

HONORS LEVEL ATTRIBUTES

The Honors Contract enriches a regular, non-honors course throughout the span of a semester by establishing a clear distinction in rigor, depth, intensity, cross- or interdisciplinary character, and/or innovative teaching/learning modalities. This specific contract commits professor and student(s) to realizing the aforementioned goals. The goal of this contract is to stimulate and enrich the teaching/learning experience for both faculty and students by incorporating a number of the following honors attributes (each presumes a comparison to a regular, non-honors course).

Professor and Student(s): Circle at least five numbers. Feel free to add others.

- 1) Higher degree of student participation and involvement in the class
- 2) Higher standards of performance than expected of regular students
- 3) More advanced supplemental reading, especially of primary sources
- 4) More opportunities for writing, and at a higher standard
- 5) More opportunities for student presentations to class or campus audiences
- 6) Stronger enhancement of skills in critical thinking, analysis and interpretation
- 7) Greater depth and/or breadth of subject matter, especially requiring synthesis of different perspectives or points of view
- 8) More opportunities for research, particularly when student-conceived
- 9) Use of resources or consultants from beyond the campus itself, such as university libraries or interactions with business or industry personnel
- 10) Opportunities for publication or public presentation of work
- 11) Integration of concepts and information from a variety of sources and experiences, particularly in cross- or interdisciplinary contexts
- 12) Community-based experiences: field trips, interviews, cultural events
- 13) Leadership in the classroom: leading study groups, leading class discussion, assisting faculty in preparation and delivery of instructional material
- 14) Other suggestions offered by the student and the professor.

Honors Contract Proposal

In submitting a contract for approval, both the teacher and the student should consider the following guidelines:

- To earn honors credit, the student is expected to demonstrate excellence.
- Typically, the contract should involve substituting more appropriate or challenging assignments for some of those usually required in the course.
- The options may include, but are not limited to, readings instead of some of the other regular assignments, papers in place of exams, independent research instead of regular attendance at all class sessions, etc.
- Evaluation should include both written and oral components. An oral presentation, especially before peers and/or faculty, is encouraged.
- The student will receive a grade for the class as usual. The transcript will indicate that the class was taken for honors credit.

[Print Clearly]

Student Name: _____

L Number: _____

Course Name and Number: _____

Credit Hours: _____

Teacher: _____

Study Abroad: YES NO

Outline of Contract Plan, Indicating the distinction between honors credit and ordinary credit in this course (continue on the backside of this sheet or another sheet if necessary).

This plan must be approved by the Honors Council by the end of the third week of the semester.

[Signatures] Student _____

Teacher _____