



# **The Honors College at Eastern Michigan University**

## **Student Handbook**

**2023-2025**

Note: Students may always choose to follow a newer version of the Handbook but are also allowed to graduate under the requirements in the Handbook from the year in which they entered EMU or joined The Honors College. They may not follow an Honors curriculum that was in force *before* they entered EMU unless they were in a community college Honors program that has an articulation agreement with the EMU Honors College, in which case they can follow the requirements in force during the time they were in the community college program.

## **A MESSAGE FROM THE DEAN OF THE HONORS COLLEGE**

*Welcome to The Honors College at Eastern Michigan University (EMU)! The EMU Honors College takes pride in offering a high-quality educational experience within an affordable, comprehensive university. The Honors College is home to a highly accomplished group of students and faculty and is designed to foster an Honors ethos that comprises intellectual curiosity, academic achievement, leadership, a passion for experiences that cross cultural and linguistic boundaries, and the bond between individuals and the larger community. Success in Honors requires creativity, persistence, and dedication, as students develop their skills and talents to achieve their academic, personal, and professional goals.*

*Each semester, students may choose from an array of engaging classes that meet General Education, major, and/or minor requirements. Talented, passionate professors, most of whom are recognized experts in their academic disciplines, teach Honors courses. Typically, Honors sections are limited to 20 to 25 students to encourage collaboration and rich interactions, where students help guide discussion, challenge their peers, and take the lead on projects. Expectations for performance are high, but our students are capable of meeting the challenges ahead and we provide them with support to help them reach their goals.*

*An Honors College experience includes more than earning high grades. We invite Honors students to #SoarHigher by challenging themselves beyond the classroom -- by becoming student leaders, volunteering in the community, engaging in athletics and the arts, and exploring the intellectual, cultural, and social diversity of the university, community, and world. Honors students are encouraged to push themselves both academically and culturally by attending theater productions, lectures, and workshops, studying abroad, learning a new language, starting or leading campus organizations, pursuing professional opportunities, and more. We live in a diverse and exciting world, and, as students and citizens, we are responsible for understanding the richness of that world and contributing to the well-being of our planet and our fellow humans. Such challenges require us to learn, imagine, reflect, collaborate, and work toward the future we seek.*

*This Handbook explains what The Honors College expects of Honors students. We encourage you to read it carefully and refer to it often. You can learn about Honors College events and opportunities by reviewing our weekly newsletter (delivered to your Emich email during the academic year), website, and social media outlets. Honors College Peer Advisors are also available and eager to help answer questions and assist you in solving problems, so be sure to stop by The Honors College building at 511 W. Forest Avenue or email us at [EMUHonors@emich.edu](mailto:EMUHonors@emich.edu).*

*Welcome to The Honors College!*



*Ann R. Eisenberg, Ph.D.  
Dean of The Honors College*

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**HONORS COLLEGE STAFF**  
2023-24

Dean.....Dr. Ann Eisenberg  
[aeisenbe@emich.edu](mailto:aeisenbe@emich.edu)

Associate Dean.....Dr. Megan Moore  
[mmoore86@emich.edu](mailto:mmoore86@emich.edu)

Assistant Director.....Mr. Nick Malendowski  
[nmalendo@emich.edu](mailto:nmalendo@emich.edu)

Honors Academic Advisor.....Ms. Sage Stewart  
[sstewa35@emich.edu](mailto:sstewa35@emich.edu)

Faculty Fellow.....Dr. Maria Garcia  
[mgarci21@emich.edu](mailto:mgarci21@emich.edu)

Faculty Fellow.....Dr. Aaron Liepman  
[aliepman@emich.edu](mailto:aliepman@emich.edu)

Faculty Fellow.....Dr. Amanda Stype  
[astype@emich.edu](mailto:astype@emich.edu)

Administrative Secretary..... Ms. Lisa Thorn  
[emuhonors@emich.edu](mailto:emuhonors@emich.edu)

Graduate Assistant.....Ms. Brooke Whittaker  
[bwhitta1@emich.edu](mailto:bwhitta1@emich.edu)

Graduate Assistant.....Ms. Alyssa Shaw  
[ashaw32@emich.edu](mailto:ashaw32@emich.edu)

Office phone: 734.487.0341  
Office Address: 511 W. Forest Ave. Ypsilanti, MI 48197  
Web Site: <http://www.emich.edu/honors/>  
Facebook: [EMU Honors College](#)  
Instagram: [EMUHonors](#)  
Twitter: [EMUHonors](#)

## **Benefits of Honors College Membership**

Honors College students in good standing receive multiple benefits from their Honors College membership:

### **Dedicated Honors Sections and Honors Contracts**

Honors students can enroll in Honors-only sections of many General Education courses (and, occasionally, courses that meet major or minor requirements). Honors courses typically allow for greater engagement with course material, peers, and faculty. Honors students may also take upper-division Honors courses through an Honors Contract with a faculty member. This agreement between student and faculty member outlines projects or other coursework deemed appropriate for earning Honors credit (see p. 23 for more detail on Honors contracts).

### **Small Classes**

Honors sections are capped at a maximum of 20 to 25 students, allowing students the opportunity to work more closely with faculty and peers.

### **Honors Advising**

Honors students have access to advising and support from the administrative team of The Honors College. Honors College staff go beyond helping students select courses for the coming semester. They outline 4-year plans, provide students with information about professional opportunities, and help students develop research plans and interact with various offices on campus – and more.

Students can schedule an appointment with an academic advisor through Starfish or the [Advising page](#) of the Honors website. *All first-semester EMU students **must** see an academic advisor before they can register for second-semester classes.*

### **Priority Registration**

Honors College members in Good Standing enjoy priority registration -- the opportunity to register for classes on the first day that registration for the next semester opens. This benefit allows Honors students to build schedules around Honors courses, while space in other classes they need is still available. Although Honors students can expect to obtain a favorable course schedule, *the aim of priority registration is to ensure that students can take Honors sections* whenever possible and to help Honors students move smoothly through the complex degree plans they often design.

### **Honors Housing: The Honors Living and Learning Community**

All members of the Honors College are eligible to live in Honors housing (but only Presidential Scholars are required to live in Honors housing for their first two years). After a year in Best Hall, the Honors Living and Learning Community returns to the newly refurbished Downing Hall for the 2023-24 academic year. Downing Hall is located across the street and directly north of Pray-Harrold, one of the largest classroom buildings on campus. The Honors community of scholars allows students to reside with peers who share their commitment to academic achievement.

## Honors Social and Intellectual Events

Each academic year, The Honors College hosts a variety of social and intellectual events that enable Honors students to build relationships with other Honors students (and Honors administrators) and enrich their academic horizons. Examples of such events include the Star Lecture Series, a Professional Development series, game nights, a fall festival, a spring picnic, stress-relieving events (e.g., a “Ross and Relax” evening of painting), pancake breakfasts with the Dean, travel to the Stratford Festival, a book club, a crochet/knitting club, the Black Honors Student Organization (BHSO), and more. Students can learn more about Honors social and academic events through the weekly newsletter and the [Honors events calendar](#) on the Honors website.

## Work Experience as Student Fellows

Becoming an Honors College Student Fellow provides select Honors students the opportunity to work on projects and initiatives with the Honors administrative team. Only members of the Honors College in good standing may work as Student Fellows. The Student Fellows program is designed to give Honors students experience working in higher education and expand their professional and leadership skills while they assist Honors College staff in offering programming for fellow students. Student Fellows assist The Honors College with recruitment, programming, communication, office work, and peer advising. Student Fellow positions are advertised through the weekly newsletter and emails (from [EMUHonors@emich.edu](mailto:EMUHonors@emich.edu)) at multiple times throughout the academic year.

*[Note: Students who have been awarded work-study as part of their financial aid package may use a Student Fellow position as their work-study job. Preference in hiring is given to students with work-study funding.]*

## Stronger Relationships with Faculty

Being a member of The Honors College helps students develop close working relationships with faculty, as early as their few first semesters at EMU. These relationships lead to opportunities for mentorship, research, networking, and involvement on and beyond campus.

## Four-Week Library Loan Period

Honors students receive a four-week (28-day), library loan period -- seven days longer than for other undergraduate students. You should identify yourself as a member of The Honors College at checkout to receive this benefit.

## Honors Awards and Scholarships

Members of The Honors College who are in Good Standing have the opportunity to obtain additional funding for co-curricular experiences, as described below:

- ✓ **Undergraduate Research Fellowships:** The Honors College offers competitive fellowships to Honors College students in good standing who are completing research and creative projects. Award amounts range from \$1,000 to \$2,000 and students may receive funding for up to three semesters (for a total award of \$4,500). The amount of the Fellowship depends on whether the student is working on a Senior Project and whether they have had prior Honors College research funding. Students who receive Undergraduate Research Fellowships work closely with faculty mentors, so students apply for funding jointly with a faculty member.

- ✓ **Study-Abroad Scholarships:** Honors Study-Abroad Scholarships are awarded to Honors students who plan to study abroad in the upcoming semester or year and are designed to help defray costs associated with a study-abroad experience. The value of the award varies by applicant, as does the number of awards per year, depending on available funding.
- ✓ **Travel Grants:** Honors College Travel Grants are awarded to students for four purposes: (1) to assist them in participating in an EMU domestic travel course; (2) to help them present their research at an academic or professional conference or workshop in their field; (3) to assist them with travel expenses for an unpaid internship; or (4) to allow them to travel for the purpose of data collection for a Senior Project. Students must provide documentation showing that their work has been accepted to a conference when they request funding for conference attendance. Travel grants are distributed on a first-come/first-served basis until funds are expended. The funding cycle runs from July 1st to June 30th.
- ✓ **Anaruth Gordon Honors College Endowed Scholarship:** The Anaruth Gordon Honors College Endowed Scholarship is a gift from EMU Honors alumnus Mark Gordon ('93) to honor his mother, Dr. Anaruth Gordon, who served as Assistant Director of The Honors College at Eastern Michigan University from 1989 to 1992. Dr. Ruth, as she was known to students, is a lifelong educator who thoroughly enjoyed working with students and appreciated the value of an Honors education. Recipients must be members of The Honors College in good standing and must have completed a minimum of 12 Honors hours at the time of application. The application deadline is April 1st, and one award of approximately \$500 is distributed each fall.
- ✓ **Brown-Chappell Endowed Honors Scholarship:** The Brown-Chappell Scholarship honors Dr. Betty Brown-Chappell who served as a faculty member in the EMU School of Social Work for 17 years, including stints as the Associate Director of The Honors College and the Director of the EMU McNair Scholars Program. The Brown-Chappell Endowed Honors Scholarship was established in 2012 to provide an annual award of \$1,000 for a high-achieving student who is also a low-income, first-generation college student OR is a member of a group underrepresented in higher education. Priority is given to Honors students, McNair Scholars, and those pursuing a major in the College of Health & Human Services. The application deadline is November 15th with the recipient announced the following February. The award is distributed in the fall of the academic year following application.
- ✓ **Founder's Award:** The Founder's Award was instituted in 1994 by former director and founder of the Honors Program, Dr. Robert Holkeboer. Its purpose is to aid students in pursuing an experiential learning opportunity, such as study abroad, an unpaid internship, involvement in research, or a workshop or certificate course. Two to three awards of \$400-\$750 are offered each year. The application deadline is April 1st for the following summer or academic year.
- ✓ **Ross A. Oliver Student Leadership Endowed Scholarship:** The Oliver Student Leadership Scholarship was established in 2019 by Honors alum Ross A. Oliver to support students who demonstrate exemplary leadership in the campus community, particularly leadership that encourages diversity. Although the scholarship is open to all students, preference is given to members of The Honors College. One award of approximately \$500 is offered each year. The application deadline is April 1st for the following fall semester.
- ✓ **Susan and John Ullrich Endowed Scholarship:** The Ullrich Scholarship was created to recognize EMU students for their leadership outside of their course of study. Juniors and seniors with a GPA of 3.0 or higher who participate in athletics, clubs, student government, community volunteerism, or social initiatives are eligible to apply. The Honors College staff selects recipients and preference is



given to members of the Honors College, although students who are not members of the Honors College are eligible to apply. Typically, two to three awards of \$500 to \$1500 are offered each year. The application deadline is April 1 for the following academic year.

Students can learn more about these Honors scholarships and fellowships and find application forms on the [Scholarships page](#) of The Honors College website.

### **Assistance with Applications for Major External Scholarships**

The Honors College also coordinates student applications for several major external scholarships, including the [Boren Scholarship](#), the [Harry S. Truman Scholarship](#), the [Barry Goldwater Scholarship](#), the [Rhodes Scholarship](#), the [Marshall Scholarship](#), and the [Mitchell Scholarship](#). These scholarships are highly competitive and, in some cases, students must have a university nomination to apply. Even when formal university sponsorship is not required, we strongly recommend that students work with The Honors College on their applications. Students should plan well in advance to apply, as these scholarship applications often require multiple steps. Beginning early allows students to assemble the strongest application possible. Students should contact Faculty Fellow Dr. Aaron Liepman to discuss the Goldwater Scholarship (designed for students interested in graduate study and research careers in STEM fields) and the Dean of The Honors College for more information about other national scholarships.

[Note: The Graduate School administers the [Fulbright Scholarship](#), which provides students the opportunity to study abroad for a full year in the first few years following their graduation with a Bachelor's degree. For more information about the Fulbright Scholarship, interested students should contact Dr. Carla Damiano at [cdamiano@emich.edu](mailto:cdamiano@emich.edu) by May of the year preceding their intended graduation.]

### **Publications and Conference Presentations**

Honors students have multiple opportunities to disseminate their original research and creative work.

- ✓ The EMU Undergraduate Symposium. The Undergraduate Symposium takes place annually near the end of March and showcases undergraduate research. Many Honors students present their Senior Project or the results of the research for their Undergraduate Research Fellowship awards at this event. Students also present on research projects they completed in EMU classes or at summer research programs.
- ✓ Professional conferences in nearly every discipline and field are held at the state, regional, national, and international levels. Honors students have been privileged to present at such conferences, sometimes on their own and sometimes collaboratively with faculty members.
- ✓ Honors conferences, such as *The Mid-East Honors Association (MEHA)* and *The National Collegiate Honors Council (NCHC)*, offer opportunities for students to share their work with Honors students and faculty members from other colleges and universities.
- ✓ Partial financial support for presenting at conferences may be obtained through departmental scholarships, college scholarships, and/or Honors Travel Grants.

## **Requirements for Maintaining Good Standing and Membership in The Honors College**

To remain a member of The Honors College in good standing, students must: (1) complete a minimum of one Honors course in each academic year in which they are enrolled in The Honors College; and (2) maintain a grade point average (GPA) of 3.3 or higher.<sup>1</sup> Students who do not meet these requirements are placed on Honors Probation and, in some circumstances, they forfeit membership in The Honors College.

### **Completing Honors Credit and Good Standing**

To remain in good standing, students must complete Honors credit in at least one semester of each academic year. If a student does not earn any Honors credit in a given academic year, they are placed on Honors Probation in May of that year. If the student completes an Honors course or Honors contract in the following fall semester, they are returned to good standing in The Honors College. If they do not complete an Honors course or contract in the following fall semester, they forfeit membership in The Honors College.

Although students are not expected to take Honors courses in the summer term (since no designated Honors courses are offered during the summer), a student who completes an Honors contract in a summer term can count that summer term as if the contract had been completed during the previous winter semester. The Honors College does not count semesters in which students are not enrolled at EMU as part of the determination of consecutive semesters.

Once a student reaches 24 hours of Honors credit (enough to earn University Honors), they are encouraged to continue earning Honors credit but are no longer required to do so.

Students should work with The Honors College advising staff to develop their academic plan, so they can complete at least one Honors course every other semester. Students should note, however, that taking a single Honors course in an academic year will not enable them to earn enough Honors hours to graduate with Honors from the Honors College.

### **Grade Point Average and Good Standing**

Students' grade-point averages are checked following each winter term to determine if the student remains in good standing. To remain in good standing, students must maintain a cumulative Grade Point Average of at least 3.3.<sup>2</sup> If a student's GPA falls between 3.00 and 3.30, they are placed on Honors probation and are strongly encouraged to meet with an Honors College advisor to develop an academic plan to return to good standing. If their GPA continues to drop, they will be required to meet with an Honors College advisor or forfeit membership in The Honors College.

If a student's GPA falls below 3.00, they will forfeit membership in The Honors College.

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<sup>1</sup> Students who are seeking Departmental Honors remain in Good standing with a GPA of 3.2. Students who have submitted an Intent to Pursue Departmental Honors form should notify The Honors College at [EMUHonors@emich.edu](mailto:EMUHonors@emich.edu) if they are placed on probation with a GPA of 3.20-3.29.

<sup>2</sup> See note about the Departmental Honors GPA requirement above.

## Honors Probation

Students on Honors Probation retain most of the rights of membership in The Honors College with the exception of the following benefits:

- ✓ *Priority Registration.* Students on Honors probation do not have access to priority registration and must wait until their university-assigned registration time to register.
- ✓ *Honors Awards and Fellowships.* Students on Honors probation are not eligible to receive any Honors scholarship or fellowship awards.
- ✓ *Honors Leadership Positions.* Students on Honors probation are not eligible to work in The Honors College as Student Fellows or serve as student members of the Honors College Advisory Council (HCAC).
- ✓ *Graduation with Honors.* Students on Honors probation are not eligible to graduate from EMU with any type of Honors distinction.

## Losing Membership in The Honors College

Membership in The Honors College reflects academic success and commitment to leadership, service, and integrity. Students forfeit membership in The Honors College under the following circumstances:

- Failure to maintain a GPA above 3.3 and/or to meet the terms of Honors probation
- Failure to earn Honors credit within the allotted time frame
- Being found guilty of academic misconduct or a serious violation of the University Student Conduct Code

Students whose academic performance leads to their forfeiture of membership in The Honors College will receive notice that they will be removed from The Honors College roster.

***[NOTE: When students forfeit membership in The Honors College, they are allowed to continue living in the Honors Living and Learning Community if they have already applied to live in Downing Hall for the current or coming academic year. If they are already enrolled in an Honors course or courses for the fall semester, they are allowed to remain in that course or courses, if they choose to do so.]***

## Appeal and Readmission

The Honors College sends probationary and dismissal letters at the end of the winter semester and following the fall Honors Contract deadline for students who did not take an Honors course in the previous academic year. If a student wishes to appeal the decision regarding the loss of their Honors College membership, they must do so in writing within two weeks of receiving notification of their forfeiture of membership. Students may appeal their probationary status as soon as they have registered for an Honors course or submitted an Honors Contract in the following term. Appeal letters should be addressed to the Dean of The Honors College and submitted to [EMUHonors@emich.edu](mailto:EMUHonors@emich.edu). Following the loss of membership because of a low GPA, students can apply for readmission to The Honors College after they complete an additional 15 hours of university credit and have a cumulative GPA of at least 3.3.

Honors students are encouraged to speak with the Dean of The Honors College regarding questions about specific requirements for the retention of good standing in The Honors College.

## **Graduating with Honors: The Honors College Pathways**

Academic achievement is at the core of The Honors College. Students are admitted to the Honors College because of their academic achievements in high school, a community college, or their first few semesters at EMU. Expectations for students entering The Honors College are straightforward: continue the high level of academic performance that led to your admission to the Honors College; regularly earn Honors credit in your coursework, either by taking Honors classes or by completing Honors Contracts; and plan to graduate with the distinction associated with one or more of the **Honors pathways**.

Honors students are offered three pathways to Honors graduation and are encouraged to pursue the Honors pathway or pathways - University Honors, Departmental Honors, and/or Highest Honors - that best helps them achieve their professional and personal goals. All Honors students are expected to graduate with one of the Honors distinctions.

The following pages explain the “nuts and bolts” of membership in The Honors College. They provide details about each Honors Pathway that leads to Honors graduation, the specific requirements for those Pathways, and more about Honors courses, contracts, and graduation.

Honors students should take an active role in tracking their Honors requirements as they progress toward their degrees. To that end, Honors students are encouraged to stop by The Honors College office for assistance and for advising. Students can schedule an appointment with an academic advisor through the [Advising page](#) of the Honors website.

**Students can also track their completion of Honors curricular and co-curricular requirements in the Supplemental Advising section of their MyEmich account.** To check on their Honors progress, students should sign into their MyEmich, click on "Student Full Menu" within the Student Academic Services tab, and then click "Student Records." There they will find a link to "Supplemental Advising Information," which provides information on all of the requirements the student has met. Honors Peer Advisors can assist students in learning to access their Supplemental Advising information.

### **An Overview of Honors Pathways**

There are three types of Honors degrees available to Honors students at EMU: **University Honors**, **Departmental Honors**, and **Highest Honors**. Honors students are, of course, also subject to all EMU academic policies. The various Honors pathway distinctions include additional expectations that set Honors students' experiences apart from those of their peers.

- **University Honors** requires:
  - A Grade Point Average (GPA) of at least 3.3
  - Successful completion of 24 Honors credits
  - Attendance at an Undergraduate Research Workshop
  - 30 hours of community service
  - Completion of 3 CLIPS activities from 2 different CLIPS Honors Experience categories (+reflection paper for each activity – see pages 16-18 for more information on CLIPS activities)
  - Attendance at 3 Star Lectures in a single academic year (+reflection paper)

- **Departmental Honors** requires:
  - A Grade Point Average (GPA) of at least 3.2<sup>3</sup>
  - Successful completion of at least 12 hours of Honors credit in the major or minor (with some Departments requiring up to 15 hours)
  - Attendance at an Undergraduate Research Workshop
  - Submission of an Intent to Pursue Departmental Honors form, approved by the Departmental Honors Advisor
  - A Senior Project Proposal (due prior on the first day of the last month of the student's penultimate semester), approved by a faculty mentor and the Departmental Honors Advisor
  - A Senior Honors project, approved by a faculty mentor, the Departmental Honors Advisor, the Department Head or School Director, and The Honors College
    - *Credits earned in the major or minor as a part of University Honors may count toward Departmental Honors. Students may pursue Departmental Honors in more than one major or minor.*
  
- **Highest Honors** requires:
  - A Grade Point Average (GPA) of at least 3.70
  - Successful completion of 30 Honors credits
  - Successful completion of requirements for either University Honors OR Departmental Honors
  - 45 hours of community service
  - A Senior Project Proposal (due prior to the student's final semester and approved by a faculty mentor and the Associate Dean of The Honors College)
  - A Senior Honors project, approved by a faculty mentor and the Associate Dean of The Honors College
  - Completion of 5 CLIPS activities from at least 3 CLIPS Honors Experience categories (+reflection paper for each – see p. 16-18 for more information on CLIPS activities)

Transfer students who participated in an Honors program at their previous institution may transfer up to 18 Honors hours for use toward University Honors or Highest Honors. The use of transferred Honors hours for Departmental Honors is subject to agreement from the Department in which the student is seeking Departmental Honors. Transfer students who wish to obtain permission to use community service hours completed while enrolled in an Honors program at a previous institution should contact the Dean of The Honors College.

[Note: The three Honors Pathways that lead to graduation with Honors from EMU and The Honors College are different from the institutional Honors categories: *cum laude*, *magna cum laude*, and *summa cum laude* (often referred to as Latin Honors because of their use of Latin terms). Institutional honors are based solely on a student's EMU cumulative GPA. ***Recognition regarding the completion of GPA-based Honors comes from the University and not from The Honors College.***]

Additional information about the specific requirements for each of the Honors Pathways can be found below.

## **Details Regarding Requirements for *University Honors***

### **A. Coursework: 24 Honors credit hours required**

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<sup>3</sup> Some Departments allow students with a GPA between 3.0 and 3.19 to graduate with Honors. To determine if your Department allows students with a GPA lower than 3.2, you will need to check with the Departmental Honors Advisor or the Dean of The Honors College.

- a. These credit hours can be earned through designated Honors sections of General Education courses or courses in the major or minor.
- b. These credit hours can also be earned through the completion of Honors contracts (see p. 23 for additional details about Honors contracts).

**B. Community Service: 30 hours required (see p. 14 for additional details on community service)**

- a. The community service requirement equates to 7.5 hours of community service per year for students who take 4 years to complete their degree.
- b. Students should avoid waiting until their last year in college to begin earning community service hours.
- c. Community service can be completed both on or off campus through multiple organizations.
- d. Students should report regularly on their completion of community service hours using the Community Service Submission form on the [Forms](#) page of The Honors College website

**C. Participation in the Star Lecture Series (in a single academic year)**

- a. Attend at least three of the six Star Lectures presented during a single academic year and submit a reflection paper about the lectures to [EMUHonors@emich.edu](mailto:EMUHonors@emich.edu).
- b. Star Lectures are offered monthly (3 times per semester) in the fall and winter semesters. The day of the week and the format (in person or virtual) varies across the six lectures to maximize students' opportunity to attend 3 of the 6 Star Lectures in a single academic year.
- c. Each Star Lecture Series focuses on a specific theme, and all six lectures related to that theme. The theme for the 2023-24 Star Lecture Series is "The Journey."

**D. Undergraduate (UG) Research Workshop**

- a. This workshop is designed to encourage students to become involved in undergraduate research while they are students at EMU.
- b. The workshop focuses on the benefits of undergraduate research, how to become involved in research, the process of completing a Senior Project, and EMU resources for the support of undergraduate research.
- c. Because of the value that The Honors College places on undergraduate research, all Honors graduates – regardless of pathway -- must attend an Undergraduate Research Workshop so that they can make an informed choice regarding their participation in research.
- d. Students who enter The EMU Honors College with fewer than 30 hours of prior college credit) should plan to attend this workshop by the end of their second or beginning of their third semester at EMU (or at the point when they have chosen a major, whichever comes last). Students who enter The Honors College with 30 or more college credit hours completed should attend this workshop in their first semester in The Honors College or once they select a major.
- e. Students can sign up for an UG Research Workshop on the [Honors events calendar](#) on the Honors website.

**E. Completion of 3 Co-Curricular "CLIPS" Activities from 2 Different CLIPS Honors Experience Categories**

- a. Students seeking University Honors are required to participate in 3 co-curricular experiences.
- b. The acronym "CLIPS" refers to the 5 different categories of co-curricular activities: Cultural Exploration (C); Leadership and Civic Engagement (L); Intellectual/Academic Activity (I); Professional Development (P); and Skill Development (S).

- c. The categories for co-curricular experiences are varied and broad to allow students seeking University Honors to select a set of enriching experiences that they find personally meaningful and worthwhile.
- d. Additional information on the CLIPS categories and examples of activities that satisfy CLIPS requirements can be found on pages 16-18.

Although the University Honors pathway requires 24 Honors credits, there is no limit on the number of Honors credits a student can earn. Each fall and winter term, The Honors College offers approximately 35 to 40 Honors sections across the different General Education categories and in certain major courses that are taken by large numbers of Honors students (e.g., some courses in psychology, chemistry, nursing, biology, and the Business Foundation courses). Students who take Honors courses can simultaneously use courses to meet Honors, General Education, and major requirements, as appropriate.

Students may also earn Honors credits by contracting courses (see p. 23 for more details on Honors contracts), although the College discourages students from contracting General Education courses that are offered as Honors sections. ***Contracting General Education courses requires pre-approval from The Honors College. The pre-approval form can be found on the [Forms page](#) of the Honors website.***

### **The Community Service Requirement**

The Honors College is strongly committed to the value of community service. To graduate with University Honors, Honors students must perform a minimum of 30 hours of approved community service – about 7.5 hours annually for students who enter The Honors College as incoming freshmen and graduate in the standard 4 years.

Policies pertaining to Honors community service are as follows:

- *Honors community service must be distinct from coursework.* EMU is fortunate to have a significant number of courses offered with service components and The Honors College encourages students to connect meaningfully with these opportunities. Yet *only* service hours completed above and beyond the requirements for an Honors class/contract or an Academic Service-Learning course may be counted as community service.
- *Students may not receive pay or remuneration in any form for an activity they wish to count as community service.*
- *Volunteer activities intended to support a religious organization, the practice of religion, or a political campaign may not count toward Honors community service requirements.* The one exception to this rule is that service organized by a religious organization in support of a community external to the religious organization, such as a food bank, soup kitchen, or homeless shelter, or a vacation Bible school that recruits non-church members, can count as community service.
- *The following activities may count as Honors community service without pre-approval from the Honors College:*
  - o Service arranged through a recognized campus office, including the Honors College (e.g., the Department of Economics, Engage@EMU)
  - o Service arranged through the Campus Life VISION project or at an organization listed on the Campus Life VISION website (e.g., Alternative Spring Break, the Mentor Collective)
  - o Service that is arranged through a campus student organization, including Greek Life organizations, or a residence hall



- o Service at an organization registered with the United Way
- *Students who wish to earn Honors community service credit for any organization not listed above must obtain pre-approval from The Honors College.* Students may request pre-approval using the pre-approval form available on the [Forms page](#) of The Honors College website.

Honors students may not use the same activity to count simultaneously toward community service and any of the co-curricular CLIPS requirements. For example, working as a Connect Group Leader in one year can be used as community service OR a Leadership experience (the “L” of CLIPS), but the same experience in the same year *cannot* be counted toward both a Leadership experience AND community service. It is possible, however, to do the same experience in two separate years (e.g., work as a Connect Group Leader over two separate summers) and count one year of service as a Leadership experience and one as community service.

Students must report community service to The Honors College using the community service form available on the [Forms page](#) of The Honors College website ***unless they completed the service for The Honors College.*** *Students who provide service directly to The Honors College will have that service automatically credited, so they do not need to fill out the community service form!*

Honors students are *strongly* encouraged to submit their community service paperwork within 60 calendar days following the end of the community service activity. ***All community service must be completed and paperwork for that service must be submitted prior to the first day of the final month preceding the student’s graduation for a student to graduate with University and/or Highest Honors.***

### **The Star Lecture Series and Reflection Paper**

The Star Lecture Series invites faculty and staff and other speakers representing different disciplines and experiences to address a common topic or theme – the theme for the year -- in six lectures across a single academic year. The Star Lecture Series includes three lectures in the fall semester and three in the winter semester. To satisfy the Star Lecture requirement for University Honors, students must attend at least three of the six Star Lectures presented during a single academic year (not calendar year) and submit a reflection paper about the lectures to The Honors College.

The Star Lecture reflection paper is a critical, reflective essay designed to push students to make connections and observations across the three separate lectures and to reflect on how they inform their ongoing growth and development as students within the Honors College and at EMU. The paper should not simply be a report of the student’s feelings about the lecture or lecturer or a description of the lectures. The student’s task is to be a critically and thoughtfully engaged participant and active inquirer throughout the series. The reflection paper should explore how the three lectures together inform the general theme for the year.

The Star Lecture Reflection Essay should **always** include:

- A) Specific and accurate information from each of the three separate lectures the student attended:

Who were the speakers? Where were they from? What were their areas of expertise? What were the topics of the lectures and how did they connect to the theme for the year?

**And**

- B) Some critical and reflective analysis demonstrating thoughtful engagement:



What were the key take-aways? How did the lectures relate to the students' experiences or goals? How did they reinforce or reframe what you are learning in college? How did they offer new understandings about the theme for the year?

Students are encouraged to make notes in response to A) and B) following each lecture, so they can easily produce a paper of 2-2.5 typed, double-spaced pages that addresses all three lectures. The writing should also be polished and free of errors.

SCORING RUBRIC: (1-5 pts)

To receive Star Lecture Series credit for University Honors, students must receive a minimum of 3 pts. for the Star Lecture paper. ***Essays that have significant grammatical, syntactical, or structural errors will be returned without scoring for revision and resubmission.***

- Essay includes specific, detailed, and accurate information about each of 3 separate Star Lecture events within a single academic year—1 pt.
- Essay draws connections between the lectures and the year's theme—1 pt.
- Essay draws connections between the lectures and the student's own thinking, experiences, program of study—1 pt.
- Essay is at least 2 pages—1 pt.
- Essay is interesting and compelling—1 pt.

Star Lecture Papers should be submitted as a PDF attachment to the Honors College email address: [EMUHonors@emich.edu](mailto:EMUHonors@emich.edu).

Honors students are *strongly* encouraged to submit their Star Lecture paper to The Honors College within 60 calendar days following the end of the academic year in which they attend the three Star Lectures and may do so as soon as they have attended three lectures. Writing the reflection paper as soon as the three lectures are completed ensures that the material is fresh in the student's mind and they can meaningfully make connections between the lectures.

### **The CLIPS Co-Curricular Honors Experience Requirements<sup>4</sup>**

Beginning with the fall 2022 semester, the required Honors co-curricular experiences are rooted in student learning, exploration, and excellence in 5 domains. These 5 domains provide a wide range of co-curricular choices and give students maximum flexibility in designing their own path to an Honors degree.

An Honors Experience is an event or activity that achieves one or more of the following goals:

- Deepening cultural understanding
- Developing leadership skills or enhancing community engagement
- Enriching intellectual life
- Enhancing professional development
- Assisting with the acquisition and enhancement of physical, artistic, or musical skills

To qualify as a CLIPS co-curricular activity, participation in the activity *cannot* meet the General Education requirements or requirements for a major or minor. For example, if a student is required to participate in a

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<sup>4</sup> The Honors Co-Curricular Requirements changed at the beginning of the fall 2022 semester. Students who enrolled in classes at EMU prior to fall 2022 have the option of completing the old co-curricular requirements and should check the 2021-2022 Student Handbook for more information on those previous requirements. Students who enroll in classes at EMU for the first time in fall 2022 or later must complete the requirements laid out in this Student Handbook.

music ensemble or to complete an internship for their major (or a minor, if the major requires a minor), that activity cannot be counted as meeting one of the CLIPS requirements. The only exceptions to this rule involve participation in study abroad or EMU U.S. travel courses, both of which can be used to meet the Cultural Exploration requirement for all students.

Students seeking University Honors are required to complete three Honors Experiences, from at least two of the five different CLIPS domains.

- **Domain 1: Cultural Exploration (the C in CLIPS)** promotes global citizenship, multicultural understanding, and awareness of one's cultural orientations. Examples of acceptable cultural exploration activities include:
  - Participating in a study-abroad experience (even if required for major)
  - Participating in a US Travel course or travel in the U.S. with an EMU student group (even if required for major)
  - Participating in the Honors College Virtual International Experience
  - Attending the Stratford Festival (with The Honors College)
  - Participating in an Alternative Spring Break program
  - Completing a foreign language course beyond one applied to the General Education Humanities (GEKH) requirement or the major
  - Participating in the EMU Model UN team
  - Planning and/or organizing a cultural event on the EMU campus (e.g., an Arab-American fair, the MLK Day organizing committee)
  
- **Domain 2: Leadership (the L in CLIPS)** involves leading others to accomplish a goal or demonstrates active involvement in civic and community life. Examples include:
  - Working or volunteering in a campus leadership role (SGA, NSOA, RA, SI, Holman Success Center, Admissions Office, etc.)
  - Serving on the Executive Board of a Registered Student Organization for at least 2 semesters
  - Serving as a Student Fellow in The Honors College
  - Serving as a student member of the Honors College Advisory Committee (HCAC) for a full academic year (including attending at least 5 of the 6 meetings)
  - Interning in a government office or working on a political campaign
  - Creating a new student or non-profit organization
  - Sustained work as an advocate or activist
  - Planning and implementing an event on the EMU campus
  
- **Domain 3: Intellectual Achievement (the I in CLIPS)** promotes growth as an academic, scholar, researcher, and creative thinker or involves the production of new knowledge or creative work. Examples include:
  - Participating in research or creative activity leading to presentation or publication (beyond degree requirements and including summer research programs)
  - Pursuing a second major or minor (beyond a minor required for a particular degree)
  - Attending a *second* set of 3 Star Lectures<sup>5</sup>

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<sup>5</sup> Students who wish to attend all 6 lectures in a single Star Lecture Series (i.e., all the same academic year) to earn credit for the Star Lecture AND an Intellectual Experience must solicit pre-approval from The Honors College using the Pre-Approval form on the Forms page of Honors College website..

- Participating in the EMU Moot Court or Forensics teams, the EMU McNair Scholars Program, the Minority Case Competition (College of Business), or the Designer Contest (GameAbove College of Engineering & Technology)
- **Domain 4: Professional Development (the P in CLIPS)** involves activities that lead to professional growth, the development of professional skill sets, or immersion in a professional context. Examples include:
  - Completing an internship related to (but not one required for) the major
  - Completing a professional certification program<sup>6</sup>
  - Attending the Honors College Professional Development Series (4 of 6 sessions in a single academic year)
  - Attending a multi-day professional conference in one's field
  - Attending the Public Policy Leadership Conference (PPLC) or the Public Policy and International Affairs (PPIA) Junior Summer Institute
  - Engaging in entrepreneurship (i.e., the building of a small business)
  - Competing for a national scholarship or fellowship (e.g., the Goldwater, Truman, Rhodes, Fulbright, or Marshall Scholarship or the National Science Foundation Graduate Research Fellowship)
- **Domain 5: Skill Development (the S in CLIPS)** involves acquisition of a skillset or lifestyle pattern independent of professional development or cultural exploration. Examples include:
  - Participating in marching band or a musical group or theater performance (when participation is NOT required for the major)
  - Participating in an EMU sports team (NCAA D1 or Club Team)
  - Participating in the EMU Cheer or Dance Team
  - Running a 10K, marathon, or half-marathon for the first time
  - Taking a DANC or ARTS course that does not meet major, minor, or General Education (GEKA) requirements
  - Learning self-defense techniques

**Students may also propose that an experience or activity not listed above be allowed to meet one of the CLIPS requirements. To do so, they must complete the Honors Pre-approval form available on the [Forms page](#) of the Honors website.**

***To receive credit for an Honors CLIPS Experience***, students must submit the Honors Experience form (available on the Forms page of The Honors College website) along with a reflection paper. The Honors Experience form must be completed three times for University Honors (once for each of the three required CLIPS experiences) and five times for Highest Honors (once for each of the five required CLIPS Experiences). Please note that students who are pursuing University Honors AND Highest Honors need to complete 5 CLIPS Experiences total, as the 3 CLIPS Experiences required for University Honors also count for Highest Honors.

Students are *strongly* encouraged to submit their Honors Experience paperwork within 60 calendar days following the end of the Honors Experience. ***All Honors Experiences must be completed and paperwork for those experiences must be submitted by the first day in the month in which their graduation falls***

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<sup>6</sup> Students may also opt to complete certification programs for an Honors contract project, but cannot complete the same certification for both a Professional Development Experience *and* an Honors contract.

*(December 1 for fall graduation, April 1 for winter graduation, and August 1 for summer graduation) for a student to graduate with Honors.*

## **Honors CLIPS Experience Reflection Papers**

A reflection paper describes an individual's reactions, feelings, and analysis of a co-curricular experience. The Honors Experience Reflection Paper should **always** include:

(A) A description of the specific experience, why the student chose to participate in that experience, and what the student learned from participating in the experience.

**And**

(B) Some critical and reflective analysis demonstrating thoughtful engagement:

In regards to (B), the reflection can address the following: What were the key take-aways from the experience? How did the experience relate to the student's professional or personal goals? How did the experience help the student grow? How did it reinforce or reframe what the student is learning in college?

SCORING RUBRIC: (1-4 pts).

To receive credit for their Honors CLIPS Experience, students must receive a minimum of 3 pts. for their reflection essay. *Essays that have significant grammatical, syntactical, or structural errors will be returned without scoring for revision and resubmission.*

- Essay includes a specific and detailed description of what the experience was and what the student did—1 pt.
- Essay draws connections between the experience and the student's own thinking, program of study, or personal and professional goals—1 pt.
- Essay is at least 2 pages—1 pt.
- Essay is interesting and compelling--1 pt

## **Details Regarding Requirements for *Departmental Honors***

A. Coursework: 12-15 Honors credit hours required

- A minimum of 12 credit hours must be completed in the major or minor field of study in which the student wishes to earn Departmental Honors. As indicated in Section D below, Departments may require more than the minimum number of Honors credits for the student to earn Departmental Honors. Departments may also specify that all of the 12 Honors hours must be taken at the upper-division level (i.e., 300- or 400-level courses) or, in the College of Business, that Business Foundation courses can only count toward the 12 Honors hours if the courses are offered by the Department (e.g., MKTG 360 for Marketing or MGMT 386 for Management).
- The Honors coursework must be approved by the Departmental Honors Advisor (who will let the student know how many hours the Department requires for Departmental Honors).
- Once the Departmental Honors Advisor has approved the selection of the Honors coursework in the major or minor, the student must complete an **Intent to Pursue Departmental Honors Form** and obtain the signature of the Departmental Honors Advisor.
- A list of Departmental Honors Advisors for each Department or academic discipline is available in the Advising section of the Honors College website.

- The Intent to Pursue Departmental Honors Form must be submitted to The Honors College no later than the first day of the last month of the semester prior to graduation (**August 1** for fall graduates, **April 1** for summer graduates, **December 1** for winter graduates)
- Students seeking Departmental Honors are encouraged to visit the appropriate Departmental Honors Advisor to discuss the specific course work that will be counted toward Departmental Honors ***as soon as they decide to complete Departmental Honors***. *There is no guarantee that Honors hours completed prior to submission of the Intent to Pursue Departmental Honors Form will be counted toward Departmental Honors!*
- *Some Departments maintain their own Departmental Honors websites, including [Biology](#), [Chemistry](#), [Nursing](#), and the [Paralegal](#) program.*

#### B. Honors Undergraduate (UG) Research Workshop

- For students seeking Departmental Honors, which requires involvement in research or creative work, this workshop provides an introduction to how to become involved in undergraduate research.
- The workshop focuses on the benefits of participation in research, how to find a research advisor, the process of completing a Senior Project, and EMU resources for the support of undergraduate research.
- Students who enter The EMU Honors College with fewer than 30 hours of college credit should plan to attend this workshop by the end of their second or beginning of their third semester at EMU. Students who enter The Honors College with 30 or more college credit hours completed should attend this workshop in their first semester in The Honors College.
- Students can sign up for an UG Research Workshop on the [Honors events calendar](#) on the Honors website.

#### C. Senior Project

- Senior Project Proposal  
Once a student has decided to pursue Departmental Honors and has attended an UG Research Workshop, they should begin talking to the Departmental Honors Advisor and faculty in the Department to find a topic for a Senior Project. Ideally, the Senior Project Proposal should be submitted to and approved by The Honors College no later than the semester before the student begins work on the project. ***The Proposal must be submitted and approved by the first day of the last month of the semester prior to the one in which the student intends to graduate (August 1 for fall graduates, December 1 for winter graduates, April 1 for summer graduates)***. Students are encouraged to submit the Senior Project Proposal as soon as they have identified a topic for the project. For Departmental Honors, the proposal requires the signatures of the Senior Project Advisor (i.e., a faculty mentor/advisor) and the Departmental Honors Advisor. All proposals must include a clear and complete overview of the project or thesis.

Students who wish to complete a Senior Project can learn more about the Senior Project in the [Senior Project Handbook](#).

- Senior Project (or Senior Thesis)  
The final step in earning Departmental Honors involves completing a Senior Project (sometimes called a Senior Thesis) in the student's major or minor field of study. While working on the project, a student may complete independent study/research courses (typically numbered 497, 498, or 499) and earn up to a total of six (6) credit hours. Students who take a 497, 498, or 499 course should submit an Honors contract to earn Honors credit for the course. Students should check with the Departmental Honors Advisor to see whether an independent study/research course is *required* in their Department. They should also check with an academic advisor to determine if they have room

in their degree plan – in the major, minor, or elective hours – for independent study coursework. Additional information on the Senior Project can be found on p. 20 of this Handbook as well as in the Senior Project Handbook.

#### D. Optional Departmental Requirements

- Some Departments may impose additional requirements or restrictions regarding Honors coursework for Departmental Honors. Students should check with the Departmental Honors Advisor to determine if there are any department-specific requirements. Some Departments maintain their own Departmental Honors websites, including [Biology](#), [Chemistry](#), [Nursing](#), and the [Paralegal](#) program.
- Additional Departmental requirements include, but are not limited to: (1) an Honors application process (e.g., in Nursing); (2) a specific Senior Project course (e.g., BIO 401 or CHEM 499); or (3) the need to present the work on the Senior Project at the Undergraduate Symposium or a similar venue (e.g., Psychology).

Departmental Honors is theoretically available in all academic departments and programs and provides the opportunity for close interaction between a student and instructor. As a rule, Honors students should expect to complete most of their Departmental Honors work during their final four semesters; however, a student can begin earlier, especially in majors that require sequential coursework (e.g., music performance, art, theater, world languages) where they may start work on a Senior Project as early as the first year. EMU McNair Scholars also often complete their Senior Project during their junior year, rather than their senior year.

Before beginning work on Departmental Honors, students should make an appointment with the appropriate Departmental Honors Advisor. Names and contact information for Departmental Honors advisors are available in the [Advising section](#) of The Honors College website. The Departmental Honors advisor serves as the main source of information and advice for Departmental Honors.

#### **Details Regarding Requirements for *Highest Honors***

Since students who wish to earn Highest Honors must earn either University Honors or Departmental Honors along with Highest Honors, requirements for Highest Honors are inclusive of academic work completed for University Honors and/or Departmental Honors. No special application is required for Highest Honors. Instead, since Highest Honors requires the completion of a Senior Project, students can indicate on the Senior Project Proposal form their intent to pursue Highest Honors.

##### **Category I:** Academic excellence (all must be fulfilled)

- Completion of requirements for University Honors or Departmental Honors
- Successful completion of 30 total Honors credits
- Minimum EMU GPA of 3.7
- Completion of a Senior Project

##### **Category II:** Community service

- Completion of 45 hours of community service (including service hours earned for University Honors)
- Students should read the section on community service under University Honors above for additional details and policies regarding community service and the submission of community service hours

### **Category III: Co-Curricular CLIPS Requirements**

- Students seeking Highest Honors are required to participate in 5 co-curricular experiences (including CLIPS activities completed for University Honors) from at least 3 different CLIPS categories
- As mentioned in the section on University Honors, the acronym “CLIPS” refers to the 5 different categories of co-curricular experiences: Cultural Exploration (C); Leadership and Civic Engagement (L); Intellectual/Academic Activity (I); Professional Development (P); and Skill Development (S).
- The categories and activities for co-curricular experiences are broad and varied to allow students seeking Highest Honors to select a set of enriching experiences that they find personally meaningful and worthwhile.
- Additional information on the CLIPS categories and examples of activities that satisfy CLIPS requirements can be found on pages 16-18 of this Handbook (in the section on the University Honors pathway).

Students are *strongly* encouraged to submit their Honors Experience paperwork within 60 calendar days following the end of the Honors experience. ***All Honors Experiences must be completed and paperwork for those experiences must be submitted by the first day of the month in which the student expects to graduate for a student to graduate with Highest Honors.***

## **The Honors Senior Project**

The Honors Senior Project (sometimes called an Honors Thesis) is the culminating experience for students graduating with Departmental and/or Highest Honors. All students seeking Departmental or Highest Honors **must** complete an Honors Senior Project. Students may use the same Senior Project to earn both Departmental and Highest Honors. With approval from the Departments involved, students may also use the same Senior Project to earn Departmental Honors in more than one Department or discipline. For a full description of the Honors Senior Project, students should read the Honors College [Senior Project Handbook](#).

The Senior Project may take various forms: a substantial research paper, a public performance, a documented lab experiment, description of survey research, a computer program, a work of art, the creation of a novel nonprofit organization or major event, a musical composition, or a mathematical proof with appropriate documentation. Whatever form it takes, the project should be a substantial and demanding exercise involving a minimum of 150 hours of work, and the result should demonstrate a high level of skill and understanding.

As students prepare to work on their Honors Senior Project, they should keep the following in mind.

- *Successful projects must be carefully planned in advance.* As soon as a student decides to pursue Departmental Honors, they should meet with the Departmental Honors Advisor in their field of study to discuss the project and consider a faculty mentor (called the Senior Project Advisor) for the project. Students interested in completing a Senior Project for Highest Honors only should meet with the Dean or Associate Dean of The Honors College for guidance.
- *The Senior Project Advisor should be a full-time faculty member who is knowledgeable in the subject and available to provide direction and criticism.*<sup>7</sup> The mentor will also evaluate the final product and

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<sup>7</sup> With special permission from The Honors College, a Senior Project Advisor may come from an institution other than EMU. In such cases, however, the Senior Project Advisor must hold a terminal degree (e.g., Ph.D., M.F.A., M.D.) in their academic discipline.



assist with any presentation, if one is required. Once a faculty member has agreed to direct a project, a meeting should be scheduled to refine the scope of the project, agree on a project description, and negotiate such matters as format, methodology, and deadlines.

- ***Students cannot wait until the semester of graduation to begin work on the Senior Project. It will be exceptionally difficult, if not impossible, to complete a high-quality project in a single semester.***
- *The Honors Senior Project Proposal should be completed and submitted to The Honors College once the nature of the project has been established. This application includes the anticipated graduation date, whether the student is seeking Departmental or Highest Honors (or both), a tentative title, and a description of the project. If the student is seeking Departmental Honors, the Project Proposal must be signed by the Senior Project Advisor, the Departmental Honors Advisor, and the Dean of The Honors College. If the student is seeking Highest Honors without Departmental Honors, the Project Proposal must be signed by the Senior Project Advisor and the Associate Dean of The Honors College before it is submitted to [EMUHonors@emich.edu](mailto:EMUHonors@emich.edu). The Dean will sign the form after it is submitted. The signatures signify approval.*
- *Students must submit the completed Senior Project to The Honors College by the 20<sup>th</sup> day of the month of their Commencement (December 20<sup>th</sup> for fall, April 20<sup>th</sup> for winter, and August 20<sup>th</sup> for summer). When the student submits the Senior Project to [EMUHonors@emich.edu](mailto:EMUHonors@emich.edu), they should simultaneously submit the Senior Project Approval form (found on the [Forms page](#) of the Honors website). In the case of Departmental Honors, the approval form must be routed to the Senior Project Advisor, the Departmental Honors Advisor, the Department Head or School Director, and the Dean of The Honors College. In the case of Highest Honors (without Departmental Honors), the approval form should be routed to the Senior Project Advisor, the Associate Dean of the Honors College (as both Departmental Honors Advisor and Department Head), and the Dean of The Honors College.*
- *As with any long-term project, students may run into unexpected delays along the way. For that reason, as noted above, *as much of the work as possible should be completed prior to the final semester*. Since the project must be approved by a number of different individuals, students should be careful not to jeopardize graduation with Departmental or Highest Honors by waiting until the last minute. Additional deadlines are spelled out in the Senior Project Handbook. *Students who will be student teaching during their final semester at EMU are strongly encouraged to complete the Senior Project prior to the student-teaching semester.**
- *Any research that involves humans as participants requires Human Subjects Approval from EMU's Internal Review Board (IRB). Details about how to apply for this approval are covered in the Honors Thesis Handbook. Obtaining permission from the Internal Review Board is not automatic and may take time and negotiation, so students should plan ahead and discuss this issue with their Senior Project advisor early in the process.*
- *All projects must include written components, even creative projects.* Although many projects will be extended research papers, some will involve public performances, works of art, lab experiments, and other creative endeavors. The creative work must be accompanied by a written product that carefully documents the creative activity. For non-traditional, creative projects, the work should provide sufficient prefatory information to help contextualize the project for the reader. In addition, a substantial section should be included that helps the reader understand the value of the work and its significance to the student's field. In other words, if the work on the project results in a creative work – a composition, a novella, a work of art, a music festival, a new organization, an autonomous



vehicle – the project will also include a written component. If a student or faculty mentor is unsure whether the format or content of the project satisfies Honors College requirements, they should contact the Dean of The Honors College for guidance.

- *While working on the Honors project, students are eligible to apply for Undergraduate Research funding to support their work.* Applications for this competitive funding are available on the [Scholarships page](#) of The Honors College website. Applications are typically available by the end of the first month of classes and are due by November 1st for winter term funding and April 1<sup>st</sup> for summer and fall term funding. In April, students may submit two proposals for the same project (one for summer funding and one for fall funding). All proposals are reviewed and judged by a faculty committee, and selection is competitive.
- *The project must meet certain formal guidelines.* Students should read the Senior Project Handbook carefully to ensure they follow all formatting guidelines and prepare their signature page appropriately.
- *As always, sources must be properly cited* according to the conventions outlined in the style manual appropriate for the student's academic discipline. This includes any information or images taken from the internet. If the student plans to make the project available on Digital Commons, they must obtain signed media release forms from anyone appearing in original photographs, videos, or audio recordings. Students should contact The Honors College if they anticipate needing these forms.
- *If students choose to enroll in an independent study or directed readings course to complete the project, they should submit an Honors contract to earn Honors credit for these hours.* Students should check with the Departmental Honors Advisor to see if the Department requires a specific course for thesis credit (e.g., CHEM 499, PSY 499).

### **Earning Honors Credit**

Honors credit can be earned by taking a designated Honors course, by completing an Honors Contract in a non-Honors course, by taking an Honors Independent Study course, or by taking a graduate course for undergraduate credit. Students must earn a course grade of B- or higher to receive Honors credit for any type of course – although they always earn university academic credit (but not Honors credit) for any Honors course in which they earn a passing grade. Students who wish to earn Honors credit for a course cannot select the “pass/fail” option.

### **Designated Honors Courses**

Typically, enrollment in designated Honors courses is available only to Honors College students (although the Dean or Associate Dean of The Honors College may make exceptions for Honors-eligible students when space is available). When students join The Honors College, an Honors “major” is applied to their record to provide them automatic admission to courses designated “Honors.” Enrollment in Honors courses is restricted to 25 or fewer students. Most Honors students take one or more Honors courses per semester, especially during their freshman year, but the number of Honors courses they take depends on their schedule, interests, abilities, and ambitions. There is no maximum number of Honors courses a student may take.

Honors students are encouraged to fulfill as many of their requirements through Honors sections as possible. Prior to the beginning of registration for the next semester, The Honors College posts a list of Honors courses (and course descriptions) on The Honors College website. The list is also distributed to all Honors College

students through the weekly Honors College newsletter. *Although there is some variation in the General Education Honors courses offered each term, students can check Appendix A on pages 28-30 of this Handbook for a list of the specific courses offered as Honors sections in either a Winter or Fall term.*

Students should not that students only receive Honors credit for a designated Honors course in which they earn a grade of “B-” or higher. Students who earn a grade of “D-,” “D,” “D+,” “C-,” “C,” or “C+” in the designated Honors section, will still receive credit for the course, but will not receive Honors credit and will not see an “H” next to the letter grade. The “H” is the signal on the transcript that the student earned Honors credit for that course.

## Honors Contract Courses

Honors contracts provide students an opportunity to earn Honors credit in non-Honors courses. Honors contracts can be used for the following purposes:

- *To earn Honors credit for a regular non-Honors undergraduate course.* Students can earn Honors credit in a regular non-Honors undergraduate class through an Honors contract. To earn the Honors designation, the student typically performs some additional challenging class work designed to enrich their experience in the course. The Honors contract project may be a presentation, lab experiment, creative project, observation, special set of readings, a series of discussions with the instructor, or a research paper—anything that will enable a student to examine an aspect of the course in greater depth or with a greater level of reflection. While the Honors contract is arranged with the course instructor, the Departmental Honors Advisor – for the discipline or Department of the course -- and The Honors College must also approve the contract.

When students wish to contract a class, they should keep the following policies in mind:

- ✓ *To complete an Honors contract, students must submit the Honors contract form, available on the [Forms page](#) of The Honors College website by the deadline for the semester (see page 25 of this Handbook for contract submission deadlines). The Honors contract form will route automatically to the individuals who need to sign it, but the student should make sure that the instructor and Departmental Honors Advisor know they will be receiving the contract.*
- ✓ *The student should communicate with both the instructor AND the Departmental Honors Advisor prior to submitting the Contract form, and both individuals should have already indicated that they will approve the description of the Contract work.* Clear communications about the details of the Contract prior to submission of the form ensure that the approval process is completed properly and efficiently.
- ✓ *Students who wish to complete an Honors contract in a General Education course must first obtain pre-approval from The Honors College, using the pre-approval form on the [Forms page](#) of The Honors College website. The request for pre-approval should state the student’s reason(s) for contracting a General Education course instead of taking an Honors-designated class from within the same General Education category.*
- ✓ *Students should take the initiative to develop a realistic, academically sound contract proposal.* Be creative. The best Honors contract projects are those that enhance classroom experience, not simply add more work. Students should approach the instructor with concrete objectives in mind, and the project description should include realistic, specific deadlines. Examples of some creative approaches to Honors contracts can be found in Appendix B at the end of this Handbook.

- ✓ *The Honors contract project should take approximately 12 to 15 hours to complete.*
- ✓ *The description of the project should be **specific**. It should include details regarding exactly what the student will do, including the required format (if relevant), the number of pages (if a paper is involved), the amount of reading, the number of meetings with the faculty member, the specific topic or process for choosing a topic, and the due date(s) for the contract work. **The instructor, the Departmental Honors Advisor, and the Honors College retain the right to reject a Contract if it fails to adhere to these standards.***
- ✓ *The due date for completion of the contract project can be no later than the last day of classes for the semester.*
- ✓ *Plan ahead.* The supervising instructor and the Departmental Honors Advisor from the Department in which the course is offered must approve the contract by the deadline. Students who fail to obtain the necessary signatures or turn in the contract by the deadline jeopardize their ability to earn Honors credit.
- ✓ *Work on the Honors contract can neither raise nor lower the student's grade in the course, as the grade for the contract work is not entered into the grade calculation for the course. To receive Honors credit, students must complete the contract work at the level of a "B-" or better and must earn a grade of "B-" or higher in the course.*
- ✓ ***Faculty members are under no obligation to agree to complete an Honors Contract with a student.*** Because supervision of a contract project requires an expenditure of additional time and effort, the student should be sure to let the faculty member know how much they appreciate their help.
- ✓ **Nonstandard Curricular Variations.** Subject to Departmental and Honors College restrictions, students can also use Honors contracts to earn Honors credit for some non-standard curricular variations, such as:
  - *Study Abroad:* A maximum of 6 Honors credits may be earned through study abroad with appropriate contracts and project completion. Students who have questions about earning Honors credit for study-abroad courses should contact the Dean of The Honors College.
  - *Internships, fieldwork, clinical work, and co-operative education:* With the approval of the Departmental Honors Advisor, the supervising instructor, and The Honors College, internships, fieldwork, clinical work, and co-operative education may be contracted for Honors credit. See the appropriate Departmental Honors Advisor or the Dean of the Honors College for guidance.

**Setting up an Honors Contract:** To contract a course and earn Honors credit, the student must complete the Honors contract form (found on the [Honors College Forms page](#)) and submit it (through the Honors website) by the deadline for the term (see deadlines below). The form requires a brief description of the Honors contract project and will route to the faculty instructor, the Departmental Honors Advisor, and The Honors College for approvals. *The student should discuss the Honors contract project with the faculty member and the Departmental Honors Advisor before completing the paperwork.*

**Honors Contract Deadlines:** The deadlines for completed contract paperwork to be submitted to The Honors College are as follows:

<u>Semester of Contract</u>	<u>Deadline</u>
Fall Semester	October 15
Winter Semester	February 15
Spring Semester (May/June)	May 20
Summer Semester (July/August)	July 10

**Receiving Honors Credit for an Honors Contract:** At the end of the semester, an Honors College administrator will route the Honors Contract form back to the instructor to verify whether the student completed the work at a satisfactory level. The instructor will report: (1) whether the student earned a grade of “B-” or better in the course; and (2) whether the student completed the terms of the Honors Contract at a satisfactory level. As with designated Honors sections, students only earn Honors credit for an Honors Contract if they earn a grade of “B-” or higher in the course – although they will still earn credit for the course, if they earn a grade lower than a “B-.”

As mentioned above, all Honors Contract work is expected to be completed by the last day of classes. Individual professors *may* grant students an extension if they can complete the Honors Contract work by the last day of final exams, but ***all extensions for Honors Contract work are at the discretion of the professor.*** If the professor does not believe they have time to report completion of the Contract work to The Honors College by the time grades are due, they should refuse to grant the extension. ***Under no circumstances can a student earn Honors credit for an Honors Contract after the grade for the course has been reported to the Registrar!***

The only way a student can earn Honors credit for an Honors Contract completed after the end of the term is if the instructor gives the student a grade of Incomplete in the course at the time that grades are due. In that case, the student can still receive Honors credit for the contracted course as long as: (1) the Honors Contract work has been completed when the instructor submits a Change of Grade form to the Registrar’s Office; and (2) either the student or instructor immediately notifies The Honors College that the coursework and Honors Contract when the Change of Grade form is submitted. If the student provides the verification, an Honors administrator will reach out to the instructor to confirm the student’s claim that the Honors credit should be awarded.

## **Independent Study and Directed Reading Courses**

Independent Study and Directed Reading Courses allow students to explore topics not covered in a regularly scheduled course and can be taken for one, two, or three credit hours (e.g., BIO 497, BIO 498, or BIO 499). Students primarily earn Honors credit for Independent Study courses when (1) they are working on research or creative activity in the course; and (2) the work in the Independent Study course is expected to lead to a Senior Project. Independent studies are typically arranged through an academic Department, but students who cannot set one up through an academic Department may ask The Honors College if they can sign up for an Honors (HNRS) independent study course.

Instructor and Departmental permission are typically necessary for registration for independent-study courses. Departmental requirements for independent studies vary across Departments, so students should inquire about procedures prior to registration. ***Except in the case of an HNRS independent study, once registered, a student must arrange an Honors contract with the professor to receive Honors credit for the independent study.*** As always, the contract is subject to the approval of the Departmental Honors Advisor and The Honors College.

*Students may also ask to sign up for 1-credit lower-level HNRS Independent Study courses (HNRS 297 or 397) when they need an extra hour to meet scholarship requirements. The Honors College will help them find*

a project they can complete to earn the Honors credit. Because these courses have the HNRS prefix, students do not need to submit a Contract.

## Graduate Courses for Undergraduate Honors Credit

Graduate Courses taken for Undergraduate Honors Credit can also fulfill Honors requirements. Juniors (56 completed credit hours) and seniors (85 completed credit hours) may enroll in a graduate course (500-level only) with permission from the instructor, The Honors College, and the Registrar's Office. The form for registering for a graduate course as an undergraduate can be found on the [Registrar's Office Forms page](#). Once permission is granted, the student will be able to register themselves online. Students may use a graduate course to fulfill Honors College course requirements when they receive a grade of B- or higher. No special project is required, but **students must complete a contract form and submit it to The Honors College office to receive Honors credit for the graduate class**. In the section for the project, the student can write, "This course is a graduate-level course, so I am doing extra work beyond what is required for undergraduate students."

Please note that (1) the tuition rate for a graduate class is higher than the undergraduate rate, and (2) the course credit can only be used for undergraduate credit. That is, the course cannot apply to any current or future graduate programs (including 3+2 or 4+1 combined programs). Students taking a graduate course for graduate credit (e.g., through a 3+2 program) may not earn Honors credit for that graduate course.

## Tracking the Completion of Honors Credit

Once a term is over, students can track the number of Honors hours they have completed in two ways. First, they can check their Supplemental Advising record in their MyEmich account, as the Supplemental Advising section lists Honors contract hours (abbreviated Honors Cntrts) and Honors section hours (abbreviated Honors Sects). Here is an example of what that looks like in the Supplemental Advising record:

Event Description	Decision	Date
Honors College - Honors Cntrts	0	11/14/2022
Honors College - Honors Sects	9	05/12/2023

Honors hours in Supplemental Advising are updated approximately two weeks after the winter term ends and approximately a month after the fall term ends (with the winter holiday vacation responsible for the delay). The Decision column indicates the number of Honors hours completed in that category (Contracts or Sections) and the date indicates the last time information was added to that event line. If there is no "Honors Cntrts" line or no "Honors Sects" line, it means that the student has not completed any Honors hours in that category. If the student thinks there is an error in the record, they should notify the Honors College at [EMUHonors@emich.edu](mailto:EMUHonors@emich.edu).

The other way for a student to track the number of Honors hours they have completed involves checking their unofficial transcript in their MyEmich account. Honors credit is indicated on the transcript differently, depending on the source of the Honors credit. In both cases, students will not see the Honors designation on their transcript until *after* the end of the semester in which they earned the Honors credit.

The Honors designation for Honors sections of a course appears on the transcript as soon as grades are posted at the end of the term. Students will see the letter "H" (for "Honors") next to the letter grade they earned for the course. If the student earns a grade below a "B-" in the course, however, they will not see the "H" because they will not have earned Honors credit.

The Honors designation for Honors contract courses appears on the transcript approximately 30-45 days following the end of the term in which the course was completed (with a longer delay for the fall term because of the winter holidays). To verify their Honors credit for an Honors contract course, students should look at the line for “Term Comments” at the top of the list of courses for the semester in which they completed the contract. The Honors designation for an Honors contract is listed there with an “H,” then the prefix and number of the course, and the words “Honors Credit Earned” (e.g., “H\_LITR\_202\_Honors Credit Earned”). Again, students must earn a grade of B- or higher in an Honors contract course to earn the Honors credit. If the student does not see the Honors credit earned within 45 days following the end of the term, they should contact the Honors College at [EMUHonors@emich.edu](mailto:EMUHonors@emich.edu).

## **Dates and Deadlines**

Students should check the [calendar](#) on The Honors College website on a regular basis to learn about important dates and deadlines as well as dates for Honors College events. Students will also receive occasional emails about important dates and deadlines as well as updates about academic opportunities and service and social events through the weekly newsletter. *Please read the emails and the newsletter you receive from The Honors College!*

## **Honors Graduation and the Honors Graduation Ceremony**

### **Applying to Graduate from the Honors College**

The final step in earning an Honors degree from EMU is for a student to apply to graduate with one or more of the Honors pathway designations (University, Departmental, and/or Highest Honors). *Students must complete all the requirements for a minimum of one Honors pathway to qualify to graduate from The Honors College and to participate in the Honors College graduation ceremony.*<sup>8</sup> Students submit their application for Honors graduation through the [Honors graduation page](#) of The Honors College website. Students intending to graduate with an Honors pathway through The Honors College must also submit a formal [application for graduation](#) from EMU online through Records and Registration, which they can do via their MyEmich Student Services tab (by clicking on Student, then Student Records, and then Apply to Graduate).

*It is strongly recommended that students apply for Honors College graduation at the start of the semester in which they anticipate completing all degree requirements. The earlier students submit their application for Honors graduation, the more time they will have to complete any items they may be missing!*

Once a student completes the Honors graduation application, the Honors advising team conducts a degree audit and notifies the student of any items missing for graduation in their Honors pathway. If the audit indicates that the student could graduate with Honors in that term (pending submission of some paperwork), the student will receive a link to a graduation survey. The survey asks students to submit information used at the Honors Graduation ceremony and/or in post-graduation communications – e.g., a brief bio, a favorite quote, their future plans, a photo for the BioBook, their mailing address for the Honors certificate, what names they want read at the ceremony and how those names are pronounced, how many guests they would like to bring to the Honors Graduation ceremony, post-graduation contact information, etc.

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<sup>8</sup> Meeting GPA requirements for institutional Honors categories – *cum laude*, *magna cum laude*, or *summa cum laude* – does not qualify a student to participate in The Honors College graduation ceremony.

## Recognition for Honors Graduation

Students must be in good standing with The Honors College to graduate with University, Departmental, and/or Highest Honors. Graduation with an Honors College pathway is recognized in a number of ways.<sup>9</sup>

- On their transcript: Honors designations are listed on students' transcripts (e.g., "With University Honors" and/or "With Honors in [Major/Program]" and/or "With Highest Honors"). All Honors coursework is also designated on the transcript (as described in the section of this Handbook on Honors courses).
- At the Honors Graduation ceremony: All students expected to graduate with Honors in a fall or winter term are invited to attend the Honors Graduation ceremony for that term. Students who expect to graduate with Honors in a summer term are invited to choose between attending the winter or fall Honors Graduation ceremony that precedes or follows the summer term in which they intend to graduate. Typically, the Honors Graduation ceremony is held in the Auditorium at The Honors College and takes place on the day prior to the University's Commencement ceremonies. Given the large number of Honors graduates in most winter terms, The Honors College typically offers two Honors Graduation ceremonies during the winter semester. Groups of friends may ask to be placed in the same ceremony.
- With the Honors medallion: At the Honors Graduation ceremony, Honors graduates receive a distinctive Honors medallion. The medallion is intended to be worn at the University Commencement ceremony, which takes place the next day.
- With an Honors certificate suitable for framing: Once Records and Registration has verified that the student has completed all degree and Honors requirements, the Honors graduate will receive an Honors certificate. It typically takes 30-45 days following Commencement for the student to receive the Honors certificate, but the student will receive an Honors certificate holder at the Honors Graduation ceremony.

In addition to the medallion and certificate cover mentioned above, Honors graduates receive additional items at the Honors Graduation ceremony, including an Honors alumni T-shirt, an Honors College bumper sticker, and the letter that they wrote to themselves during their Honors Orientation or Kickstart session (when they entered the Honors College). Students who opt not to attend the Honors ceremony must visit The Honors College Office to pick up all gift items, except the Honors graduation certificate, which will be mailed once degrees are certified. In the event of a cancellation of a Commencement ceremony (as during the pandemic), graduation items are mailed to graduates.

## **Building an Honors Community**

The Honors College takes a variety of steps to help students build a sense of community with other Honors students as well as Honors faculty and staff. Those steps include the following:

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<sup>9</sup> Honors graduates are also eligible to receive a gold Honors tassel if they expect to graduate with a GPA of 3.5 or higher. The University – NOT the Honors College – provides students with this Honors tassel. Students can pick up their tassel at Service EMU in the Student Center beginning about 10 days before their Commencement ceremony.

## Downing Hall: Honors Living and Learning Community

The Honors College hosts its own Living and Learning Community in Downing Hall (which was refurbished prior to the fall 2023 semester). While Honors students are not required to live on campus or to live in Downing Hall if they choose to live on campus, Downing Hall offers students a living environment that furthers their connections to their Honors peers. The goal of the Honors dorm is to connect students' experiences inside and outside the classroom. Living in the Honors residence halls helps Honors students make new friends with students who share their interests, receive support for their intellectual pursuits, and feel more connected to The Honors College and the campus community.

All members of the Honors College are eligible to live in Downing Hall. A variety of Honors College activities are regularly scheduled in Downing Hall. For more information on Downing Hall, students should check the [Downing Hall webpage](#) on the Housing and Residence Life website.

## Commuter Lounge

Located on the lower level (basement) of the Honors College, the Honors commuter lounge provides a place for commuting students to relax, study, and socialize between their classes. The lounge offers many resources including dry erase boards, comfortable furniture, games, new friends, and access to a microwave, toaster oven, and refrigerator (in the nearby kitchen).

All Honors students are also welcome to bring their study groups to the back part of the Honors lounge, whether they are commuter students or not.

Students who spend time in the Commuter Lounge also have access to Honors staff when they have questions and have the opportunity to build relationships with Honors staff.

The lounge is open from 9-5 each day, although students may also reserve space in the lounge in the evening by completing the [Honors room reservation form](#).

## Honors Social, Intellectual, & Service Events

Throughout the academic year, the Honors College hosts an array of social, service, and intellectual activities designed to foster a sense of community among Honors students and engage them fully in the life of the university. Each month during the academic year, the College offers a Star Lecture Series that brings faculty to the Honors Auditorium (and Zoom) to provide stimulating lectures related to the theme for the year. Another monthly event is Pancakes with the Dean, which provides a chance to gather, meet new friends, and eat fresh pancakes. The major fall events are a Welcome Back Popsicle Party during the first week of classes and the Honors Fall Festival in the middle of October, and the major spring event is the Honors Spring Picnic held during the month of April. Students can find out more about Honors events by reading the newsletter or checking the [Honors Event Calendar](#).

The Honors College also offers a variety of student organizations that students can join, including the following:

- **The Black Honors Student Organization (BHSO)** was founded to fulfill the needs of current and prospective Black scholars and other students of color and to promote unity among all students who call the Honors College home. The mission of BHSO is to foster and promote a welcoming and inclusive environment within the Honors College at EMU.



- **The Honors Book Club** meets every other week to discuss a book that all members of the group read. Members of the Book Club and other interested students vote together at the start of the semester to vote on which book they wish to read that semester. Recent Book Club selections have included *Good Omens* by Neil Gaiman and Terry Pratchett, *Six of Crows* by Leigh Bardugo, *A Thousand Ships* by Natalie Haynes, and *The Secret History* by Donna Tartt. Students are expected to purchase their own copy of the book.
- **The Crochet/Knitting Club** combines community service with a social event. The club, which meets biweekly, provides a relaxing environment in which members create and learn different skills in yarn work while creating hats and blankets that will be donated to local hospitals. Members can use donated materials to crochet or knit items for the hospital or bring their own materials and keep what they create or make. No experience is necessary, as other club members are willing to teach you what you need to know! Members who knit or crochet items for local hospitals earn community service credit
- **Lori's Hands** was formed through a partnership between the School of Nursing, the School of Social Work, EMU Vision, and the Honors College. Lori's Hands builds mutually beneficial partnerships between community members with chronic illness and college students, fostering empathy, connection, and resilience. Students provide practical assistance to support community members' independence at home, and community members share their health and life experiences to support students' learning. Lori's Hands envisions a more equitable world in which every person can age with dignity and interconnection in their community and in which every person's strengths are appreciated and shared. A pair of Lori's Hands student volunteers visit their assigned client each week to help with housework, meal preparation, grocery shopping, and other household activities. Clients help students understand the experience of living with a chronic illness, navigating the healthcare system, or aging in place.

Students who are interested in joining one of these Honors organizations should send an email expressing their interest to [EMUHonors@emich.edu](mailto:EMUHonors@emich.edu).

## Communicating with Honors Students

To keep Honors students aware of events happening within the Honors College, including important dates and deadlines, opportunities for service and fellowship, staff updates, and more, the College communicates through:

- A Weekly Newsletter sent out each week to all Honors students. The newsletter provides information on Honors College events, important announcements from the Honors College and across campus, ensures that students know what scholarships are open, and highlights other exciting happenings. All Honors students are automatically enrolled in the weekly newsletter mailing list and should begin receiving the newsletter within two weeks after attending a Kickstart session.
- Social Media: The Honors College is active on social media, specifically on Facebook and Instagram. Social media posts highlight programs and events, celebrate holidays and other special days, and spotlights students who obtain internships, receive scholarships, study abroad, and more. Following our social media channels will show you all of the exciting ways Honors students engage across campus and in the community. On Facebook, we are named "[The Honors College at Eastern Michigan University](#)", and on Instagram, we are "[@EMUHonors](#)". Follow us to stay in the loop!

## **The McNair Scholars Program**

Beginning in winter 2022, the EMU McNair Scholars Program became a special program under the auspices of the Honors College. Honors students who are interested in attending graduate school and qualify for admission to the McNair Scholars program should consider applying to the program.

The Ronald E. McNair Postbaccalaureate Achievement Program is a federal program funded by a US Department of Education TRIO grant to Eastern Michigan University. The goal of the McNair Scholars Program is to increase the attainment of Ph.D. degrees by students from underrepresented segments of society. The core purpose of the McNair Scholars Program is to support first-generation and low-income undergraduates at EMU as they seek to pursue research-based graduate studies, specifically the Ph.D. The program also provides services to students who come from racial and/or ethnic backgrounds that are traditionally underrepresented in graduate school. The program provides the knowledge, skills and capacities necessary to navigate the rigors of Ph.D. studies by immersing McNair Scholars in research and the publication process and by providing a variety of scholarly activities. Such activities include academic skill building, a paid and faculty-led, summer research internship program, opportunities to present research at conferences and symposia, and assistance with the graduate school application process. Students who join the McNair Program join a community of peer scholars. Each year, highly qualified students are selected from a pool of eligible applicants.

The ideal McNair Scholar is goal-oriented, disciplined, creative and inquisitive. McNair Scholars enjoy learning and are willing to listen and grow through their interaction with their mentors, advisors and peers. McNair Scholars take personal pride in completing assignments to the best of their ability, meeting deadlines, and balancing work and academic commitments. They have a vision of themselves as successful professionals and are willing to work hard to achieve their dreams.

Students are eligible to become McNair Scholars if they meet all of the following requirements:

- U.S. citizen or permanent resident
- Currently enrolled at EMU as an undergraduate student
- At least 30 credits completed by the time of application and 12 months prior to graduation
- Minimum of 2.85 GPA
- Low income and first-generation college student OR from a background underrepresented in higher<sup>10</sup> education
- Have a desire to attain a graduate degree and ideally a Ph.D. (Research Doctorate).

Please note that students interested in an MD or other professional degree (JD, MBA, PharmD, etc.) are not eligible to apply to the program.

Students who are interested in applying to the McNair Scholars Program or want verification of their eligibility should check out the [McNair Scholars webpage](#) on the EMU website. The Dean of The Honors College offers a letter of recommendation for all Honors applicants to McNair. Students who wish to request a letter of recommendation should contact [EMUHonors@emich.edu](mailto:EMUHonors@emich.edu).

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<sup>10</sup> First-generation college students are ones who grew up in a household where no parent held a 4-year/Bachelor's degree. Students from backgrounds underrepresented in higher education include students who are African-American, Hispanic, or Native American/Alaska native. Low-income status is determined by the Office of Post-Secondary Education. Students who are not sure if they qualify as low-income should reach out to the McNair Program Director.

**Appendix A: Honors Sections Typically Offered (By Term)**

<b>FALL HONORS COURSES</b>	
<b>COURSE PREFIX/NUMBER</b>	<b>COURSE TITLE</b>
ACC 241	Principles of Managerial Accounting
AFC 244 (even years)	Dimensions of Racism [GEGA or GEKS]
ANTH 135	Introduction to Cultural Anthropology [GEGA or GEKS]
ARTH 100	Art Appreciation [GEKA]
ASTR 105	Exploration of the Universe [GEKN]
BIO 110/111	Introductory Biology: Cells & Molecules Lecture and Laboratory [GEKN]
CHEM 121/122	General Chemistry I Lecture and Laboratory [GEKN]
CHEM 371	Organic Chemistry I
CHL 137 or 207	Harry Potter: Literary Allusion, Children's Literature and Popular Culture [GEKH] <b>OR</b> Introduction to Children's Literature [GEKH]
COB 200L4	COB 200L4 Introduction to Business [GELB]
COMM 124	COMM 124 Foundations of Speech Communication [GEEC]
CRTW 201	CRTW 201 Introduction to Creative Writing [GEKA]
CTAR 222 (odd years)	CTAR 222 Drama and Play in Human Experience [GEKA]
ECON 201	ECON 201 Principles of Macroeconomics [GEQR or GEKS]
LING 201	LING 201 An Introduction to Linguistics [GEKS]
MGMT 202	MGMT 202 Business Communication
MKTG 360	MKTG 360 Principles of Marketing
MUSC 108	MUSC 108 World Music [GEGA or GEKA]
NURS 110	NURS 110 Introduction to Professional Nursing
PHIL 100	PHIL 100 Introduction to Philosophy [GEKH]
PHIL 226	PHIL 226 Feminist Theory [GEGA or GEKH]
PLSC 113	American Government Honors [GEKS]
PSY 101	General Psychology Lecture [GEKN]
PSY 200	Careers in Psychology
PSY 321	Child Psychology
SOCL 105	SOCL 105 Introductory Sociology [GEKS]
SPGN 251	Introduction to Inclusion and Disabilities Studies in a Diverse Society [GEUS]

STAT 170	Elementary Statistics [GEQR]
WGST 202	Introduction to Gender and Sexuality [GEUS]
WGST 226	Feminist Theory [GEGA or GEKH]
WRTG 121	Composition II: Researching the Public Experience [GEEC]

<b>WINTER HONORS COURSES</b>	
<b>COURSE PREFIX/NUMBER</b>	<b>COURSE TITLE</b>
ACC 240	Principles of Financial Accounting
ARTH 100	Art Appreciation [GEKA]
ANTH 135	Introduction to Cultural Anthropology [GEGA or GEKS]
BIO 301	Genetics
BIO 401	Completing an Honors Thesis
CHEM 125/126	Honors General Chemistry II Lecture and Laboratory [GEKN]
CHEM 372	Organic Chemistry II
CHEM 373	Organic Chemistry Laboratory
COMM 124	COMM 124 Foundations of Speech Communication [GEEC]
COMM 226 (even years)	COMM 226 Nonverbal Communication [GEKS]
COMM 260 (odd years)	COMM 260 Gender Communication [GEUS]
CTAR 158	CTAR 158 Fundamentals of Acting [GEKA]
DTC 358	DTC 358 Food and Culture [GEGA]
ECON 202	ECON 202 Principles of Microeconomics [GEQR or GEKS]
GEOG 110	GEOG 110 World Regions [GEGA]
IB 210	IB 210 Fundamentals of Global Business [GEGA]
IHHS 260	Aging to Infancy: A Life Course Retrospective
LEAD 201L1	LEAD 201L1 Introduction to Leadership [GEKS and GELB]
MGMT 386	MGMT 386 Organizational Behavior and Theory
MUSC 107	MUSC 107 Music Appreciation [GEKA]
NURS 261	NURS 261 Aging to Infancy: A Life Course Retrospective
PHIL 223	PHIL 223 Medical Ethics [GEKH]
PLSC 213	Introduction to Political Thought [GEKH]

PLSC 215	Civil Rights and Liberties in a Diverse US [GEUS]
PSY 101	General Psychology Lecture [GEKN]
PSY 360	Introduction to Clinical Psychology
SOCL 105	SOCL 105 Introductory Sociology [GEKS]
STAT 170	Elementary Statistics [GEQR]
WGST 200 (even years)	Introduction to Women's Studies [GEUS]
WGST 260 (odd years)	Gender Communication [GEUS]
WRTG 121	Composition II: Researching the Public Experience [GEEC]

## **Appendix B: Thinking Creatively about Honors Contracts**

The Honors contract project should produce a benefit to the student in terms of developing depth or breadth of knowledge or skills or application of knowledge or skills in ways not typically available in a traditional classroom setting. A significant majority of students who complete Honors contracts select projects that involve writing a research paper on a topic relevant to the course or completing extra reading assignments and submitting a reflection paper. While those exercises can be valuable learning experiences, students are encouraged to think creatively about what project they might do. The purpose of this Appendix is to provide students with examples of creative Honors contract projects that may inspire their own ideas about what is possible. The shortened examples below come from actual contracts that EMU Honors students created with their professors across a variety of classes and academic disciplines. Students may also work in a faculty member's lab as their Honors contract project or do the work of graduate students in an undergraduate course that is cross-listed with a graduate course. Students interested in learning more about suggestions for Honors contract projects should visit the video posted on the [Honors Courses and Contracts page](#) of the Honors website.

### **AMUS 416A, Principal Applied Music**

The student created a slide presentation on an overview of the principal trumpets of the Chicago Symphony Orchestra since 1936 and then presented that to the class.

### **ATM 302, Fashion Manufacturing Techniques**

While other students in the class used the Pattern Design System to design and handbag and print it on paper and assemble it using tape and other office materials, the student doing the contract made their handbag out of fabric, cutting it on the industrial cutter machine and sewing it into a functional handbag that could be used as a portfolio piece.

### **CNST 201, Construction Systems**

The student designed and constructed entirely new cabinets for a room in their house and then documented the activity in a series of photos, showing their progress. The student also wrote a report, explaining how techniques learned in class allowed them to complete the project.

### **COSC 341, Programming Languages**

The student worked on creating a way to edit and run SML files in a more convenient way than the currently available methods. Specifically, the student looked into creating a plugin for VisualStudio Code that would allow a user to pipe the current file into the SMLNJ compiler and present the output to the user through a pop-up dialog or, preferably, directly to the console built into VSCode.

### **CTAR 380, Musical Theater Acting**

The student was given two extra pieces of music from the musical *Ragtime* and learned to perform them. The purpose was to explore the scope of a particular character within a specific show and to expand her vocal range.

### **EDPS 340, Introduction to Assessment and Evaluation**

Since every student in the course was required to visit a nearby school to administer a test and analyze the results, the student did this exercise twice, administering a different test each time.

### **EECE 341, Engineering Electronics I**

The student constructed a circuit, using BJTs, transistors, MOSFETS, and/or diode logic to further their understanding of these devices and their use in everyday electronics.

### **ENGL 409W, Teaching English in Secondary Schools**

The student wrote letters to the authors of each of the assigned texts, expressing their appreciation of the texts and explaining to the authors how their books impacted the student's view on teaching English at the secondary level and how they planned to implement the texts in their future classroom.

### **ESSC 448, Hydrogeology**

The student collected four sediment samples from Miller's Creek in Ann Arbor and then learned to use permeameters to identify the hydraulic connectivity of the samples. The student also dried and sieved the samples to sort the sediments by grain size and plotted them on a grain-size curve.

### **EXSC 410, Exercise Testing**

The student presented a comparison of VO<sub>2</sub>max testing to the two submaximal testings completed by the entire class to test the reliability of the submaximal tests. The student also compared the data to the ACSM guidelines for VO<sub>2</sub>max and submaximal testing.

### **GHPR 335, Historic Preservation**

The student researched a selection of artifacts and then set up a display, with descriptions, as if they had created a museum exhibit.

### **MATH 121, Calculus II**

The student took the place of the professor on a date late in the semester and taught a topic from the Calculus textbook, which required staying ahead of the class, completing most of the sample problems from the text, and writing an active lesson plan for the class period. The student then met with the professor to discuss what went well and what they would change if they were to do the exercise again.

### **MUTH 236, Pre-Internship Clinical Training**

Two students (both doing contracts) worked together to write a hello and goodbye song for a music therapy session. They also shared the songs with the class and wrote a summary of what populations and goals the songs were best suited for.

### **PLSC 386, U.S. Supreme Court**

The student participated outside of class in the Oral Argument Competition for the AMCA Moot Court, which also meant writing at least two speech outlines.

### **PSY 301W, Introductory Experimental Psychology**

The student served as an assistant to other students in the class to help them with their writing assignments.

### **RDNG 310, Literacy Across the Curriculum in the Intermediate Grades**

The student led a reading discussion group with four students from a local elementary school. The student led discussions and had their classmates complete worksheets to advance their critical thinking skills. The student documented the behaviors they observed while the students were reading, completing the worksheets, and discussing the story and then analyzed how they might change the exercises for their future classroom.

### **SAG 245, Story Development**

The student created additional animations beyond those required for other members of the class.

### **SOCL 308, Social Psychology**

The student used social identity theory and then employed an expressive medium to illustrate what they believed to be aspects of their self and social identity and how those changed over time. In addition to submitting the illustrative expression (a playlist, poetry, drawings), the student wrote a 4-page paper about social identity theory and its application to their experience.

### **SWRK 315, Theoretical Bases for Generalist SW Practices**

The student created and ran an in-class activity, where groups of classmates agreed on a character from a book or movie and then applied the theories learned in class to determine how best to “treat” the character. The groups then presented their cases and defended their decisions, and the student wrote a reflection paper describing the outcomes and success of the activity.

### **TSLN 330, TESOL Methodology: Literacy**

The student worked with the professor to assist with the pre-assessment and post-assessment of English Language Learners in a local after-school program and then helped with data analysis and a presentation to the community.