

## Honors Contract Approval Form

The student and instructor are to complete and submit this form within the first two weeks of the semester.

STUDENT NAME

INSTRUCTOR

STUDENT ID

INSTRUCTOR EMAIL

PHONE NUMBER

SEMESTER

STUDENT EMAIL

COURSE TITLE/SECTION

**Please outline the specific activities (e.g., papers, projects, presentations, etc.), expected learning outcomes, and designate due dates for activities as part of this contract.** Feel free to attach separate documents as needed.

1.

Method of Evaluation:

2.

Method of Evaluation:

3.

Method of Evaluation:

4.

Method of Evaluation:

I agree to the terms and expectations of this honors contract. I understand that in order to receive an honors contract transcript endorsement that I must fully comply with this contract as well as complete and submit the Student Course Reflection form to the department chair by the end of 2nd week of class.

**NOTE: Submit signed Honors Contract Approval Form to Honors Program Director no later than census day.**

Student:

Signature

Date:

Instructor:

Signature

Date:

Instructor's Department Chair:

Signature

Date:

Honor's Program Director:

Signature

Date:

## Attribute and Criteria Form

### Criteria for an honors-credit worthy contract

Students should anticipate investing more time than non-honors students in order to earn honors credit.

The contract submitted by the student must incorporate at least 5 of the attributes on the form below. The expectation is that the selected criteria are in excess of what is offered in the non-honors course.

Student and instructor check the items from the list below, certifying which apply to the honors contract, adding others if applicable:

1. Greater degree of student participation and involvement in the course.
2. Greater standards of performance than required of non- honors students.
3. Advanced supplemental reading, especially from primary sources.
4. Opportunities to strengthen writing skills.
5. Opportunities to develop presentation and teaching skills.
6. Strengthening critical thinking skills and/ or analysis and interpretation of course material.
7. Increased depth and/or breadth of subject matter investigation, possibly requiring synthesis of different points of view.
8. Additional opportunities for student-conceived research.
9. Increased exposure to subject specific resources.
10. Opportunities for publication or public presentation of work.
11. Integration of ideas from a variety of sources, particularly in cross- or interdisciplinary contexts.
12. Opportunities for community-based experiences: field trips, interviews, cultural events, service.
13. Opportunities for leadership in the classroom, including leading study groups and class discussions, assisting faculty in preparation and delivery of instructional material.
- 14.
  
- 15.