



“The more I learn, the more I realize I don’t know. The more I realize I don’t know, the more I want to learn.”
—Albert Einstein

HONORS OPTION CONTRACT

Student Name _____ ID# _____
(type or print clearly) (type or print clearly)

Course _____ CRN _____ Semester/Year _____
(type or print clearly)

Instructor Name _____

FACULTY MENTORSHIP GUIDELINES

Your role is to mentor and guide the student in the conception of the Honors Option project, develop the proposal, and then implement and complete the contract approval process. You should plan to meet frequently throughout the semester with the student to go over her or his progress, review drafts, and suggest avenues to pursue. It is imperative that you keep detailed records of scheduled meetings and assignment due dates. At the end of the semester, you will assess whether the student has fulfilled the terms of the Honors Contract to your professional standards and communicate with the Honors Coordinator whether the contract has been completed.

Instructions: (Faculty must complete.)

I. Describe the form / format the Honors Option project will take. (Check all that apply.)

- Research Paper
- Presentation
- Research Journal
- Computer Program
- Laboratory research
- Quantitative / Qualitative Research Project
- Creative Writing or Fine Arts Portfolio
- Film
- Volunteer work
- Other

II. Which of the following learning objectives will the student achieve through completion of this Honors project? (Check all that apply.)

- ___ Provide content about the history or background of the field being studied
- ___ Show an awareness of some of the field’s major theories or current trends
- ___ Practice an application, field experience, or case study
- ___ Utilize research methods including proper documentation for that discipline
- ___ Demonstrate critical thinking and/or meta-cognitive abilities
(an example of demonstrating meta-cognitive ability is to keep a reflective journal)

III. Which of the following Institutional Learning Outcomes will this project support? (Check all that apply.)

- ___ Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
- ___ Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
- ___ Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Sciences and Mathematics.
- ___ Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.
- ___ Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and an understanding of the role of diversity in modern society.
- ___ Identify career opportunities that contribute to the economic well being of the community.



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IV. Honors Option Summary and Guidelines:

Instructor: Please **attach a typed, 1-2 page summary** which details the project or assignments you have designed for the Honors Contract. Projects may be student- or faculty-inspired. The summary must address all of the following areas:

1. **Project Goal, Driving Question, and Thesis:** What is the ultimate learning goal of this project? What question drives all the work on this project?
2. **Project Outcomes:** What will be the outcome and/or evidence of completion of this project? Be specific about quantity whenever possible.
3. **Project Methods:** What methods will the student use to complete this Honors activity? For instance, what are some of the sources (books, journals, personal interviews, etc.) a student will use as he/she completes the project? Be specific.
4. **Project Process, Timeline, and Due Dates:** Please detail the steps you will require a student to take to complete your Honors project or assignments along with a timeline for each stage of completion. Since you are required to have scheduled meetings with your student, indicate how often you and your student will meet. (If necessary, additional forms can be attached to this document.)

Tips for Successful Honors Options:

- ❖ **Build the project around a guiding idea that has the right scope and depth.**
- ❖ **Be sure the project relates to and supplements the course material.** It's okay to be creative but remember to keep the focus related to the course subject material. Remember, this is not an independent study project.
- ❖ **Avoid "book report" type projects.** This isn't about regurgitating information, but rather synthesizing it, creating something new, or looking at things from a unique perspective.
- ❖ **Make the basics clear:**
 - *What* will you have your student do?
 - *Why* are you doing this? What question are you trying to have your student answer? What skill(s) are you trying to develop?
 - What *OUTCOME(s)* will there be to this project? What evidence will there be that the work has been completed. Quantify and give details!
 - What *METHOD(s)* will you use?
 - What is the *TIMELINE* for the contract work? Break it down.
 - What *RESOURCES* will this student use in this project?



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HONORS OPTION CONTRACT TERMS OF AGREEMENT

- Honors contracts are enacted voluntarily by both instructor and a student that is a member of the Honors program.
- Honors contracts are designed and proposed by the instructor and student and submitted by the 4th week of the semester (fall and spring) and the 2nd week of summer session. Exceptions may be made with permission from the Honors coordinator.
- Honors contracts are approved by the Honors Coordinator and/or Honors committee members.
- Honors contracts must be completed by the end of the semester; there are **no** incompletes allowed for Honors contracts.
- An Honors contract is evaluated by the instructor solely on the basis of whether or not its requirements were completed satisfactorily and the *student maintains satisfactorily progress throughout the course*.
- A student may choose to discontinue a contract at any time during the semester. However if this occurs twice, a student may be subject to additional inquiry by the Honors coordinator.
- Instructors are able to terminate contracts, especially if the student is not performing satisfactorily in the various course assignments and assessments.
- Honors Contracts are available for GE transfer-level courses only (3 units or higher).
- Notation on student’s transcript = “(H)” will appear after the course title on the student’s transcripts. For example: Political Science 101 (H)

Student and Faculty Signatures

By signing below I am indicating that I have read, and will comply with, all terms of the Honors Option Contract.

Print Student Name

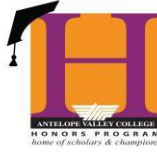
Student Signature

Date

Print Instructor Name

Instructor Signature

Date



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FACULTY PROFESSIONAL DEVELOPMENT CREDIT INSTRUCTIONS

Faculty may claim up to 2 hours of FPD for each contract, and no more than 20 hours for the academic year.

Instructions:

1. To claim credit for Honors options, please email your dean, John Vento (jvento@avc.edu) and Nancy Master (nmasters@avc.edu) with the names of the students that you worked with during the fall and spring semesters.
2. **HONOR OPTIONS**
3. Below is a sample

Dear Awesome Dean

I did 10 honors contracts with the following students:

Jane Goodall
Sandra Day O'Connor
Albert Einstein
Abraham Lincoln
John Wooden
Golda Meir
William Gates
Albert Schweitzer
Georgia O'keeffe
Margaret Thatcher

I will claim 20 hours for faculty professional development **in Standard 3.**

Thank you,
Han Solo

4. John Vento will reply to the email with a confirmation.
5. Print a copy of the email and submit it to Nancy Masters in the Senate office by the final deadline for your FPD contract.

Please remember you CANNOT claim anymore than 20 hours total for the academic year for this (adjunct faculty are limited to 10 hours each semester total).