HONORS PROGRAM

The Roosevelt Honors Program (https://www.roosevelt.edu/current-students/academics/honors-program) attracts talented undergraduates studying many disciplines in the College of Arts and Sciences, College of Education, Heller College of Business, and the Chicago College of Performing Arts. The program brings together students who wish to prepare for a career while exploring the world of ideas and offers them a personalized combination of experiences that provide unique preparation for challenges beyond Roosevelt. In small Honors seminars and individual research settings, students build a strong community with their peers, develop robust academic skills, and prepare for ongoing learning.

Admission

Admission to the program is competitive, based on a holistic evaluation of each student’s academic record, writing ability, and personal commitment to pursuing learning. Incoming first years, transfer students, and current Roosevelt undergraduates are eligible to apply. Applications are considered on a rolling basis throughout the year but should be submitted by August 15 for Fall semester and November 15 for Spring so that class schedules can be planned to include an Honors experience.

All students must submit the Honors application (https://rooseveltuniversity.co1.qualtrics.com/jfe/form/SV_eex9BctnUnag6Gc), a short application which supplements their academic record and contains short essays in which students talk about their experiences, passions, and goals.

Curriculum

General Curriculum

The Honors Program is tailored to enrich and enhance each student’s time at Roosevelt University without increasing their degree requirements or costs. Students chart their own paths through the program by selecting courses, internships, travel abroad, or research opportunities each term. This general curriculum applies to all students, but students majoring in Music Arts and Psychology can select Honors classes each semester that will apply to both their major and Honors.

Students are encouraged to take advantage of many opportunities within the program that support their goals, but no student is required to complete the program if it does not fit within their larger academic and professional goals.

Music Arts track, Bachelor of Music Arts

The Honors Bachelor of Musical Arts (http://catalog.roosevelt.edu/undergraduate/performing-arts/musical-arts-bma) degree is a flexible interdisciplinary program in which you combine the study of music with another field. It is individualized according to your interests and culminates with a senior project that melds your work in music with the second discipline. Housed within Roosevelt’s Chicago College of Performing Arts (CCPA), (https://www.roosevelt.edu/colleges/ccpa) this audition-based track is appropriate for students intending on advanced study and careers in:

- Academic disciplines such as Ethnomusicology, Musicology, Music Theory
- Professional degrees such as Music Therapy and Music Production
- Arts Administration
- Music business, librarianship, copyright or intellectual property law, artist management, concert promotion, public arts advocacy, or music entrepreneurial ventures

Psychology track, Bachelor of Arts

The Psychology Track within the Honors Program provides an academically enhanced experience for highly qualified students majoring in psychology. Students fulfill all the standard requirements for a Psychology major (http://catalog.roosevelt.edu/undergraduate/arts-sciences/psychology-ba) within the College of Arts and Sciences (https://www.roosevelt.edu/colleges/arts-sciences), but also include one honors-only psychology course each semester and complete an honors thesis with a member of the psychology faculty. Students have the option of a two-semester research sequence in which they become involved in the lab of a professor, or they may choose a one-semester thesis project in addition to a psychology internship directly assisting people in the community. Students also have the opportunity to assume leadership roles in Psi Chi, a national psychology honors society, as well as serve as teaching assistants for Introductory Psychology classes. Coursework in the psychology track provides students with opportunities to study many areas in both applied and experimental psychology. It can lead to direct employment after graduation and is particularly well suited for preparing students for advanced graduate study.

Academic Opportunities

Course work

Honors courses tend to be smaller in size and offer seminar-style engagement for students majoring in a variety of disciplines tackle contemporary issues. Honors versions of core Roosevelt requirements in writing and critical thinking are offered regularly. In addition, the program offers a selection of specialty courses in humanities and social sciences that vary by semester. Students should consult each semester’s class schedule for the most current listings.

Experiential Learning Alternatives (ELAs)

This option allows participants who engage in credit-bearing experiences which reflect the intellectually rigorous and challenging academic opportunities of the Honors program to apply these credits towards completion of the Honors program. See the Requirements section for details.

Honors Contracts

Honors students may design an Honors-level independent project within an advanced, non-Honors course and have it attributed to meet Honors requirements. This is a “contract.” Each contract must be initiated by the student and outlined significant, experiential, Honors-level work that is designed by the student and outside of the standard curriculum for the course. While the faculty will act as a mentor and evaluate the additional work, this is a self-directed opportunity and the primary responsibility for developing the scope and feel of the experience is on the student. See the Requirements section for details.

Senior Thesis

Each student will develop an independent, significant original capstone project in their final term. The details of the project’s topic, scope, method, and format are determined by the student, and the final work is evaluated by a faculty mentor. Past Honors thesis projects have ranged from traditional academic work to gallery shows of original artwork, published websites, mobile phone applications, and collections of short stories.
Honors Program

Additional program features

Academic Coaching
Honors students' home base will be the Honors Program, where they will have enhanced advising to support their progress, in addition to advising within their academic department.

Research
The Undergraduate Research Opportunities Program (UROP) matches students as paid research assistants on faculty members' research projects in any discipline at the University. Recent UROP projects have been based in Biology, Psychology, Political Science, History, Education, English, Chemistry, Sociology, and the Mansfield Institute for Social Justice. This research experience prepares you to excel in professions and graduate programs.

Fellowships and scholarships
Honors students are offered information and support for applications for fellowships and scholarships outside of Roosevelt.

Requirements

Formally completing the program means receiving the Honors designation on the transcript. To do this, students must complete from 18 to 30 credits, culminating with three credits of independent study work on an original thesis project. The total number of required Honors credits depends on the academic credits students have earned before beginning the program. Typically, though, students who complete the program include at least one credit-bearing Honors experience in each semester, as well as one or two semesters that contain two credit-bearing Honors experiences.

Specialized track notes:
• Students in the Bachelor of Music Arts (BMA) track are required to enroll in a 2-credit Honors BMA colloquium every semester.
• Beyond the Honors Psychology seminars offered each semester, Honors credits are also awarded to students who successfully complete PSYC 399, Directed Research.

Students must earn a grade of C- or higher in an Honors seminar or Experiential Learning Alternative for it to count towards the total number of Honors credits to complete the program. Students who do not receive a C- or higher will still receive the academic credits for the experience, as outlined by other Roosevelt or departmental policies, but it will not bring them closer to completing the Honors program requirements.

In addition, participants must have a minimum final institutional GPA of 3.0 to receive the Honors recognition at graduation and on their final transcript.

Honors Completion Requirements Schedule

<table>
<thead>
<tr>
<th>Number of credits completed when admitted to Honors</th>
<th>Total Honors credits required</th>
<th>Minimum Honors seminar credits required</th>
<th>Maximum ELA credits allowed</th>
<th>Required thesis credits</th>
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<tr>
<td>0-14</td>
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Requirements for Experiential Learning Opportunities (ELAs) and Contract Courses

Experiential Learning Alternatives (ELAs)
This option allows participants who engage in credit-bearing experiences which reflect the intellectually rigorous and challenging academic opportunities of the Honors program to apply these credits towards completion of the Honors program.

Qualifying ELAs are:
• Honors Contract Projects designed by the student to attain an Honors-level experience in a non-Honors Roosevelt course (see details, below)
• Independent Study or Directed Research course through an academic department
• Internships, practicums, student teaching, and other sustained off-campus endeavors (enrollment in a complementary Roosevelt course required; minimum of one semester)
• Serve in a sustained community-based endeavor (including on and off campus service; enrollment in a complementary Roosevelt course required; minimum of one semester)
• Study abroad and take non-Honors courses from an accredited foreign university (full-time enrollment of 12-15 credits)
• Research Assistantship on a faculty research project (enrollment in complementary Roosevelt course or employment through Roosevelt office required; minimum of one semester)

To apply an ELA towards Honors, students must:
• Coordinate their ELA plans with Honors Program staff within the first three weeks of the semester during which the project or experience takes place
  • Honors Contract ELAs must be proposed and accepted; program staff will provide the form upon request and the parameters and requirements for Honors contracts are outlined below
  • For all other ELAs, students must complete an ELA Agreement; program staff will provide the form upon request
• Receive formal faculty approval for the ELA plan within the first three weeks of the semester during which the project or experience takes place
• Submit a formal, substantive written reflection on the ELA to the Honors Program within one month of the end of the course, project, or experience.

Honors Contracts
Each contract must be initiated by the student and outline significant, experiential, Honors-level work that is designed by the student and outside of the standard curriculum for the desired course. While the faculty will act as a mentor and evaluate the additional work, this is a self-directed opportunity and the primary responsibility for developing the scope and feel of the experience is on the student.

• Eligibility Requirements
  • Students:
    • Must be at sophomore, junior, or senior standing
    • Must have demonstrated success in at least one Honors seminar course (B or better); Bachelor of Music Arts (BMA) students may waive this requirement with instructor approval
  • Courses:
• Can only be within the declared major or minor
• Cannot have a designated Honors section
• Must be 200 or 300-level

• Faculty:
  • Limited to 3 or fewer contracts per semester
  • Must be full-time faculty
  • Can supervise multiple contracts within the same course
    • Multi-contract courses can contain individual projects or produce a collective group project

• Proposal Requirements
  • Deadline:
    • A complete, faculty-signed proposal is due to Honors by 4 pm on the Friday of the third week of classes during semester in question
  • Must include:
    • An estimated number of hours of work per week
    • A description of the intended product
    • A list of the proposed resources
    • A clear and specific plan for completing the proposed project
    • A brief rationale for why this project constitutes an Honors-level experience
  • Honors Program staff will not approve any contracts without faculty signature

• To earn Honors credit
  • Faculty will be consulted regarding appropriate options within their discipline, but, in general, Honors-level experiences in a contract can include:
    • Research
    • Transformational Learning
    • Adding interdisciplinary component
    • Completing graduate-level work
    • Partner with an external organization to carry out relevant work with an academic component
  • The student must earn a C- or higher in the course for it to fulfill an Honors requirement
  • Write a short reflection on the experience for the Honors Program
  • Completed successfully, an Honors contract’s credits are the same as the number of credits as the course in which the contract was completed