

HONORS PROGRAM



STUDENT HANDBOOK



HOUSTON COMMUNITY
COLLEGE SYSTEM

HCCS Honors Program Student Handbook



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The Houston Community College System seeks to provide equal educational opportunities without regard to race, color, religion, national origin, gender, age, or disability. This policy extends to employment, admission, and all programs and activities sponsored by the System. This information will be made available in large print, taped, or computer-based format upon request.

Chancellor: Bruce Leslie, Ph.D.

Board of Trustees: Jay Aiyer, Bruce A. Austin, Abel Davila, Herlinda Garcia,
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HCCS HONORS PROGRAM STUDENT HANDBOOK

Welcome to the Houston Community College System Honors Program.

OUR MISSION

The Honors Program was created to serve better our highly motivated, intellectually talented, academically well-prepared, and/or creative students. The program is open to full-time, part-time, day, and evening students. Students admitted to the Honors Program are challenged to develop their full potential through a variety of educational activities, by working with a select group of dedicated faculty, and by taking classes with other highly motivated and gifted students. The Honors Program aims to accomplish the following goals:

- To develop enriched curricula that are innovative, interdisciplinary, and appropriate to accelerated learners.
- To serve as a vehicle to attract, reward, and retain students of outstanding academic ability and creative talent.
- To promote communication and intellectual exchanges between students and faculty.
- To encourage and facilitate the transfer of our students to nationally recognized four-year colleges and universities.
- To enhance the image of the community college as a place associated with quality scholarly pursuits and activities.

BENEFITS TO STUDENTS

The Houston Community College System Honors Program offers a number of benefits to students:

- Honors students will have the opportunity to take challenging classes that will help develop critical thinking skills and prepare them for academic and community leadership.
- Honors students will be able to work one-on-one with college faculty in individualized courses.
- Honors students will be able to take classes and participate in a variety of activities with other highly motivated and talented students.
- Each honors student will be assigned a faculty mentor with whom he or she will meet regularly.
- Honors students will have special opportunities for community service, academic enrichment, and social activities.
- Honors students will be provided personalized assistance with scholarship and grant applications and transfer to senior colleges and universities.
- Honors students will receive special recognition at graduation and on their HCCS transcripts.

THE HONORS CURRICULUM

Honors students will select from among a variety of options for honors studies. Normally, students will choose a combination of the following three options:

Honors Sections

Honors courses have enhanced syllabi, course materials, and/or methods of presentation. Each semester, HCCS will offer honors sections of selected high-enrollment core curriculum courses or courses that meet the cross-cultural component of the core curriculum. Honors sections will be open to all honors students and to other qualified students with special permission of the Program Director and/or the course instructor. Honors sections are listed in the schedule of classes published each semester.

Honors Contracts in Regular Courses

Honors students may potentially enter into agreements for Honors credit in any course. The Honors Contract* is a written agreement involving the student, the student's faculty mentor, and the course instructor. Honors contracts will require the student to accomplish additional objectives above and beyond the regular requirements of the course, such as (but not limited to):

- Research projects on specific problems related to the course;
- Written reports on volunteer work in areas directly related to course materials;
- Observations of activities related to the course (e.g., a child care center, the City Council) and presentations of reports on the observations to the class;
- Structured interviews with experts on key topics covered in the course;
- Professional research papers on key topics covered in the course;
- Compilations of bibliographies on specific questions covered by the course;
- Supervised tutoring of students in the course or a related course;
- Work in the lab, either as a lab assistant or on a special project.

**See sample Honors Contracts and Project Models, pages 15-20 and sample Honors Project Models, pages 21-26.*

Honors Activities

Honors students can also earn Honors credit through attendance at and/or participation in approved academic conferences, colloquia, workshops, speaker series, and cultural/social events.

MENTORING ACTIVITIES

Each Honors student will have a faculty mentor. The faculty mentor will be the student's advisor, meeting with the student as needed. The Honors student may choose a mentor or the Program Director will create a match. Among the mentor's roles will be the guidance of the student through his/her academic career, helping with course selection and advising the student on how to achieve academic and personal goals with optimum success. The student will also benefit from special counseling services designed to match students with scholarship and grant opportunities. In addition, mentors may be able to help students obtain part-time employment in areas related to their career goals and assist with transfer to senior colleges and universities.

TRANSFER ALLIANCES AND AGREEMENTS

A major goal of the HCCS Honors Program is to encourage our students to transfer to recognized high-quality senior colleges and universities. To accomplish this goal, the HCCS program seeks

to develop liaisons and establish agreements with Honors Programs at transfer institutions, and to facilitate access to honors scholarships at universities.

ADMISSIONS CRITERIA

The admissions criteria for the honors program are the same for all of HCCS Colleges. Required: FOR CURRENT STUDENTS: Completion of at least 6 semester hours of college-level courses with a 3.3 GPA in core curriculum courses. FOR INCOMING FRESHMEN: Must have a 3.5 GPA in high school classes. In addition, in order to be considered, each candidate must meet at least one of the following additional criteria:

1. A combined score of at least 1100 on the SAT or at least 25 on each area of the ACT.
2. A combined score of at least 1800 on the TAAS in high school.
3. Graduation in the upper 10 percent of one's high school class.
4. ASSET Placement scores eligible for enrollment in college-level courses (i.e., non-developmental courses) in at least two of the three test areas.
5. Successful completion of at least one Honors course (3 hours), receiving a grade of “B” or better.
6. Documentation that will demonstrate special talent and/or leadership abilities (i.e., portfolios, auditions, papers, projects, products, awards, community or professional recognition) and/or statement of exemplary course performance by counselor or teacher.

NOTE: Meeting the minimum criteria does not guarantee admissions into the Honors Program. The Honors Committee reserves the right to select the best candidates of all applicants. A complete official transcript must be turned in with the application.

NOTES:

APPLICATION PROCEDURES

To participate in the Honors Program, students must apply to and be admitted to the Honors Program in one of the regional colleges (normally, in the college where they will enroll for the greater number of semester hours). Applicants must have a degree plan showing at least 18 semester hours remaining at HCCS. Students will study in special Honors sections of courses, contract to do individualized projects, and participate in special Honors activities. While in the Honors Program, students must complete at least one Honors course or contract work each semester, participate in Honors activities, and maintain a 3.5 GPA.

How to Apply

Application forms and program information can be obtained from the Program Director's Office and/or the Counselor's Office in any of the five colleges. The list of the HCCS Honors Program Directors and their contact information is located below.

HCCS Honors Program Directors:

HCC-Central Honors Program Director GLORIA YAMPEY-JORG Phone: 713-718-6672 E-Mail: gloria.yampeyjorg@hccs.edu	HCC-Northeast Honors Program Director JOE MCDADE Phone: 713-718-8055 E-Mail: joseph.mcdade@hccs.edu
HCC-Northwest Honors Program Director JOSEPH KENT MCGAUGHY Phone: 713-718-5741 E-Mail: joseph.mcgaughy@hccs.edu	HCC-Southeast Honors Program Director MICHELLE NOVAK Phone: 713-718-7134 E-Mail: michelle.novak@hccs.edu
HCC-Southwest Honors Program Director HEIDI M. LANGE Phone: 713-718-7777 E-Mail: heidi.lange@hccs.edu	

System Administration Contacts:

Houston Community College System Vice Chancellor, Educational Development CHARLES M. COOK Phone: 713-718-5040 E-Mail: charles.cook@hccs.edu	Houston Community College System Coordinator, Learning College Initiatives MARIA STRAUS Phone: 713-718-5192 E-Mail: maria.straus@hccs.edu
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Honors Program Administrative Structure

The HCCS Honors Program is a coordinated composite of Honors activities in the five regional colleges that comprise the Houston Community College System. Each College has its own Honors Program. All College Honors Programs follow the same set of goals, admissions criteria, and operating procedures. The HCCS Council of Honors Program Directors is responsible for the coordination and monitoring of Honors activities for the entire System. The Council is composed

of the Program Director from each of the five colleges and the Associate Vice Chancellor for Educational Development. Additional information can be obtained by contacting any member of the Council.

HCCS HONORS PROGRAM APPLICATION

Please complete form and return to Honors Program Director at your college.

Application Deadline: _____ Date turned in: _____

Semester in which you are applying: _____

Name: _____
(Last) (First) (Middle)

Social Security Number: _____

Home Phone: _____ Work Phone: _____

Address: _____
(Number and Street) (City, State) (Zip Code)

E-Mail Address: _____

Optional Information: Date of birth: _____

Gender: Female _____ Male _____

Ethnic Description: American/Indian/Alaskan _____ Asian Pacific Islander _____
Black _____ Hispanic _____ White _____

All information must be completed:

Name of High School: _____

Address: _____

High School GPA _____ Rank in Class _____ Class Size _____ Graduation Date _____

SAT Scores: Verbal _____ Math _____ Composite ACT Score _____ Test Date _____

ASSET Scores: _____

Previous College Attended: _____

Number of Semester Hours Completed _____ GPA _____

Will you attend Houston Community College System (please check):

_____ Full-time _____ Part-time _____ Day _____ Evening _____

Campus: _____

In what subject area will you concentrate your studies/major? _____

Outstanding Achievements, Awards, Honors:

Briefly describe any special awards, honors, or other outstanding recognition that you have received. Attach an additional sheet if more space is needed.

Creative Activities and Interests:

Please describe the activities or areas in which you have demonstrated your creative abilities. Be specific (e.g., inventions, innovative computer programs, creative performances, creative writings, etc.).

Leadership Experiences, Service, and/or Community Involvement:

Describe the roles and organizations in which you have exercised leadership responsibilities. You may also describe any involvement in community service programs.

Relevant Work Experiences:

Please describe any work experiences that relate to your personal goals, chosen career, intellectual development, etc.

References:

Please list the name, title, and organization of three persons who will complete the recommendation forms for you. They can be teachers, counselors, administrators, employers, or military personnel. Do not ask relatives. All of your recommendation forms should be returned in sealed envelopes along with your application package.

1. _____
2. _____
3. _____

HONORS PROGRAM ESSAY

Write an essay (or, if you prefer, a letter to the HCCS Honors Program Steering Committee) on one or a combination of the following topics:

1. Write a personal experience narrative about an event, incident, piece of writing, or person that you feel made a significant impact on your life, helping shape you into the kind of person who would be a good honors program candidate;
- or**
2. Discuss the effect that the Honors Program may have on your future activities/roles/goals, and what you hope to learn from and contribute to such a program.

Your essay should be **typed and between 400-600 words**. Return the essay with your application package.

HONORS PROGRAM RECOMMENDATION FORM

INSTRUCTIONS TO APPLICANTS:

Make three copies of this recommendation form.
Ask each of your references to complete this form and return it to you in a sealed envelope.
Return all recommendation forms to the Honors Program Director Office along with your application package.

Read and sign the waiver statement below:

The right to examine the completed recommendation form (check one:)

- _____ **is waived by the applicant**
_____ **is not waived by the applicant**

Signature of Applicant: _____

Applicant's Printed Name: _____

INSTRUCTIONS TO PERSONS COMPLETING THIS FORM:

Our Honors Program aims to identify a small group of gifted students to participate in a highly challenging intellectual and personalized educational experience. For our program, gifted is defined as the dynamic interaction of above-average intellectual ability, creativity, and task commitment to problems or issues of interest to the able individual. Please assess the applicant on these characteristics, giving examples where possible. Use the back of this sheet if additional space is needed.

1. Intellectual ability

2. Creativity

3. Task commitment

What is your overall impression of the applicant's ability to pursue and successfully complete a rigorous honors program?

In what capacity have you known the applicant?

How long have you known the applicant?

Signature: _____

Printed Name: _____

Position: _____ Date: _____

Houston Community College System
CONTRACT FOR HCCS HONORS PROGRAM CREDITS

Name of Student _____

Social Security Number: _____

Address _____

City, State, Zip _____

Phone number (s) _____

E-mail Address: _____

Course for which Honors credit is sought:

Number & Title _____

CRN# _____ Campus _____ Semester _____

Name of Instructor _____

Phone number (s) _____

PLEASE NOTE: It is the responsibility of the instructor and the student seeking Honors credit to agree on the terms for which Honors credit will be granted. The special project/assignment/research or other undertaking will be evaluated by the instructor for its thoroughness, clarity, creativity, and evidence of scholarship. Any other special guidelines for evaluation, particularly as specific to the field, will be made clear by the instructor. The student agrees that the work that he/she will undertake is in addition to the regular coursework required by the instructor.

On the reverse side of this sheet, describe the additional course requirements to be fulfilled in order to receive Honors credit. The Honors project should produce a tangible product that can be submitted to the Honors Program and/or considered for publication in the Honors journal (e.g., research, or project, portfolio of creative products, etc.).

Signature of Student _____ Date _____

Signature of Instructor _____ Date _____

Signature of Advisor/Mentor _____ Date _____

Approved by:

Honors Program Director

CONTRACT DUE DATE: _____

Return to Honors Program Director. Student and instructor should each keep a copy.

CONTRACT FOR HONORS PROGRAM CREDITS

Evaluation of Student Performance

Instructions to Honors Student: Please submit this evaluation form for each course in which you contracted to perform honors work during the semester. Complete the upper items on the form yourself. Have your instructor (s) fill in the evaluation items and sign the form. Return the completed and signed evaluation form to the Honors Program Office by the end of the semester, i.e., **Due Date**_____. Attach this form to a copy of your honors project or a written report on the honors work that you completed this semester. **The student is personally responsible for the completion and return of all evaluation forms and materials.**

Name of Student _____ Soc. Sec. # _____

Name of Instructor _____ Semester _____

Course Number & Title _____

CRN# _____ College & Campus _____

Evaluation of Student by Instructor

Did the student complete the requirements specified in the contract for honors credit?

Yes _____ No _____ Grade for honors work _____

Comments on student and/or work (use back of form if needed)

Signature of Instructor _____ Date _____

Signature of Student _____ Date _____

Return to:
Director of Honors Program
For Your College

TIPS FOR SUCCESSFUL HONORS PROGRAM PARTICIPATION

1. Remember that your Faculty Mentor, Honors Program Director, and your instructors want you to succeed and to find the Honors Program a challenging and rewarding experience.
2. Maintain frequent contact with your Faculty Mentor to discuss your progress on your Honors Contract assignments. Be prompt to scheduled meetings.
3. Make an appointment to meet with your Faculty Mentor at least two weeks prior to the final due date of your Honors project. Rehearse your presentation and ask your Faculty Mentor for constructive criticism and suggestions. (Honors Program projects should be completed before Final Exam Week, so that you can spend at least a week preparing for taking your examinations.)
4. Complete all Honors Contract assignments on a timely basis.
5. Submit high quality, professional-looking assignments.
6. Should circumstances prohibit you from fulfilling the requirements of your Honors Contract, contact your Faculty Mentor and the Honors Program Director immediately to determine what your options may be.
7. Ask questions and be an active participant in student life at HCCS. Take advantage of as many special events, social activities, and guest speaker engagements as you possibly can.
8. Make a personal commitment to study hard, make new friends, and enjoy your new associations with the HCCS Honors Program.
9. The HCCS Honors Program maintains a web site, which contains program information, Honors Program Directors' contact information, mission statement, and more. The web site address is: http://www.hccs.cc.tx.us/system/Instructional_Services/honors/honors.htm . Visit this site for updated information.

FACULTY MENTOR CONTACT INFORMATION

My Faculty Mentor's name: _____

Mentor's Contact Information:

Phone: _____ FAX: _____

E-Mail: _____

Mailing Address: _____

City/State/Zip: _____

Office Location: _____

Best Way to Contact: _____

Best Time to Contact: _____

GRIEVANCE PROCEDURE

Any student who has a grievance concerning the interpretation, application, or claimed violation of his or her rights as an HCCS student or feels he or she has been discriminated against or harassed on the basis of age, color, disability, family status, gender, national origin, race, religion, veteran status, sex, or sexual orientation, including sexual harassment, has the opportunity to seek resolution of such grievance.

Any student alleging that an act of harassment or discrimination has occurred or that his or her rights as an HCCS student have been violated has the right to seek redress of his or her grievance. This may take place informally, through the mediation of designated officers of the College, or formally, through an established grievance procedure.

INFORMAL RESOLUTION

A student who feels he or she is a victim of harassment or discrimination or that his or her rights as a student have been violated may attempt to resolve the matter informally by bringing a complaint to the College's Dean of Student Development or to the College's relevant Instructional Dean (Academic or Workforce) for cases involving instructional matters. Upon receipt of a complaint, the Dean receiving the complaint has the following responsibilities:

- Inform the complainant of his or her formal recourse, should that be necessary (see Formal Resolution described below), and
- Undertake, with permission of the complainant, to resolve the conflict informally by informing the individual alleged to have caused the grievance that the complaint has been filed; seek to find out the facts; and,
- If both parties desire it, arrange a meeting to try to resolve the differences.

All individuals who are involved in an investigation as the accused, accuser, or witness have a duty to keep all information confidential to the extent permitted by law. Persons who violate the confidentiality rights of other individuals may be subject to disciplinary action. At all times during this procedure, the College officer must keep all information completely confidential, and the name of the complainant should not be revealed to the individual alleged to have caused the grievance except with the complainant's permission. In addition, written records, if taken, shall be submitted to the Dean of Student Development and then to the System's Affirmative Action/Compliance Officer as appropriate.

In the event that an attempt at informal resolution of the problem is unsuccessful, or if the complainant deems that informal resolution is undesirable, the College officer shall assist the complainant in filing of a formal complaint.



FORMAL RESOLUTION

In the event that a student wishes to lodge a formal complaint against another member of the College community, the student will address the complaint to:

- The Dean of Student Development
- The Dean of Academic Development or Dean of Workforce Development
- In the case of a discrimination or harassment complaint, to the System's Affirmative Action/Compliance Officer, if the individual alleged to have caused the grievance is a faculty member, administrator, or non-faculty employee

A formal complaint shall be made in writing by the complainant, addressed to the above-mentioned College officers, stating in detail the nature of the complaint, any relevant dates, and the names of any potential witnesses.

In a situation deemed to be an emergency by the System's Affirmative Action/Compliance Officer or appropriate Dean, the individual alleged to have caused the grievance or complainant may be temporarily transferred pending the outcome of the case.

The officers receiving the complaint shall initiate an investigation within two weeks to determine whether there is a reasonable basis for taking action. At a minimum, this investigation shall consist of interviewing the complainant, the individual alleged to have caused the grievance, and any witnesses to the conflict.

Within 30 days, the College's Dean or College System's Affirmative Action/Compliance Officer, as appropriate, must file a written report with the College's President for one of three actions:

- Conclude the complaint is without merit and that no further action is warranted;
- Attempt to bring about a negotiated settlement;
- Recommend to the College President conducting a formal grievance hearing to evaluate possible action against the individual alleged to have caused the grievance.

Either party -- the complainant or the individual alleged to have caused the grievance -- may request a formal hearing if dissatisfied with the conclusion.

HEARING

A Grievance Committee composed of three faculty/staff members and two students shall be convened to hear the Dean or the System's Affirmative Action/Compliance Officer's recommendations and testimony from the complainant, the individual alleged to have caused the grievance, and any relevant witnesses.

The Committee shall decide whether:

- The complainant is without merit and that no further action is warranted; or
- Some remedial action is necessary.

OFFICIAL DISPOSITION

If, after the hearing, the Grievance Committee concludes that further official proceedings are necessary or if the complainant requests further proceedings despite the recommendations, the existing grievance and disciplinary procedures shall be used when determined by the College President to be appropriate. If the individual alleged to have caused the grievance is a student, the procedure set forth in the Student Discipline Policy will be followed.

If the individual alleged to have caused the grievance is a faculty member, the procedure for employee complaints shall be followed. If the individual alleged to have caused the grievance is a student, the Committee may:

- Pursue a negotiated or mediated settlement between the parties;
- Require that the students in question attend joint counseling or that the student whose conduct was complained of attend individual counseling with the College System counseling staff;
- Recommend forums for the discussion of issues of diversity and sensitivity to people of different backgrounds and characteristics in addition to written and/or oral condemnation of the discriminatory or harassing speech; and/or
- Require the student whose conduct is complained of to attend college-sponsored seminars or programs on problems of harassment or discrimination.

All other aspects of the grievance procedure not specifically mentioned in this policy shall be carried out in accordance with established HCCS policy.

PENALTIES

In case of any formal proceedings, against either a student accused of violating the Student Discipline Code or an employee brought before a Grievance Committee proceeding, the standard penalties specified in the policies manual shall be enforced. The College President may also, either in lieu of or in addition to other sanctions, require an individual found to have caused a grievance involving discrimination or harassment to attend a College-sponsored seminar/program on the problems of harassment and discrimination.

COMPLAINT RECORD

All proceedings and records shall be confidential to the extent permitted by law. Memoranda describing a reprimand will be placed into the files of any student or employee in the event disciplinary action is taken against one of the parties and the disciplinary action is upheld.

No student shall be subjected to any retaliation or involuntary reassignment as a result of filing a good-faith grievance for harassment and discrimination.

At the request of the individual alleged to have caused the grievance, a memorandum recognizing a finding of non-harassment or non-discrimination shall be placed into the file of the student or employee.

BIOLOGY HONORS CONTRACT
(SAMPLE)

Instructor: _____

Student: _____ Student ID #: _____

Section Number: _____ Date: _____

Goals:

1. To develop the student's ability to utilize steps of the Scientific Method in explorations which go beyond the course objectives.
2. To develop the student's ability to carry out a literature search using computer search engines for recent works and using more traditional methods for earlier works.
3. To develop the student's ability to design and perform an investigative experiment using the Scientific Method.
4. To enhance the student's ability to write in an objective scientific manner.
5. To enhance the student's ability to approach problems in an analytical manner.

Requirements:

1. The student will accomplish the objectives for each weekly unit for the course.
2. The student will do a literature survey to determine what is known about the subject under investigation.
3. The student will formulate a hypothesis and design a scientific experiment to test the hypothesis.
4. The student will write a scientific report detailing his or her work.
5. The student will take a non-standard final exam (written rather than multiple choice) on the course content.

Method of Evaluation

1. The student will be evaluated at each step of the process, including:
 - a. Evaluation of the "question" to be investigated
 - b. Evaluation of the literature survey results
 - c. Evaluation of the formulation of the hypothesis
 - d. Evaluation of the experiment design
 - e. Evaluation of the conduction of the experiment
 - f. Evaluation of the results of the experiment
 - g. Evaluation of the interpretation of the results
 - h. Evaluation of the conclusion(s) drawn
2. Overall comprehension of course content and application of the Scientific Method will be evaluated for a subjective final exam.

Student's Signature

Instructor's Signature

Date

Date

CHEMISTRY HONORS CONTRACT
(SAMPLE)

Instructor: _____

Student: _____ Student ID #: _____

Section Number: _____ Date: _____

Goals:

1. To develop the student's ability to work independently of the traditional classroom lecture/discussion format.
2. To accomplish a higher level of scholastic work.
3. To enhance the student's critical thinking and analytical skills to a level appropriate to his or her intellectual capabilities.
4. To enhance the student's understanding of the connections between science and society.

Requirements:

1. The student will accomplish the general departmental objectives for all students completing the course.
2. The student will research a topic, summarizing articles from the primary literature and using relevant data.
3. The student will write a formal research paper based on primary literature and present the findings to the class.
4. The student will take the final exam, providing in-depth responses to questions covering the course material as expanded upon in the requirements above.

Method of Evaluation:

1. Weekly conference between instructor and student.
2. Evaluation of research paper and class preparation.
3. A score of ____ or above on the departmental final exam is required in order to receive Honors credit.

Student's Signature

Instructor's Signature

Date

Date

ENGLISH LITERATURE HONORS CONTRACT
(SAMPLE)

Instructor: _____

Student: _____ Student ID #: _____

Section Number: _____ Date: _____

In addition to satisfying the normal objectives/competencies of the course, the student must complete the following objectives to accomplish a higher level of scholastic work:

Objectives:

1. Attain a broader and deeper knowledge of course material.
2. Understand the historical milieu of a major world literary masterpiece and synthesize that milieu with the literary work.
3. Understand the artistic or musical milieu of a major world literary masterpiece and synthesize that milieu with the literary work.
4. Improve writing and speaking skills.

Tasks:

The student will complete either 1, 2 or 3:

1.
 - a. With your faculty mentor, select a significant work or works to read that complement the work assigned for class.
 - b. Write a 4-5-page essay that examines how the selected text furthers one's appreciation or understanding of the regularly assigned text.
 - c. Prepare an oral presentation based on that examination (b, above) for the class.
2.
 - a. Read several substantial sources on the historical background of one work on the regular class syllabus.
 - b. Write a 4-5-page essay on that background and its relationship to the literary work.
 - c. Prepare an oral presentation based on 2b for the class.
3.
 - a. Read several substantial sources on the art or music related to one work on the regular class syllabus.
 - b. Write a 4-5-page essay on that art or music and its relationship to the literary work.
 - c. Prepare an oral presentation on that art or music and its relationship to the literary work for the class.

Conferences:

Student is expected to attend one session every other week at a time mutually convenient for the faculty mentor and the Honors student.

(Continued on next page)

ENGLISH LITERATURE HONORS CONTRACT *(continued)*
(SAMPLE)

Expectations:

1. Punctuality in meetings and assignments
2. Attendance at meetings every other week
3. Initiative
4. Independence
5. Leadership in class
6. Intellectual curiosity

Grading Criteria:

1. Writing will be evaluated according to HCCS English department guidelines.
2. Conferences will be evaluated by evidence of preparation, analysis and synthesis of material, and relevant participation.
3. Oral presentation will be evaluated according to standards of HCCS speech department guidelines.
4. Leadership in the class will be evaluated by information and insight offered to peers during class discussions.

Student's Signature

Instructor's Signature

Date

Date

PSYCHOLOGY HONORS CONTRACT
(*SAMPLE*)

Instructor: _____

Student: _____ Student ID #: _____

Section Number: _____ Date: _____

Goals:

1. To develop the student's ability to work independently of the traditional classroom lecture/discussion format.
2. To enhance the student's critical reading and thinking skills to a level appropriate to his or her intellectual capabilities.
3. To develop the student's expository writing skills to an advanced level of coherence, organization, and style.
4. To enlarge the student's ability to approach problems in an analytical manner.

Requirements:

1. The student will accomplish the objectives of all students completing the course.
2. The student will research an approved topic in-depth and write a research paper on this topic.
3. Student will present findings during a class session.

Method of Evaluation:

1. Several meetings will be held with the instructor and/or faculty mentor. The first meeting will be used to develop a work schedule. The other meetings will be used to follow-up on the work assigned, clarify doubts, discuss findings, etc.
2. Consistent classroom attendance and active participation in all class activities are expected.
3. Instructor will evaluate research paper and class presentation.

Student's Signature

Instructor's Signature

Date

Date

GENERIC HONORS AGREEMENT
(SAMPLE)

Between Dr./Mr./Ms. _____ (professor of _____)
and _____ (Honors Student).

_____ will do a detailed research and write a ____ - page essay on

Said paper will focus on _____

_____.

This project will be a scholarly investigation, backed up whenever possible by works of other scholars in journals and books.

The project will be presented with the necessary detail and annotation as if for publication.

Completion date - _____

If accepted, this will grant _____ Honor Credits: _____ in _____.

Agreed and signed on ____/____/____.

Professor's Signature _____

Student's Signature _____

HONORS PROJECT MODELS

RESEARCH MODEL

Description

This model consists of a traditional typed research paper based on original and previously published research related to the topic.

Model Suggestions

See published research in academic journals, books, Internet sites, and previously completed Honors projects.

Resources

Original and substantial research references and a review of relevant published research literature.

Documentation

MLA or APA style may be used; style must be consistent throughout the paper.

Guidelines

The paper must include documentation and citation in the body of the paper of all references included in the paper. All sited sources in the body of the paper must be included in a list of sources used at the end of the paper. Any source used in the paper must be properly documented to give proper credit to the source of information. Students must clearly identify which materials are their own works and which are the works of other sources.

CITY AS TEXT MODEL

Description

Students may explore a particular geographical location such as a city and describe their observations in terms of the academic framework of the course in which the Honors project is being written.

Documentation

Students should record their observations and analyze the observations in terms of the principles, theories, research models, and perspectives of the academic area in which the project is being written.

Guidelines

Students should engage in critical thinking and analysis of the city that they are observing. The observations should focus on a particular aspect of the city, such as the economic, religious, cultural, arts, or political life of the city. The final paper should have a detailed description of what was observed as well as an extensive analysis of how the observations related to the course. Students should explore ways that the course concepts can be illustrated and better understood through this observation.

WORK AS TEXT OR WORK AS OBSERVANCE MODEL

Description

Student work experience could be analyzed in terms of concepts, theories, and research methods of the course to develop an Honors project. This model would also be applicable to a student doing an internship.

Model Suggestions

This model might be most applicable in a program where the student work experience is relevant to the course. Students could use current or previous work experience as a basis for an analysis of materials that goes beyond regular course requirements.

Resources

The main resource would be the student's own personal work experience as well as published materials that relate to the work experience and course materials.

Documentation

Students would be required to maintain a journal of work experience or create a journal from past experiences. This journal would accompany the research paper.

Guidelines

The work experience must be of sufficient quality and substance to allow for an in-depth analysis relevant to the course in which the Honors project is being carried out. The final written paper must be of honors quality and must demonstrate how the work experience was related to the course materials.

This model would be most applicable in any course in which work experience would be relevant to the course, and in which the work observed would provide opportunities for the student to develop understanding that goes beyond regular course requirements. The instructor should work closely with the student and monitor the student's progress. A final written paper should discuss the work observed and the ways in which the observations contributed to increased understanding of course materials. Relevant readings should also be discussed in the final report.

PRODUCT CREATION MODEL

Description

This model allows students to create a product as part of the Honors project and then to describe the product in a final written paper.

Model Suggestions

Students could create products such as original art, literature, music, computer programming, or other original works in other fields of study.

Resources

The main resource will be the student's creative talents and abilities. Also relevant will be published materials related to the product and course materials.

Documentation

Students will be expected to maintain a personal account of the creative process and resources that were used in the creative procedure, as well as sources of inspiration in the development of the product. These would include, but not be limited to, the personal, social, cultural, historical, and artistic. Students will be expected to document on a timeline log the background research. An introduction with the rationale for the product and an explanation of the significance of the product must also be included.

Guidelines

The instructor should work closely with the student to help with and to monitor the creative process and its progress. Students should maintain a record of what they did and how their work goes beyond the regular course requirements. If possible, students should submit a duplicate of the original product to the Honors Program Director for a permanent record. The original product will be the property of the student. In some cases, the original product may be used to promote Honors activities.

VIRTUAL MODEL

Description

Any work on the Internet or electronic media can be developed as a virtual model.

Model Suggestions

Web pages, Internet sites, or any other electronic type projects that are relevant and appropriate to the particular course are suggested.

Resources

Any virtual reality resources, as well as traditional print media materials, related to the virtual project are acceptable.

Documentation

Students would be expected to maintain a record of all work as well as resources used in the creation of the final product. Any resources used should be documented. Students will be expected to maintain a personal account of the creative process and resources that were used in the creative procedure, as well as sources of inspiration in the development of the product. These would include but not be limited to, the personal, social, cultural, historical, and artistic. Students will be expected to document on a timeline log the background research. A System Development Life Cycle should be included if appropriate. An introduction with the rationale for the product and an explanation of the significance of the product must also be included.

Guidelines

This model allows students to develop a project in any course in which the virtual reality is relevant to the course materials. Students would be expected to write a paper describing their experiences and explaining what they had produced. Instructors would be expected to work closely with the students to monitor quality and progress of the project. The final typed paper must include all resources and documentation.

FOREIGN LANGUAGE MODEL

Description

Students with outstanding foreign language skills could do an Honors project that allows them to develop their skills beyond the regular course materials. Students should explain the difficulties and intricacies of the Honors project including the semantics, syntax, metaphors, figures of speech, semiotic, and hermeneutics involved in the project.

Model Suggestions

Literature or practical experience applications that allow opportunities for development of proficiencies that go beyond regular course descriptions are suggested.

Resources

The instructor, in consultation with the student, will determine these.

Documentation

A final paper, an English translation describing the final product of the project, and a discussion of how the project was completed and how it goes above and beyond the regular course requirements will serve as course documentation.

Guidelines

The instructor and student will develop a project that allows more depth of experience that is possible with the regular course work.

SERVICE LEARNING MODEL

Description

Students who participate in volunteer activities of a community service nature may develop an Honors project based on those experiences.

Model Suggestions

Volunteer-type activities can be used in the development of an Honors project that allows the student to develop better understanding of course materials.

Resources

Personal volunteer experience and relevant course-related materials are appropriate.

Documentation

Students will maintain a journal documenting their experiences and a discussion of how the experiences relate to course materials. Students will also use documentation from relevant sources to relate to the volunteer service opportunity.

Guidelines

Students will develop a project that allows them to use volunteer service experiences as a basis for application of course concepts, theories, research methods, and perspectives to gain increased understanding of course materials. This project requires students to analyze the volunteer service experience within the context of the course materials and develop applications and understanding that go beyond regular course requirements.

CLINIC MODEL

Description

This model is especially applicable to areas of Allied Health, such as Dental Hygiene, Nursing, Radiology, Occupational Therapy, or respiratory Care. This model may also be applied to other health-related fields.

Model Suggestion

The Honors clinical experience provides an opportunity for faculty to develop clinical experiences that go above and beyond regular course experiences. Students participate in these Honors experiences as a way of expanding their normal clinical experience.

Resources

Clinical experiences and materials related to the clinic are appropriate. Students should describe the clinic and explain the nature of the clinic and how the Honors clinic goes above and beyond the normal clinical experience.

Documentation

Students should keep a record of the Honors clinical component and write a final paper documenting what they did and explaining how this went above and beyond the regular clinical experience. Research information, such as that obtained from relevant journals, would be included in this project. The faculty could develop a standard template explaining how this experience goes above and beyond the regular clinical experience for students to include in their final paper. All resources must be properly documented.

Guidelines

The Honors clinic should be developed by the faculty and closely monitored by the faculty to ensure quality control. Students will be expected to work closely with the faculty.

TUTORIAL MODEL

Description

This model allows students to earn Honors designation/credit by tutoring students in the class. Tutorials should only be offered to students who have previously demonstrated outstanding knowledge of the subject of the course as well as an ability to tutor other students. In some cases, the student might serve as a tutor while taking the course if outstanding knowledge of the subject has been demonstrated to the instructor.

Model Suggestions

The tutorial should be well defined in terms of the instructor's expectations of the student. There should be a limited number of students who will be tutored. This model might be used in a language, mathematics, or computer course in which the student is known by the instructor to have tutoring potential.

Resources

Tutorial materials will be helpful as guidelines for the instructor and the student. Students should have well-defined expectations of what the tutoring will involve. Students should also include research they have done on tutoring that has helped them in the tutoring process.

Documentation

Tutors should keep a journal of tutorials and outcomes. A final paper should describe the tutoring experience and a discussion of how this experience helped the tutor develop beyond the regular course requirements. Documentation should also include the research on tutoring.

Guidelines

Tutors should maintain regular communication with the instructor regarding the nature of the tutoring and the nature of the problems encountered.

HONORS EX POST FACTO

Description

There may be some cases in which a student could earn Honors designation for a course after the course has been completed. The student would complete the Honors project during the semester following completion of the regular requirements of the course. Normally, the same instructor who taught the course that is to be ‘honorized’ would be the same instructor who would work with the student to ‘honorize’ the course.

Students may ‘honorize’ a course after they have completed the course with a grade of “A” by completing the Honors work during the following semester.



NOTES: