



MIRAMAR COLLEGE
HONORS CONTRACT FORM: SPRING 2013
DEADLINE: FEBRUARY 8, 2013

HONORS FACULTY: USE ONE FORM PER CLASS SECTION (PER CRN)
THE COMPLETED HONORS CONTACT MUST BE DELIVERED TO THE HONORS OFFICE IN ROOM B-203 BY THE DEADLINE.

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 REALIZE THE GOALS SET OUT ON PAGE 2, AND TO ACHIEVING THE OBJECTIVES SET OUT IN A NEW HONORS SYLLABUS.

PROFESSOR PLEASE:

1. IT IS YOUR RESPONSIBILITY TO COMPLETE THIS FORM ACCURATELY AND DELIVER IT, BY THE DEADLINE, TO THE HONORS OFFICE IN ROOM B-203. FILL OUT THE FORM COMPLETELY, INCLUDING NUMBER OF HONORS STUDENTS, REGULAR COURSE CRN, AND CLASS INFORMATION. USE ONE FORM PER CLASS SECTION; **EACH CRN MUST BE ON A DIFFERENT CONTRACT.**
2. CIRCLE AT LEAST FIVE HONORS COURSE OBJECTIVES ON PAGE 2.
3. THIS FORM MUST BE RECEIVED IN THE HONORS OFFICE, IN ROOM B-203, NO LATER THAN 10 A.M. ON FRIDAY, FEBRUARY 8, 2013. **LATE CONTRACTS WILL NOT BE ACCEPTED AND WILL BE RETURNED TO THE PROFESSOR.**
4. BY WEEK SIX OF THE SEMESTER, SEND THE HONORS OFFICE A REGULAR, NON-HONORS SYLLABUS WITH BOLD OR UNDERLINED "HONORS" INSERTIONS IN APPROPRIATE AREAS: E.G. OBJECTIVES, ASSIGNED TEXTS/READINGS, SPECIAL ACTIVITIES, METHODS OF EVALUATION...OR ATTACH TO THE REGULAR, NON-HONORS SYLLABUS A PAGE SUMMARIZING THE HONORS COMPONENTS OF THE CONTRACT.

MODEL HONORS SYLLABI ARE AVAILABLE FROM CAMPUS HONORS COORDINATORS, OR THE DISTRICT HONORS PROGRAM COORDINATOR'S OFFICE (619) 388-3512.

Note: District policy currently prohibits Honors contracts in online 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:		REGULAR COURSE CRN:
INSTRUCTOR(S) SSN/CID #:		

PROFESSOR SIGNATURE:	DATE:
HONORS COORDINATOR SIGNATURE:	DATE:
HONORS DEAN SIGNATURE (DEAN LOU ASCIONE):	DATE:

To Be Completed By Vice President Of Instruction Office

DATE RECEIVED:	HONORS MASTER CRN:
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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 TOM DAVENPORT		

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.

Note to Faculty: Is there an online (WebCT/Blackboard) component of this course? YES / NO

If so, once you receive your Honors roster, please notify support@sdccd.edu so students can regain access to online components.

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. Service learning opportunities at the PLACe
6. More opportunities for student presentations to class or campus audiences
7. Stronger enhancement of skills in critical thinking, analysis and interpretation
8. Greater depth and/or breadth of subject matter, especially requiring synthesis of different perspectives or points of view
9. More opportunities for research, particularly when student-conceived
10. Use of resources or consultants from beyond the campus itself, such as university libraries or interactions with business or industry personnel...
11. Opportunities for publications or public presentation of work
12. Integration of concepts and information from a variety of sources and experiences, particularly in cross or interdisciplinary contexts
13. Community-based experiences: field trips, interviews, cultural events, etc...
14. Leadership in the classroom: leading study groups, leading class discussion, assisting faculty in preparation and delivery of instructional material...
- 15.