

# SAN DIEGO MIRAMAR COLLEGE

## Honors Contract Form

**Deadline: February 20, 2018**

**LATE CONTRACTS WILL NOT BE ACCEPTED AND WILL BE RETURNED TO THE PROFESSOR.**

Professor:

1. Fill out the form completely, including the number of Honors students, regular CRN, and class information and deliver it by the deadline to the Counseling Office (K-203). Use one form per class section; **each CRN must be on a separate form**. This form must be received in **K-203** by **Tuesday, February 20, 2018**. **Circle at least five Honors course objectives on page two. Honors Coordinators will process and forward contracts to the Honors dean for approval.**
  
2. By week **six** of the semester, email the Honors Coordinator (cjay@sdcdd.edu) a regular, non-Honors syllabus with bolded or underlined "Honors" insertions in appropriate areas: e.g. objectives, assigned texts/readings, special activities, methods of evaluation **OR** email a regular, non-Honors syllabus and add a page summarizing the Honors components of the contract.

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 inter-disciplinary character, and/or innovative teaching/learning modalities. As a general guideline, students may anticipate an investment of one-quarter to one-third more effort in earning Honors credit which is duly noted on the Official Transcript. This specific Contract commits professor and student(s) to realizing the goals set out on page two and to achieving the objectives set out in a new Honors syllabus.

**NOTE: DISTRICT POLICY CURRENTLY PROHIBITS HONORS CONTRACTS IN ONLINE (FULL OR PARTIAL) AND SHORT-TERM CLASSES.**

DEPARTMENT:		DATE:
COURSE TITLE:		
COURSE # (101, 102, ETC.):	UNIT(S):	NUMBER OF HONORS STUDENTS:
DAY(S) CLASS MEETS:	TIME CLASS MEETS:	
DAILY CONTACT HOUR(S):	WEEKLY CONTACT HRS:	TOTAL CLASS HRS:
START DATE:	END DATE:	TOTAL WEEKS:
ROOM:		
INSTRUCTOR(S) NAME:		<b>REGULAR COURSE CRN:</b>
INSTRUCTOR(S) CSID #:		

PROFESSOR SIGNATURE:	DATE:
HONORS COORDINATOR SIGNATURE:	DATE:
HONORS DEAN SIGNATURE:	DATE:

<b>To Be Completed By Vice President Of Instruction Office</b>	
<b>DATE RECEIVED:</b>	<b>HONORS MASTER CRN:</b>

FOR INSTRUCTIONAL OFFICE USE ONLY		
TASK	DATE RECEIVED	NOTES
DATA ENTRY		
MASTER CHANGE FORM		
CONTRACT FORWARDED TO ADMISSIONS		
CONTRACT FORWARDED TO HONORS OFFICE		
CONTRACT ROUTED TO SHAUNNA ELMONE		

## Honors Contract Student List

Student Name (Please Print Clearly)	Student Email (REQUIRED)	Student Signature	Student I.D. Number (REQUIRED)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

### Miramar College Honors Contract

**Note to Students:** Once you are transferred to the Honors course CRN, you cannot return to the regular course CRN.

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
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, etc.
13. Leadership in the classroom: leading study groups, leading class discussion, etc.