Honors Contract Approval Form

The stu		nstructor are to complete a	and submit this form withir	the first two weeks of
STUDE	ENT NAME		INSTRUCTOR	
STUDENT ID		INSTRUCTOR EMAIL		
PHONE NUMBER		SEMESTER		
STUDENT EMAIL		COURSE TITLE/SECTION		
learnin	ig outcomes	specific activities (e.g., pa s, and designate due dates cuments as needed. Evaluation:		
3.	Method of	Evaluation:		
4.	Method of	Evaluation:		
	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:	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 <u>must incorporate at least 5 of the attributes on the form below.</u> 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. 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.