program. Once complete, please return to Victoria Bryan upon submitting final grades.*

Speaker \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

Topic \_\_\_\_\_ Presentation grade \_\_\_\_\_

5 = Exemplary 3 = Proficient 1 = Poor or Incomplete 0 = Missing

**COMMENTS**

**INTRODUCTION** \_\_\_\_\_ **earned points out of 15**

- 1. Strong attention-getter 5 3 1 0
- 2. Topic and relevance made clear 5 3 1 0
- 3. Main points previewed 5 3 1 0

**BODY** \_\_\_\_\_ **earned points out of 25**

- 1. Appropriate organizational pattern 5 3 1 0
- 2. Sufficient details and descriptions 5 3 1 0
- 3. Attempted to make info relevant to audience 5 3 1 0
- 4. Credible sources clearly cited 5 3 1 0
- 5. Smooth transitions 5 3 1 0

**CONCLUSION** \_\_\_\_\_ **earned points out of 15**

- 1. Conveys finality 5 3 1 0
- 2. Summarized key points 5 3 1 0
- 3. Effective closing statement 5 3 1 0

**DELIVERY** \_\_\_\_\_ **earned points out of 30**

- |   |         |
|---|---------|
| 1. Effective speed, pauses                  | 5 3 1 0 |
| 2. Effective volume                         | 5 3 1 0 |
| 3. Enthusiasm and intonation                | 5 3 1 0 |
| 4. Eye contact spread out evenly            | 5 3 1 0 |
| 5. Notes used effectively (limited reading) | 5 3 1 0 |
| 6. Effective gestures and movement          | 5 3 1 0 |

**VISUAL AID** \_\_\_\_\_ **earned points out of 15**

- |  |         |
|--|---------|
| 1. Eye catching, easy to see, no typos   | 5 3 1 0 |
| 2. Effective use of color, font, imagery | 5 3 1 0 |
| 3. Organized and used effectively        | 5 3 1 0 |

## Reinforcement Rubric: Honors Leadership Evaluation Form

*Instructors should complete this evaluation form for each honors student engaged in a project or assignment that involves leadership as part of their credit. Please answer each question and fill out the rubric below. Each question will be rated on a 1-10 scale, with 1 equaling "unsatisfactory," 5 equaling "meets expectations," and 10 equaling "exceeds expectations. Students should earn at least 30 points overall. Once complete, please return to Victoria Bryan upon submitting final grades.*

**Student:**

**Describe the project and the student's leadership role briefly:**

**How well did the student organize the project?**

1	2	3	4	5	6	7	8	9	10
<i>unsatisfactory</i>			<i>meets expectations</i>				<i>exceeds expectations</i>		

**How well did the student articulate and communicate a vision for the project?**

1	2	3	4	5	6	7	8	9	10
<i>unsatisfactory</i>			<i>meets expectations</i>				<i>exceeds expectations</i>		

**How well did the student incorporate principles of teamwork during the project?**

1	2	3	4	5	6	7	8	9	10
<i>unsatisfactory</i>			<i>meets expectations</i>				<i>exceeds expectations</i>		

**How well did the student manage potential conflict?**

1	2	3	4	5	6	7	8	9	10
<i>unsatisfactory</i>			<i>meets expectations</i>				<i>exceeds expectations</i>		

**How well did the student manage his or her time while leading this project?**

1	2	3	4	5	6	7	8	9	10
<i>unsatisfactory</i>			<i>meets expectations</i>				<i>exceeds expectations</i>		

**How well do you think the student's leadership role benefited the rest of the course?**

1	2	3	4	5	6	7	8	9	10
<i>unsatisfactory</i>			<i>meets expectations</i>				<i>exceeds expectations</i>		

**Total Points Earned** \_\_\_\_\_

## Mastery Rubric: ePortfolio

Rubric for ePortfolio				
Students should earn a score of 70 or higher to be in "good standing" in the program.				
Program Goals	Exemplary (15)	Proficient (10)	Partially Proficient (5)	Needs Significant Improvement (2)
Demonstration of Academic Excellence	Student has used creative and engaging means to demonstrate that he or she has developed academic excellence (earned high grades, taken on tutoring roles, etc.) throughout the course of the program.	Student clearly demonstrates academic excellence in this document.	Student demonstrates academic excellence clearly in this document, but he or she could foreground this program goal a bit more.	Student seems to disregard this program goal in his or her ePortfolio.
Demonstration of In-Depth Research/Engagement in Chosen Subject Matter	Demonstration of in-depth research/engagement in chosen subject matter is clearly and creatively portrayed in this document, is easily accessible, and makes student seem appealing to future employers or professors.	Demonstration of in-depth research/engagement in chosen subject matter is clearly portrayed in this document and makes student seem appealing to future employers or professors.	Student demonstrates in-depth research/engagement in a chosen subject matter, but he or she could foreground this program goal a bit more.	Student seems to disregard this program goal in his or her ePortfolio.
Demonstration of Public Presentation	Student uses creative and engaging means to demonstrate that he or she has developed his or her public presentation skills (beyond requirements of a speech course).	Student demonstrates that he or she has sufficiently developed his or her public presentation skills. (This may include requirements for a speech course.)	Student demonstrates public presentation skills, but he or she could foreground this program goal a bit more.	Student seems to disregard this program goal in his or her ePortfolio.
Demonstration of Leadership	Student has used creative and engaging means to demonstrate that he or she has engaged extensively in leadership pursuits (beyond that of the Leadership Development course) on campus or within his or her community.	Student demonstrates extensive leadership on campus or within his or her community.	Student demonstrates some leadership on campus or within his or her community.	Student seems to disregard this program goal in his or her ePortfolio.
Demonstration of Service to Community or Campus	Student has used creative and engaging means to demonstrate that he or she has engaged extensively in service to the campus or community.	Student clearly demonstrates service to community or campus in this document.	Student demonstrates service to the community or campus clearly in this document, but he or she could foreground this program goal a bit more.	Student seems to disregard this program goal in his or her ePortfolio.

Rubric for ePortfolio				
Students should earn a score of 70 or higher to be in "good standing" in the program.				
ePortfolio Development	Exemplary (5)	Proficient (4)	Partially Proficient (3)	Needs Significant Improvement (2)
Selection of Artifacts	All artifacts and work samples are clearly related to the purpose of the ePortfolio.	Most artifacts and work samples are related to the purpose of the ePortfolio.	Few artifacts and work samples are related to the purpose of the ePortfolio.	Most artifacts and work samples are unrelated to the purpose of the ePortfolio.
Ease of Navigation	The student has organized artifacts so that they can be accessed easily. Information is grouped logically.	Organizational choices make sense after a little work on the part of the viewer.	Organization is not intuitive and leaves the viewer seeking some information.	Artifacts seem arbitrarily uploaded and are poorly organized. The viewer has to sift through information to find artifacts he or she needs.
Reflections/Written Components	All reflections clearly describe why artifacts in the eportfolio demonstrate achievement.	Most of the reflections describe how artifacts demonstrate achievement, though some could be more focused.	Some reflections describe how artifacts demonstrate achievement, though most need to be refocused to show that the student has completed the program goals.	Reflections are missing, and those that are there do not describe why artifacts in the eportfolio demonstrate completion of program goals.
Presentation of Written Information	Written information is well edited and adheres to standard English grammar and mechanics rules.	Written information has a few typographical errors and/or grammar and mechanics errors that require a little more editing.	Written information includes many errors and demonstrates a need for further editing.	Written information is poorly edited. Errors make the text hard to read and distract from the student's overall message.
Use of Multimedia	The use of audio/video/graphics/photographs is integrated seamlessly into several different artifacts.	Audio/video/graphics/photographs are included and appropriate.	Student includes audio/video/graphics/photographs randomly and without clear purpose.	Audio/video/graphics/photographs are absent or distract from the content.

Overall Grade: \_\_\_\_\_

## **Mastery: Capstone Project and Presentation**

Your project director and the Honors Program Committee will grade your Capstone presentation using the same rubric you've seen for presentations throughout your time at Cleveland State Community College; however, we will hold you to a higher standard than we have in the past. (See the rubric on pages 11 and 12.)

While the Honors Program Committee's remarks and the presentation rubrics that they fill out will carry influence, ultimately your director will determine your grade for the Capstone course. This grade will consist of the grades you earned on your statement of significance, literature review, project design draft, full project submission, and final presentation. (See syllabus on pages 16–18 for more information.)

## Honors Capstone Basic Syllabus

### Course Overview

The Honors Program courses are designed to challenge academically well-prepared students while introducing and reinforcing the experiential learning outcomes of the Honors Program, which are:

1. Demonstration of academic excellence
2. Demonstration of in-depth subject exploration in a chosen field
3. Public presentation experience
4. Leadership experience and exploration of leadership styles
5. Service to the campus and/or community

The Honors Capstone is a student-focused learning experience meant to enhance and reinforce the skillset gained through the Honors Program. Under the guidance of a faculty mentor, the student will learn to integrate knowledge and methods from their chosen discipline into a project that supports their academic goals and interests.

The goal of the capstone experience is to provide students with introductory experience in original research and public presentation. This should be approached, by student and mentor alike, as both a new learning process and an opportunity to demonstrate awareness of principles and practices learned to this point within their field of study.

### Student Learning Outcomes

Under the guidance of their mentor, the student will:

1. Identify an issue or creative question to explore.
2. Design a research project appropriate to chosen field.
3. Conduct independent research.
4. Demonstrate understanding of the subject matter and results through drawing of reasonable conclusions.
5. Prepare and clearly present the project conclusions in a public format such as a presentation or creative installation.
6. Show understanding of their project through responses to committee and viewer questions.

### Tiered Credit Hour Structure

Student and faculty mentor should work together to determine whether the student wants to produce a 1-hour, 2-hour, or 3-hour capstone project.

- A 1-hour project will accomplish the six learning outcomes listed above, which address honors program goals 1-3.
- A 2-hour project will accomplish the six learning outcomes (honors program goals 1-3) and one of the other two goals (leadership *or* service learning).
- A 3-hour project will accomplish the six learning outcomes (honors program goals 1-3) *and* address the two other two goals of the program (leadership *and* service learning).

## Assignments and General Timeline for Project Development

The following suggested timeline of activities is intended to encourage timely progress toward project completion and early identification of issues or concerns.

### By the end of the semester preceding the Capstone project:

The student should approach a faculty member in his or her discipline to determine: 1) whether the faculty member is interested in directing a capstone project, 2) what kind of project the student and the faculty member are interested in putting together, and 3) whether the student will be completing a 1-hour, 2-hour, or 3-hour capstone project. (If the project will be a 2-hour project, determine which program goals you plan to address.) Report to Dr. Bryan about what project you hope to put together and which faculty member will be directing the project.

### By week 2 of Capstone semester – Significance:

The student will prepare a statement outlining the reasoning for his or her project selection and how it applies to his or her own career and/or academic interests. He or she should also present a plan for time management to complete the project. *Worth 10% of grade, determined by faculty mentor.*

### During week 3 – Library resources:

Meet with Dr. Bryan and a librarian in the library to talk about the project, available resources for research, and how to conduct a literature review.

### By week 4 – Review of current literature/practices

The student will research and summarize current knowledge or practices related to his or her project. In the case of creative endeavors, the faculty mentor will work with the student to determine how the necessary background knowledge will be demonstrated. The review should include a list of references. *Worth 10% of grade, determined by faculty mentor.*

### By week 6 – Project Design/Draft

The student will provide a draft of the proposed methods for his or her project. *Worth 10% of grade, determined by faculty mentor.*

### By week 12 – Submission of full project report to committee and scheduling of presentation

The project report should include the project significance, literature/practices review with sources, and results and conclusions drawn. For creative projects, the paper should include a description and explanation of the final creative performance. *Worth 30% of grade, scored jointly by Honors Program Review Subcommittee and faculty mentor.*

### Weeks 13-14 – Presentation Timeframe

Students will present their work on campus as an oral presentation, performance, or installation. *Worth 40% of grade, scored jointly by Honors Program Review Subcommittee and faculty mentor.*

The course grade will be assigned by standard percentages: 90-100 points=A; 80-89 points = B; 70-79 points = C; 60-69 points = D; below 60 points = F.

**A grade of “B” or better, as well as Honors Program Review Committee approval, is required for the capstone to count toward completion of the honors program.**

## Required Submissions to the Honors Program Review Subcommittee

### Preliminary proposal — due end of second week of classes

The student and mentor will submit a preliminary project proposal detailing the significance of the project to the field of study and the student's interest, the resources available to complete the project, and a preliminary project design. The committee may respond with requests for clarifications or concerns over the scope of the proposed project before it is approved.

### Final proposal – due end of seventh week of classes

The updated proposal will detail the specific project plan. It should include the design/plan for the project, a summary of the literature/practices review, the projected timeline of activities, and names of other organizations or persons involved in the project, if any.

### Full project – by the end of week 12

See week 12 above.

### Presentation of full project – given during weeks 13/14

See weeks 13 and 14 above.

## Meetings with project mentor

The student should arrange no less than three in-person meetings with their project mentor during the course of the project, and stay in regular communication. A form chronicling these meetings will be kept by the mentor. The form with the in-person meeting dates, brief summaries of what was discussed, and signatures of both the student and mentor will be submitted to committee at the time of the final project summary submission.

If the project mentor is an approved member of staff or off-campus professional rather than a faculty member, a faculty member on campus will serve in an oversight capacity. If possible, all three individuals should be present at meetings; if joint meetings are not possible, the student will be responsible for collecting all needed signatures and returning the form to the faculty member for filing.

## Cleveland State Community College Policies

Disability Policy – If, because of a documented disability you require assistance or reasonable accommodations to complete assigned course work (such as modifications in testing, readers, special equipment, etc.) you must register with the Disability Support Services (U118, 423-478-6217 or 423-472-7141) and notify your instructor within the first two weeks of the semester.

Withdrawal – The last date to withdraw from the course without penalty is \_\_\_\_\_. You must see your instructor to have a drop form signed and the last date of class attendance noted. Please plan ahead so that you can complete that requirement.

Academic Integrity – Cleveland State students are required, as a condition of good standing and continued enrollment, to conduct themselves properly in class. Such proper behavior includes academic honesty, civility, and respect for others and private property. Please refer to the Student Handbook portion of the catalog for further information.

## Advantages of the Honors Program

**Direct Articulations** – Most schools will honor an Honors diploma from any community college. At Cleveland State, however, we work out direct articulations with area colleges. These articulations promote cooperation between our school and the 4-year institution to which you may choose to transfer. Please see page 19 for information about the direction articulations we currently have in place.

**Honors Student Lounge** – All Honors students have access to the Honors lounge, located in the library. You may use this space to study, watch required videos for Leadership Development, meet about projects related to your courses, etc. In order to use this space, just check out the key at the front desk in the library.

**Honors Student Awards** – Honors students are eligible for two awards during their time in the program. The Honors Program Committee may award the **Outstanding Honors Student Award** to a student with a high GPA, outstanding performance in the classroom, exemplary motivation towards reaching program goals and developing necessary skills to be a leader in the community. This award is based on professor nomination. The Committee may also award the **Outstanding Capstone Presentation Award** each year. This award can be offered once a year to a student who completes a Capstone project that is especially impactful for the Cleveland State campus or the surrounding community. The recipient of the award will have planned a research-based project related to his or her major that incorporates research, leadership, and/or service focused on the academic or civic community. The student will come highly recommended by his or her Capstone director and will have received high marks from the Honors program committee during his or her Capstone presentation.

**Honors Credit for Study Abroad** – Honors students may earn Honors credit for completing one (or more) study abroad courses during their time at Cleveland State. These credits come with increased responsibility and added presentations/leadership among the other students in the study abroad course. These courses count for four hours each. Students may go on more than one study abroad trip during their time in the Honors program.

**Service Learning for Honors Credit** – Marci Reiter teaches a service learning class for Honors credit as part of the Honors learning community of which you will be a part during your first semester in the program. This course allows you to establish your service record, and it is designed to help you develop your participation in one of our major program goals.

**Leadership Opportunities on Campus** – Honors students are required to demonstrate that they have developed their leadership skills while enrolled at Cleveland State. Our campus has many clubs available designed to promote student engagement on the campus, and many of these clubs elect Presidents, Vice-Presidents, Secretaries, Treasurers, student representative to Student Senate, etc. These are excellent positions for Honors students. For a list of clubs on campus, visit this link: <http://www.clevelandstatecc.edu/admissions/campus-life-clubs-and-organizations>

## Direct Articulations

The Cleveland State Honors Program has a direct articulation with several schools in the area designed to ensure that students transition from CSCC seamlessly into their junior and senior years of study.

### University of Tennessee at Chattanooga

#### General Articulation

Any interested student transferring to The University of Tennessee at Chattanooga from a credible honors program or college will be admitted to the Honors College at UTC via the Innovations in Honors (IIH) Program, so long as the student meets the following criteria:

- a minimum of 3.25 GPA
- verification of good standing from the director or dean of the previous program

All students entering the Honors College via IIH will need to complete the IIH application so that we have this additional background information.

#### Cleveland State Community College – Honors Program

Students transferring from Cleveland State's Honors Program with the required 3.25 GPA and having completed their general education requirements (with an earned associate's degree, presumably) may enter the UTC Honors College in the Innovations in Honors Program.

The IIH Program has these requirements:

1. Innovation Lab I (3 credit hours)
2. Innovation Lab II (3 hours)
3. Brock Seminar or other approved honors or experiential course (3 hours)
4. Departmental Honors Thesis or Honors College Thesis (4 hours)

Cleveland State's *HON 1110 Honors Colloquium* (1 hour) and *HON 2999 Honors Capstone* (1 hour) will each articulate as 1-credit hour versions of our *UHON 1999 – Special Topics*, a course in which our students may earn up to six hours of credit as long as the topic changes.

*HON 2902 Leadership Development Studies* (3 hours) will articulate as a 3-hour version of *UHON 1999*. These hours will satisfy IIH requirement #3 above. (In the future, we hope to develop 2000 and 3000 level versions of *UHON 1999* and will reconsider the articulation of this course at that time.)

All honors courses successfully completed at Cleveland State in other academic departments will articulate as relevant general education courses; they will also count toward the 24 hours of honors credit required for the Honors College diploma.

## Middle Tennessee State University

MTSU will accept up to 18 hours of honors transfer credit from Cleveland State Community College. This includes the following courses:

- HON 1010, 1020 - Interdisciplinary Perspectives
- HON 1110 - Honors Colloquium
- HON 2900 - Individualized Honors Studies
- HON 2902 - Leadership Development Studies
- HON 2999 - Honors Capstone

All students with a 3.25 GPA or higher on college work (12 hours or more) are automatically eligible for Honors.

### Honors Transfer Fellowship

This fellowship pays \$3500 per semester for up to four semesters for 15 students a year. Students must:

- 1) Have a 3.5 GPA or higher
- 2) Return an Honors Transfer Fellowship application by February 15, 2016

MTSU is especially interested in students who have studied abroad and who have served others.

This agreement may be updated, as required, upon the formal approval of the Vice Presidents of Academic Affairs of both MTSU and Cleveland State Community College.