

MARICOPA COMMUNITY COLLEGES DISTRICT HONORS PROGRAM MISSION

Division of Academic Affairs Mission:

The Division of Academic Affairs acts as a catalyst to support student success. We initiate and enhance learning for our diverse communities through leadership, service, innovation, and collaboration.

Maricopa Community Colleges District Honors Program Mission:

- to foster a climate of excellence in the colleges and in the surrounding community;
- to raise awareness of the high quality and variety of educational services provided by the Maricopa Community Colleges;
- to promote a sense of scholarship and community among program participants;
- to encourage students to achieve the maximum benefit from their educational experiences;
- to recognize talent and motivation of outstanding community college students and faculty; and
- to serve as a resource for innovation and testing for new methodologies and services that may be extended more widely.

1981-1982 Honors Program Report

Alfredo G. de los Santos Jr.

Vice Chancellor, Student and Educational Development 1977-1999

Chandler-Gilbert Community College Honors Program:

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CGCC HONORS HANDBOOK 2013-2014

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Handbook subject to change per campus and district policies.

CGCC HONORS REQUIREMENTS FOR STUDENTS 2013-2014

The Honors Program at Chandler-Gilbert Community College (CGCC) is an opportunity for academically motivated students to participate in challenging and rewarding educational experiences. The purpose of the Honors Program is to foster greater depth of thought in reading, writing, and discussion with faculty and guest lecturers that will better prepare Honors students to complete degrees and to begin their careers.

Honors students at Chandler-Gilbert Community College form a community of bright, energetic and caring students who are committed to their classes, to the Honors Program, and to the college.

All NEW Honors students to CGCC must attend a mandatory Honors Orientation.

All Honors students will be enrolled in a learning management system (Canvas) at no cost that requires you to check announcement updates and receive Honor e-mails. Honor students must use their official Maricopa e-mail.

Requirements for NEW Presidents' Scholars (1st Semester- Fall 2013):

1. New PS students must enroll in one of the designated honors courses as indicated in the acceptance letter. A written Honors Contract may not be necessary for this first semester. Submit the honors designated course request form on the Honors Web page.
2. Enroll in and complete a minimum of 12 graded (not pass/fail) credits, 100 level or higher.
3. Maintain a minimum MCCCDC 3.25 cumulative GPA, which includes any dual enrollment courses taken prior to high school graduation, and earn a C or better in the honors course. Students with a cumulative GPA of 3.0-3.24 will be granted a probationary period for one semester only to raise their GPA to the required 3.25 level. The probationary period is only available for 1st semester Presidents' Scholars.

Requirements for Continuing Presidents' Scholars (2nd, 3rd, 4th semester):

1. Enroll in one of the designated Honors courses from the list posted on the Honors website or from the list mailed to you. Submit the honors designated request form on the Honors Web page. A student wishing to enroll in a course for Honors credit that **does not** have an Honors option available in the course schedule or on the list must get **prior approval** from the Honors Director. **Do NOT ask the instructor of the class for permission.**
2. Complete and submit the written Honors Contract describing your Honors project with the instructor of the course by noon on Wednesday of the 4th week of classes.
3. Enroll in and complete a minimum of 12 **graded** (not pass/fail) credits, 100 level or higher. Students receiving an Incomplete grade will be ineligible. Important Note: Presidents' scholars must complete 24 graded 100 level or higher credits by the end of first year. Credits cannot be made up in the summer.
4. Maintain a minimum MCCCDC **cumulative** 3.25 GPA, which **includes any dual enrollment courses**, complete the Honors Project, and earn a **C or better in the honors course**. Students with a cumulative GPA below 3.25 will be ineligible to continue in the Honors Program.

Requirements for Honor Achievement Scholars each semester:

1. Enroll in one of the designated Honors courses from the list posted on the Honors website. Submit the honors designated request form on the Honors Web page. A student wishing to enroll in a course for Honors credit that **does not** have an Honors option available in the course schedule or on the list must get **prior approval** from the Honors Director. **Do NOT ask the instructor of the class for permission.**
2. Complete and submit the written Honors Contract describing your Honors project with the instructor of the course by noon on Wednesday of the 4th week of classes.
3. Complete the number of credits for which you were funded. Funded credits must be **graded** (not pass/fail) 100 level or higher. Students receiving an Incomplete grade will be ineligible.
4. Maintain a minimum **cumulative** 3.25 GPA, which **includes any dual enrollment courses**, complete the Honors Project, and earn a **C or better in the honors course**. Students with a cumulative GPA below 3.25 may reapply for the waiver once their GPA is again 3.25 or above.

HONORS PROJECTS/CONTRACTS REQUIREMENTS

For all Honors option credit courses CGCC 2013-2014*

***Students enrolled in an ALL Honors class may or may not be required to complete a contract (instructor's discretion), but they will complete an honors project. The majority of All Honor Classes have the additional honor project built into the course curriculum. Students enrolled in an Honors Option course must complete the contract by the semester due date.**

All Students must be registered in the Honors section of the class in which they are doing an Honors Project and they MUST have the course designated as an honors class. Contracts will only be accepted for classes approved/designated as an Honor Class by the Honors Program.

Students MUST meet with the Instructor within the first two weeks of class to discuss the Honors project and to fill out the written description.

A word processed contract describing the Honors project, its progress dates, and due dates must be completed and signed by both the faculty member and the Honors student, **and turned in to the Honors Program Directors by Wednesday of the 4th week of classes (Sept. 11, Wednesday, by NOON for Fall 2013 and Wednesday, Feb. 5, 2014 by NOON for Spring '14) in office EST 103.** Incomplete or unclear contracts will be returned to the student or the instructor for revisions and are due back within one week. Handwritten contracts will NOT be accepted. Do NOT have your instructor sign a rough draft/handwritten contract. They must sign the finalized contract as it is an addendum to the course syllabus. **Failure to turn the word-processed contract in on time will result in termination of the scholarship.** Faculty will receive a copy of the contract after the Honors Directors have approved it. Students should make a copy of their contract for their own records before submitting it to Honors Program.

TIME REQUIRED

The Honors Project should require a minimum of **one hour per week** (outside of class) for each three-credit class. The contract asks for progress dates in addition to the final due date in order to provide faculty and Honors students time to periodically meet and discuss the project throughout the semester.

PROJECT CONTENT

All Honors projects must have 3 main components: **research, writing, and presentation.** Research must include **both primary** (first-hand) research, i.e. interviews, primary documents, surveys, or other collection of data by the student, and secondary research, i.e. library materials such as books, magazines, internet, newspapers, or other readings of research that has been conducted by someone other than the student. See Primary and Secondary Sources handout on p. 7 for further information. Faculty may require you to attend one of the special Honors Library Workshops. Dates and Times tba.

SUGGESTED PROJECT OPTIONS:

1. Honors Forum Speakers: The Honors Forum Lecture Series may offer a unique opportunity for Honors students to make connections between the current year's theme and their Honors course. Students will be required to do background reading/research on each speaker, to attend each lecture (two per semester), to write about the connections between class and the speakers, and to share these insights with the class in some form of presentation. See the list of lecture speakers and dates later in this handbook.

2. Service Learning: Service Learning can be a wonderful extended learning experience for Honors students. The Office of Student Life places the students at an approved service site, manages the necessary paperwork, and leads progress and reflection sessions. Service Learning projects enable students to learn about the course's content in settings beyond the classroom walls. Such projects could include a journal, additional research into the agency or issue, and a class presentation. See the Service Learning Option page for more information. NOTE: Special Forms required for SL Projects.

3. Web-based projects: Students could research, write, find photos and images, and help build Web pages.

4. Experiential Learning: Honors projects may involve learning experiences outside the school setting, in the community, in a field trip or field research setting, etc. All such experiences must be coordinated through the Office of Student Life in order to process required liability paperwork.

5. Research Paper: This project type involves primary and secondary research on an agreed upon topic related to course content and student interest. Besides the research and written product, a class presentation of some type is required.

6. Creative/Other: Projects should be meaningful to the student and lead to extended learning in the chosen class. For example, Honors students have performed musical works, created historical reenactments, developed interactive models, and demonstrated healing ceremonies as part of their projects.

GRADING

Honors Projects should be worth approximately an additional 10%-20% of the total points possible for the course. In other words, the project is not extra credit but part of the student's required work for the course. As a result, honors students' grading scale for the course must be adjusted to include the additional points possible/grade earned for the project. The project should be weighted heavily enough to make a difference in the student's grade. Contract must specify how much the project is worth.

Additional considerations for projects:

- Projects may be due at any time in the semester, not just at the end.
- Instructors may choose to keep projects to use in future courses. See examples at the end of this handbook.
- Students may be required to share his/her experience/findings periodically throughout the semester.
- Honors students may work in groups if more than one is enrolled in the same course and section.
- Projects should go beyond the course material to make the experience extended vs. reinforced or repetitive learning.
- Honors projects should be original to each class; honors projects should not be reused.

Important Note: **Assessment of student work in Honors courses is the responsibility of the instructor of the course.** Grading disputes should be handled within the appropriate academic division, not through the Honors Program. Faculty may wish to consult the Honors Program Directors in situations that may affect the continuation of an Honors scholarship.

Questions about project requirements should be addressed to the Honors Faculty Program Directors, Professor Shirley Miller 480.732.7133 or Dr. Teri Moser 480.857.5120.



CHANDLER-GILBERT COMMUNITY COLLEGE

Contract Due: Sept. 11, 2013 by NOON for Fall '13, and Feb. 5, 2014 by NOON for Spring '14.
Failure to submit this Word Processed contract on time will terminate your scholarship.
Turn contract in to Dr. Moser's office, EST 103.

This contract should be completed by the student and the instructor.

Student's Name:	Honors Course Name/# (ie ENG101):
Student <u>Maricopa</u> e-mail:	Honors Course <u>Number</u> /Section:
Student phone number:	Instructor's Name:
Student 8 digit student ID:	Instructor's E-mail address:

1. Type of Project: (Can be a combination of the following)

 Honors Speaker Forum Research Web-Based Creative Experiential Service Learning

Be sure to indicate if the project is a service learning project. All service learning projects must be coordinated through the Office of Student Life and must meet additional due dates for orientation, reflection, etc. See the current Honors Program Handbook for more information.

If Service Project: Identify placement (Agency) and specific project: _____

2. Description of Honors Project:

3. Title of Project: _____

4. Describe project's primary (first-hand, original source) **research component (required)**. Include number of sources: (Instructors may require you to attend one of the honors program library research workshops as part of your project contract)

5. Describe project's secondary (second-hand) **research component (required)**. Include number of sources: (Instructors may require you to attend one of the honors program library research workshops as part of your project contract)

6. Describe project's writing component (required). Include length and documentation style (if applicable):

7. Describe project's presentation (in class or other public forum) **component (required)**. Include length and format:

8. Describe how the project will be graded (rubric, criteria, standards, etc.) **and how much the project is worth** (Must specify either a point value or a percentage value* for the project): Contracts without value noted will not approved.

*Note to instructor: Per National Honor Program Guidelines, projects should be worth approximately an **additional 10%-20%** of the total points possible for the course. As a result, honors students' grading scale for the course must be adjusted to include the additional points/grade earned for the project. The project should be weighted heavily enough to make a difference in the student's grade. When applicable, all human subjects research must comply with MCCCDC IRB policies.

9. Meeting/Planning/Progress Dates with Instructor (please give specific dates).

Initial meeting date: _____ Progress meeting date(s): _____ Final Project Due: _____

IMPORTANT NOTE: Students should make a copy of their word-processed contract for their own records before turning in the original. The Honors Directors will review the contract. Incomplete or unclear contracts will be returned for revisions and due in one week. Handwritten contracts will not be accepted. Once approved, a copy of the contract will be sent to instructors and the original kept on file.

Student's Signature/Date: _____

Office of Service Learning Signature/Date (IF service learning project): _____

Instructor's Signature/Date: _____

Honors Program Faculty Director's Signature/Date: _____

Primary and Secondary Sources

Honor Projects require that you use both Primary and Secondary Sources:

Primary sources are original works or research: novels, artwork, photographs, speeches, eyewitness accounts, interviews, letters, diaries, autobiographies, studies, surveys, field work, etc.

Secondary sources are sources that discuss/use/analyze primary sources. In other words, secondary sources often write about primary sources: reviews, journal articles, biographies, critical works about authors and artists, etc. Student research essays can be example of secondary sources.

Each academic discipline may use different types of primary sources and secondary sources as noted below:

Discipline	Primary Sources	Secondary Sources
Literature	Novels, poems, plays, short stories, letters, diaries, manuscripts, autobiographies.	Journal articles, reviews, biographies, critical books about writers and their works.
Government, Political Science, History	Speeches, writings by presidents and others, the <u>Congressional Record</u> , reports of agencies and departments, documents written by historical figures.	Newspaper reports, news magazines, political journals and newsletters, journal articles, history books.
Social Sciences	Case studies, findings from surveys and questionnaires, reports of social workers, psychiatrists, and lab technicians.	Commentary and evaluations in reports, documents, journal articles, and books.
Sciences	Tools and methods, experiments, findings from tests and experiments, observations, discoveries, and test patterns.	Interpretations and discussions of test data found in journals and books.
Fine Arts	Films, paintings, music, sculptures, as well as reproductions and synopses for research purposes.	Evaluations in journal articles, critical reviews, biographies, and critical books about the authors and their works.
Business	Market research and testing, technical studies and investigations, drawings, designs, models, memorandums and letters, computer data.	Discussion of the business world in newspapers, business magazines, journals, government documents, and books.
Education	Pilot studies, term projects, sampling results, tests and test data, surveys, interviews, observations, statistics, and computer data.	Analysis and evaluation of educational experimentation in journals, pamphlets, books, and reports.

Source: Table from *Allyn & Bacon - Longman - Prentice Hall MyCompLab*, Research Navigator. Used by permission of publisher. Granted July 15, 2009.

SERVICE LEARNING OPTION

10 hours minimum at the service site

One of the options for Honors Projects is Service Learning. The Honors Program encourage faculty and students to choose this option when applicable. Students who wish to graduate with honors from the Honors Program must complete a service learning project in one of their classes (min. requirement of 10 hours). An Honors Project that incorporates service learning provides students with these required hours.

What is Service Learning?

Service Learning is a unique learning experience that expands the walls of the classroom to include the community. A quality Service Learning project would be matched up to some aspect of the course content, allowing the student to learn biology, history, sociology, criminal justice, education, etc. through a first-hand learning experience. For example, a student in a philosophy/ethics course may do service at a food bank to learn about responsibilities to community members, while a biology student may do work in a nursing home to learn first-hand about Alzheimer's and other developmental disorders. A math student may tutor, while an accounting student may work with the payroll personnel of a homeless shelter. There are many creative ways to incorporate Service Learning into a course. The most important criterion is that the experience allows the student to do meaningful learning of the course content in a primary experience/hands-on manner. Students who successfully complete their Honors Service Learning project will receive a certificate recognizing their service experience.

How Does the Student Get Started?

The wonderful part about this option is that it works in conjunction with the Office of Service Learning. This partnership provides all of the necessary support systems and required paperwork to complete the Honors Project in addition to the written contract. **The Service Learning Coordinator works with each Honors student to find an appropriate placement based on the course's content and the project's aims.** The Office of Student Life will assist the student in making contacts at the site as well as providing tracking so that the faculty receives reliable information regarding the student's hours completed.

What Is Required?

1. A Service Learning project for the Honors Program consists of a minimum of **10 hours at the service site**. If a class is already requiring Service Learning, the student must complete the 10 hours required by the Honors project IN ADDITION TO the hours required by the class. The site/agency must be an agency on the list of agencies/sites approved by the MCCC legal department (no exceptions).
2. Students must attend an **Honors Service Learning orientation session (TBA)** scheduled by the Office of Student Life to complete necessary paperwork and to make a site contact. Students must call the Office of Student Life to register for an orientation session at 480.732.7069. These orientations will be posted on the Honors Canvas Website. We will also send you the dates/times for these orientations to your official Maricopa e-mail. You need to be checking both regularly!
3. Students should keep a **reflective journal** of their experience, writing an entry for each time they serve at the learning site. This reflection is critical for helping students see how their experiences are relating to their learning in the classroom. These reflections will also help students prepare for the written or oral presentation that the project requires.
4. Students should complete library based research in connection with their primary research (service learning) to learn more about their chosen topic/focus in relation to their project.
5. Students are required to do a **written and public presentation** of the project, and to turn in the Service Learning time card to the instructor. Students must also provide copies of the service learning time card to the Office of Service Learning and to the Honors Director (Dr. Teri Moser/EST103). Please note that students must have the hours recorded with the office of student life. It is the responsibility of the student to have these hours documented correctly.

What Does the Faculty Member Do?

In addition to assisting the student in designing a meaningful Service Learning project, the instructor monitors the student's progress through planned meetings as agreed upon on the Honors Contract. Faculty should make sure the student has submitted their confirmation of placement to the service learning office. The Office of Student Life will assign a Service Learning Assistant, if desired, to help the student with paper work and to track the student's hours. The Service Learning Assistant will work closely with the faculty member to document and record all needed information regarding the student's hours and attendance at required sessions. Students must attach a copy of their time card to their final project. Faculty should remind the students to provide the Office of Service Learning and the Honors Program with a copy of the hours. Faculty should monitor student's progress in relation to the project components. Faculty should collect the journal and other required element projects and provide the student time to present his/her project per the contract agreement.

How Is the Project Graded?

Grades are determined by the instructor of the course.

The project grade is tied to the **following**:

- a. completion of the service hours (which the Office of Student Life will verify through time cards--then attached to the final project);
- b. attendance at the orientation, progress check, and progress meeting sessions with the faculty member;
- c. the completion of a reflection journal;
- d. the completion of secondary research (instructor and student will decide on the required number of resources). Most Faculty require students to submit an annotated bibliography.
- e. the completion of a public presentation in which the student shares his/her experiences and insights as well as the connections he/she finds with the class content (this part to be turned into the faculty and done in-class).

Student Checklist:

- Student must meet initially with the instructor to discuss Honors Project Plan.
- Student should attend an Honors Service-Learning Orientation and complete necessary paperwork (application).
- Student must obtain the agency's signature on the confirmation form and return it to the Service Learning Office.
- Student should meet with the instructor to complete the project contract details.
- Student should word process the Project Contract.
- Student must obtain the signature from the Office of Service Learning on the Honors project contract.
- Student must obtain the instructor's signature on the Honors project contract.
- Student must submit the Honors Project contract to the Honors Program Faculty Director.
- Student must have the agency initial time card on each visit.
- When student completes the service hours, the agency representative should sign the timecard.
- Student should submit completed timecard to the instructor.
- Student must submit a copy of the timecard to the Office of Service Learning (SL Office MUST confirm Hours)
- Student must submit a copy of the timecard to the Honors Faculty Director (EST 103 or SC162)
- Student should complete the Honors Project as outlined by the contract

Important Reminders:

- You need to attend one of the Honors Service Learning Orientation Sessions
- The Office of Service Learning must receive an application for service learning (form provided by them at the required honors orientation). They will provide you with a placement confirmation. Students must go to the agency and have them sign the placement form.
- STUDENT PLACEMENT must be confirmed by the Office of Service Learning. Return this form to the Office of Service Learning as soon as possible.
- Remember that the Office of Service Learning should sign your project contract BEFORE you submit it for your instructor's signature and BEFORE you submit the contract to the Honors Program Faculty Director.
- Remember that you must provide the instructor, the Office of Service Learning, and the Honors office (SC162) with a copy of your final time card.

HONORS PROGRAM MENTOR/TUTOR OPTION
The hours/times are flexible and the location is convenient...our own campus!
15 hours minimum, up to 45 hours per semester

Honors students in their 3rd or 4th semester of Honors may choose to serve as a mentor in an ESL (English as a Second Language) class or as a tutor in the Learning Center. Tutoring/mentoring provides many benefits to the student such as a resume builder to add to “leadership,” “service,” or “activities” categories on future applications and scholarships. In addition, tutors/mentors have the satisfaction of helping others, reinforcing their own knowledge as they teach others, improving their communication skills, and developing important skills for future jobs. This option is not just for future teachers. Tutors/mentors develop mediation, negotiation, and professional skills needed in any career field.

These options serve as the student’s honors course for that semester. The grade for the course is based on attendance, keeping a journal, attending required training, and writing a paper about the experience. A syllabus describing the course requirements will be given to students accepted as mentor/tutors.

Note:

- Students who wish to participate in either option should submit their application at least two weeks prior to beginning of semester in order to process time. In most cases, applications will NOT be accepted once classes begin.
- Students are encouraged to register for these options only once. Students should be choosing from a variety of courses and projects that enhance student learning.
- Students who wish to graduate with honors from the Honors Program must have a minimum of 15 honor credits. Please consider that when enrolling for your selected number of credits.

THE ESL MENTOR OPTION:

English as a Second Language (ESL) courses are designed to help foreign speakers from a variety of countries learn English by emphasizing four basic skill areas: listening, speaking, reading, and writing. Honors students can choose to work with students in any level of ESL courses. Most needed times are MW and TR late afternoon and evenings, typically 5:45-7:00pm.

Students who work with the ESL classes sign up for **2 or 3 credit hours** of “Volunteerism in Honors” (ENG 282AB or AC) with instructor **Dr. Teri Moser** and work with ESL instructors **Virginia Edwards or Krista Valenzuela-Emanuel (or another assigned ESL instructor)**. Students will participate in the course throughout the semester as an assistant to the ESL instructor. Honors students mentor the ESL students as needed both in and out of the classroom. Working with students can involve a variety of activities, but should focus on assistance in the classroom with small group activities (as a participant or a facilitator) and outside of the classroom reviewing and responding to assignments. Mentors will be asked to participate in an initial training session and occasional meetings with other program participants whenever possible. Mentors will also meet periodically with the instructor to discuss the class, their successes, and any questions they might have. Participation in curriculum development will vary, depending upon the needs of the instructor and the interest on the part of the mentor to plan, coordinate, and implement lesson plans and activities. **In most cases, this option is only allowed once for an Honors Project.**

Interested students must complete the application form and submit it to Professor Miller, EST 231. The Honors Program Faculty Directors will review the application and provide Krista Valenzuela-Emanuel with a copy. At that point, the Honor Director will contact the student to have him/her make an appointment to meet with Krista Valenzuela-Emanuel for an interview and to discuss the option. After request is approved, students should then enroll in the class. The Honors Advisor will assist student in enrolling in the correct section.

THE TUTORING OPTION: An interview with the Director of the Learning Center is required for consideration of the tutoring option.

Students who tutor sign up for **1-3 credits** of “Volunteerism for Honors,” such as MAT 282AA-AC with instructor **Jeanne Canham** or SPA282AA-AC with instructor **Ana Jarvis**. Students will work under the supervision of Eva Falletta, Director of the Learning Center, second floor of the library. Students will tutor in their areas of greatest academic strength and interest such as math, science, history, philosophy, writing, or Spanish, chemistry, biology, computer science, just to name a few. Math and science tutors are always needed; other subject areas may not be needed or available each semester.

If you are interested in this option, please fill out the following form and return it to Professor Shirley Miller, EST 231. Students must also schedule an interview with Eva Falletta, Director of the Learning Center. Contact the Honors Program for additional information at 480.732.7133. After request is approved, student should then enroll in the class. The Honors Advisor will assist student in enrolling in the correct section. **In most cases, this option is only allowed once for an Honors Project.**

CGCC HONORS PROGRAM MENTORING/TUTORING APPLICATION FORM

(Sample only: Please go to the Honors Canvas Course or Honors Website and download the document for word-processing)

NAME: _____

PHONE: _____

STUDENT MARICOPA E-MAIL: _____

STUDENT 8 DIGIT STUDENT ID: _____

NUMBER OF SEMESTERS IN THE HONORS PROGRAM: _____

I am interested in either working in a class as a mentor, or as a tutor in the Learning Center as my honors credit for _____ (indicate which semester).

1. Choose one of the following:

- Mentoring with an ESL class _____
- Tutoring in the Learning Center _____
(list the subject you can tutor) _____

2. Write a one-page essay explaining your interest in this Honors Option.

Why are you interested in being a tutor or a mentor? What about it appeals to you and why? Why do you think it would be a good experience for you? Why would this be an experience you would enjoy? What strengths do you have that would make you an effective tutor/mentor? (Type or word process your responses on a separate sheet and attach to this form).

3. An interview with the Director of the Learning Center is required for the tutoring option. This interview will be scheduled after the application is reviewed by the Honors Coordinators. Call Eva Falletta 480.732.7231 to schedule the interview.

4. An interview with Krista Valenzuela-Emanuel, Coordinator of the ESL program, is required for the mentoring option. This interview will be scheduled after the application is reviewed by the Honors Coordinators.

5. List the name, phone number, and e-mail (if possible) of a CGCC faculty member who can recommend you as a tutor or mentor. Please contact this instructor BEFORE submitting the application to ask to use them as a reference.

- Prospective mentors (i.e. working with ESL classes): choose someone who is familiar with your academic work in English and/or languages as well as someone who is familiar with how you work with others.
- Prospective tutors (i.e. tutoring in the Learning Center): choose someone who is familiar with your academic work in the area you want to tutor as well as someone who is familiar with how you work with others.

Faculty name	subject area	phone	e-mail
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Return this form with attached essay to
Professor Shirley Miller, EST 231

2013/2014 HONORS FORUM SPEAKERS

THE CULTURE OF COMPETITION

The Honors Forum Lecture Series features lectures by well-respected experts in their fields. Each year's theme comes from the national theme established by Phi Theta Kappa. The four evening lectures are free and open to the public. All lectures begin at 7:00 p.m.

Fall Semester

(Speakers/Dates Subject to Change)

Speaker: **Dr. Luis Fernandez**, Director, M.A. Sustainable Communities, Northern Arizona University

Location: GCC Student Union

Date: Wednesday, September 18, 2013

Topic Focus: *"The Cost of the Free Market: Examining the Role of Competition in the Great Recession"*

Speaker: **Dr. Tomas Cvrcek**, Assistant Professor, John E. Walker Department of Economics, Clemson University

Location: MCC Lawn Tent

Date: November 13, 2013

Topic Focus: tba

Spring Semester

Speaker: **Dr. Linell Cady**, Professor of Religious Studies, Director of of the Center for the Study of Religion and Conflict, Arizona State University

Location: GCC Student Union

Date: February 12, 2014

Topic Focus: *"Religion and Competition--The Good, the Bad, and the Ugly"*

Speaker: **Ms. Kimber Lanning**, President of Local First Arizona

Location: MCC Lawn Tent

Date: April 16, 2014

Topic Focus: *"Finding a Place in the New American Economy"*

For more information about the Honors Program Forums: <http://mcli.maricopa.edu/honors>

CGCC Honors Program Policies

The Honors Program at Chandler-Gilbert Community College (CGCC) is an opportunity for academically motivated students to participate in challenging and rewarding educational experiences. The purpose of the Honors Program is to foster greater depth of thought in reading, writing, and discussion with faculty and guest lecturers that will better prepare Honors students to complete degrees and to begin their careers. Honors students at Chandler-Gilbert Community College form a community of bright, energetic and caring students who are committed to their classes, to the Honors Program, and to the college.

I. Program Benefits

A) Campus-Based Benefits:

- Cultural and social activities, including events with Phi Theta Kappa, a national Honors Fraternity; Financial benefits
- Increased contact with other Honors students and excellent Honors faculty through district-wide Honors conventions
- Additional scholarships for eligible students, such as: Chancellor's scholarship (tuition for a full academic year plus a cash amount for books); Foundation (\$1,000; usually divided between 2 students)
- Membership in a community of scholars
- Honors recognition on transcripts.

B) Graduation Benefits:

All students in the Honors Program who have completed at least 15 credit hours of Honors coursework at CGCC, with a cumulative GPA of 3.5 or higher, and who have completed a minimum of 10 hours of service learning (registered with CGCC Service Learning Office) will be eligible to graduate with special recognition and wear an Honors medallion with their cap and gown. Students are responsible for submitting their sl hours to the Office of Service Learning.

II. President Scholar:

Students eligible for the **Presidents' Scholarship** must not enroll in any other post-secondary institution between high school graduation and first enrollment in a Maricopa Community College, other than for summer school.

A) Award:

Full-time in-county tuition (a dollar amount equal to 15 credit hours) and registration fee (award amount varies with cost of tuition) for up to four consecutive fall and spring semesters of Maricopa Community College District coursework.

Does Not Cover:

- Any expenses for pass/fail courses
Exception: Required, degree specific pass/fail courses are within scholarship guidelines.
- Any repeated courses
- Tuition for summer sessions.
- Courses below the 100 level*

B) Two Pathways for Eligibility for the Presidents' Scholarship: A Summary (see official application for official details)

1) Class Ranking

- Graduate from a North Central Association (NCA) accredited high school in Maricopa County.
- Rank in the top 15% of the class at the end of the 6th, 7th, OR 8th semesters. (The 15% ranking is determined by rounding off to the nearest whole percent. Thus, a student who graduates at 15.49% would be eligible). Students' placement test scores must place them in college level classes (see application). Students in the top 15% who test into developmental classes are not eligible.*
- Apply to the Honors Program at any MCCCCD college.
- Enroll in an MCCCCD college within one academic year after high school graduation. (High school students graduating in May are eligible in the following August (fall) and January (spring) semesters. Those graduating in December are eligible in the following January (spring) and August (fall) semesters).
- Students must not enroll in any other post-secondary institution between high school graduation and first enrollment at MCCCCD, summer school excluded.

2) Placement Test Scores (ASSET, ALEKS, or ACCUPLACER/WRITEPLACER)

- Applies to graduates from NCA accredited high schools within Maricopa County whose class standings fall below the top 15th percentile.
- Applies to students who complete secondary educational programs in Maricopa County not accredited by NCA (home school, charter and private schools).
- Enroll in an MCCCCD college within one academic year after high school graduation. (High school students graduating in May are eligible in the following August (fall) and January (spring) semesters. Those graduating in

December are eligible in the following January (spring) and August (fall) semesters).

ALL test scores must fall at or above the following cutoff levels: NO EXCEPTIONS!

- English Skills: Score of 6 or higher on Write Placer
- Reading Skills: Exempted from CRE101
- Numeracy Skills: Placed in MAT 120 or higher

C) Initial Eligibility for the Presidents' Scholarship (both pathways)

- Completion of Honors Program application by the student at an MCCCDC college.

*Note: Students must take all three placement tests and must take the tests prior to applying and prior to the application deadline.

- Verification of placement scores (both pathways) AND high school class ranking at the end of 6th, 7th, or 8th semesters from the high school (top 15% pathway)
- Verification of high school graduation by receipt of an official, final high school transcript by the college where the student will participate in honors (both pathways).
- Enroll in and complete at least 12, letter graded, 100 + level credit hours per semester (Fall/Spring), including at least one honors course per semester. Students must complete 12 credits each semester with a total of 24 100 + level (graded) credits completed each year. Note that students must complete 12 credits a semester. Credits cannot be made up in the summer.

D) Retention of Presidents' Scholarship:

- Enrollment in the college Honors Program or transfer to another MCCCDC institution.
- Remaining in good academic standing at the college(s) and maintaining a 3.25 or higher cumulative MCCCDC GPA, including a C or better in the honors course.
- Completion of at least one Honor Course and Honor Project each semester.
- Enrollment in and completion of at least 24, letter **graded***, credit hours of 100 level courses or above by the end of his/her first year, including at least one Honors course per semester.

*Exception: Required, degree specific pass/fail courses are within retention guidelines.

E) Verification of Continued Eligibility:

- Enrollment for the number of required credit hours (including at least one Honors course) will be checked at the beginning of each semester. If students enroll in an 8 week class and drops it, student will lose eligibility and will have to repay scholarship.
- The required GPA will be checked each semester. All MCCCDC credits will be included in the cumulative GPA (exceptions may be made for special programs at the Honors Director's discretion).
- Completion of the required credit hours, Honor Course, and Honor Project will be checked at the end of each semester.

F) Probation:

- A student may provisionally retain a scholarship if the first semester's MCCCDC cumulative GPA falls below 3.25 but above 3.0. After the first semester, a cumulative GPA of 3.25 is needed to continue the scholarship.
- A student may only be on probation following the first semester and must raise the MCCCDC cumulative GPA to 3.25 or higher before the third semester begins.
- Any grade of Incomplete during 2nd, 3rd, or 4th semesters will cause a student to be ineligible.

G) Termination:

A student will have his/her scholarship terminated for one of the following reasons:

- The student's cumulative MCCCDC GPA falls below 3.0 after the first semester or 3.25 after the second and subsequent semesters.
- The student does not complete the required number of letter graded credits each semester/year.
- The student does not complete an Honors course and contract/project each semester.
- Additional requirements may be applied based on college specific guidelines.

The President scholarship cannot be reinstated.

H) Concurrent Credits: (Dual Enrollment, ACE, or any other earning of high school and college credits concurrently).

A high school student who has earned college credits while completing high school is eligible for the Presidents' Scholarship if all other criteria are met.

All such credits will be considered in the calculation of the cumulative MCCCDC GPA.

III. Honor Achievement Scholar:

A) Award:

- The award amount is prorated according to the number of credit hours taken.
- The maximum award is \$325 per semester per student to assist with tuition, registration fees, and/or book supplies at the community college.
- Required, degree specific PASS/FAIL courses are within the guidelines for determining the fee waiver amount.

B) Eligibility Criteria:

- Completion of 12 credit hours (100 level or higher, letter grade) from Maricopa Community Colleges with a 3.25 or higher cumulative MCCCDC GPA, including C or better in the honors course.

Exception: Required, degree specific pass/fail courses

- Completion of Honors Program application at the college of choice.
- Enrollment in a MCCCDC college.

Placement test scores may not be used for Honor Achievement Award/Scholarship eligibility.

C) Criteria for Continuation:

- Completion of at least 3 hours (100 level and above) of coursework each semester.
- Completion of one Honors course/contract/enrichment plan each semester.
- Maintain a cumulative MCCCDC GPA of 3.25 or above including C or better in the honors course.
- Remain in good standing at the college(s).

D) Termination/Re-application

If Honor Achievement students GPA fall below the required cumulative MCCCDC GPA, they may re-apply for the waiver once their GPA has been raised.

Students who are re-admitted to the Honors Program must meet new requirements that may be in effect.

<u>Number of credits</u>	<u>Amount of Fee Waiver</u>
12 or more	\$325
9-11	\$244
6-8	\$163
3-5	\$ 81

Please note: State law now requires that a person who is not a citizen or legal resident of the United States or who is without lawful immigration status is not entitled to classification as an in-state student pursuant to A.R.S. Section 15-1802 or entitled to classification as a county resident pursuant to A.R.S. Section 15-1802.01.

According to state law, a person who is not a citizen of the United States, who is without lawful immigration status, and who is enrolled at any community college under the jurisdiction of an Arizona community college district is not entitled to tuition waivers, grants, scholarship assistance, financial aid, tuition assistance or any other type of financial assistance that is subsidized or paid in whole or in part with state monies.

Only those with a lawful presence in the US may qualify for MCCCDC scholarships or federal financial aid. Any information you provide about your legal status when you apply for financial aid or scholarships may be subject to mandatory reporting to federal immigration authorities under Arizona law.

How the scholarships are dispersed:

Presidents' Scholars tuition will be deferred until the week classes begin. After the first week, per Financial Aid Office policies, the scholarship amount will be applied to the student's account. Students must pay any fees over the scholarship amount by the due date on MyMaricopa/by the first day of the semester classes.

Honor Achievement Award scholars must pay all of their fees by the date on MyMaricopa. Funding will be dispersed upon successful completion of the honors project and coursework.

Assessment/Grades:

Assessment of student work in Honors courses is the responsibility of the instructor of the course. Grading disputes should be handled within the appropriate academic division, not through the Honors Program. Honors course grades are not weighted.

Consortium Agreement:

Students must fill out a Consortium Agreement if they wish to take a class from another MCCCCD college. This form can be obtained from financial aid, but must be returned to the Honors assistant. Students funded by CGCC must take their honor courses at CGCC. Students must pay the tuition for the other course at the other college, and will be reimbursed the tuition if the consortium agreement is on file (per scholarship regulations). Check with financial aid for form and semester deadlines.

IV. Termination of Scholarship and other additional information enrollment rules:

Failure to comply with the Honors Program scholarship requirements will result in loss of scholarship.

DO NOT withdraw from courses or alter your class schedule without consulting with the Honors Program Director or Honors advisor. Changes may result in ineligibility and loss of scholarship. Please note that if you drop a course(s) after the official drop/add period, you will be responsible for payment of any further classes to maintain continued eligibility. The scholarship will have already funded the dropped course(s) and further monies will not be available.

Refund, drop/add, and withdrawal policies, dates and deadlines apply to all Honors students.

If the scholarship is terminated during the semester, the student will be required to pay back scholarship money received at the beginning of that semester. Exceptions to this policy are at the discretion of the Honors Director (per district guidelines) and will only be made under extenuating circumstances, such as hospitalization or a death in the family, etc.

In most cases, the following conditions result in termination of your scholarship:

- Failure to attend orientation.
- Failure to turn in the written Honors Contract **on time.**
- Inappropriate behavior when interacting with college faculty or staff.

- Failure to finish Honor Class and/or Honor Project.
- Failure to finish Honor Class/project as a 4th semester Presidents' Scholar requires mandatory repayment of that semester's scholarship.
- Plagiarism in academic coursework (per syllabus policy).
- Recycled work used from an earlier honors project (per syllabus policy).
- A second cause for probation after one probation period has already been granted (see probation rules).
- Withdrawal from college, or non-continuous enrollment, excluding summers, unless a written leave of absence has been granted.

V. Leave of Absence/Deferments/Emergencies:

Students requesting a leave of absence, known as a deferment, must make an appointment with the Honors Faculty Director. The Honors Faculty Directors may grant a leave request for a student who is unable to complete the semester due to illness or accident (scholarship, however, is not extended). In case of emergency, due to an extenuation circumstance, such as illness, hospitalization, or death in the family, beyond the control of the student, the honor student must contact the Honor Director within two weeks of the incident. All such exceptions will be documented in the student's financial aid record. For deferments, refer to the policy addendum.

VI. Disability Resource Services:

Students with disabilities should register for services in the Disability Resources and Services (DRS) office at the beginning of the semester. Do not wait to visit the DRS office if you want support with any CGCC classes. The DRS office will meet with you to determine accommodations based on appropriate documentation. Therefore, neither the Honors Program nor faculty members are authorized to provide or approve any accommodations for students in this class without written instructions from the DRS office. This must be on file before any accommodation will be provided. You may contact the DRS office at (480)857-5188.

Presidents' Scholarship Deferment MCCCD Honors Program

Presidents' Scholars, who are in good standing **after** completion of at least one semester of coursework in the Honors Program at a Maricopa Community College, may apply for the deferment of their Presidents' Scholarship for the purpose of taking part in activities that would interrupt their required continuous enrollment at the Maricopa Community Colleges.

The following stipulations apply to all deferments:

- Students must attend at least one semester at a Maricopa Community College before they are eligible for deferment. This attendance cannot occur prior to the term for which the scholarship is offered. Exceptions to this will be considered on a case-by-case basis.
- The student must be in good standing with the community college and its Honors Program to request deferral of the Presidents' Scholarship.
- The Presidents' Scholarship must be eligible for renewal based upon the student's academic progress at the time of the deferral (i.e., completion of Honors Course, minimum GPA and credit hour enrollment are met).
- Deferment may be granted for a maximum of two years (four full consecutive fall and spring semesters). Please plan your deferment period/departure accordingly.
- Requested time must correlate with the time frame of the activity that is preventing you from the required continuous enrollment at the Maricopa Community Colleges.
- Students may not attend another educational institution during the deferment period unless they are participating in a Maricopa-sponsored program.
- Students must return to an MCCCD school the semester immediately following the completion of the leave (fall or spring).
- Any changes to the deferment as originally approved may result in the loss of that deferment and the Presidents' Scholarship.
- Students may not receive more than one deferment.

Deferment Application Process

Students must complete and submit a Deferment Application with their respective college Honors Faculty Director to initiate the process. Students must provide the required documentation regarding the leave of absence **prior** to their departure. Submission of the deferment does not guarantee automatic approval. In the case of an unpredicted situation, students should contact the Honors Director at their college to initiate the process.

Returning to a Maricopa Community College

Students must submit a letter addressed to the Honors Faculty Director at the college where the leave was requested stating their intent to return to the Maricopa Community Colleges at least one month prior to the beginning of the semester. The letter should include the student's name, his/her Maricopa ID number, and the semester he/she intends to return.

MCCCD PRESIDENTS' SCHOLARSHIP DEFERMENT APPLICATION

(Sample only: Please go to the Honors Canvas Course or Website and download the document for word-processing)

Name: _____ Student 8 digit ID#: _____
(Last, First, M.I.)

Address: _____
(Street, City, State, Zip Code)

Phone Number: _____
(Include area code)

Maricopa E-mail Address: _____

Period requested for deferment: _____ to _____
(Semester Start month/year) to (Semester End month/year)

Remember you may only request up to 4 full semesters. You may not request 1/2 semesters, except in the case of a leave of absence due to an emergency/illness beyond your control that prevents you from completing the current semester (remember, however, that the scholarship is only for 4 semesters total. Once a scholarship has funded for the semester, it counts as one of the semesters, unless the student repays that semester's scholarship). Deferment is only possible if a student is still eligible for future semesters. Requested time must correlate with the time frame of the activity that is preventing you from the required continuous enrollment at the Maricopa Community Colleges.

Semester you anticipate returning
to a Maricopa Community College: _____
(Semester and Year)

Please contact your Honors Program Faculty Director before the start of the semester you intend to return.

Reason for deferment request: (Please attach additional written documentation of circumstances necessitating the deferment of your scholarship, e.g., student letter of intent, letter from physician, program coordinator, religious official, etc.).

CERTIFICATION

I understand and agree to the following stipulations relative to the deferment of my scholarship:

- I must return to a Maricopa Community College the semester immediately following the deferment period.
- I must inform the Honors Director in writing of any alterations of circumstances relative to the deferment or risk losing that deferment.
- I may receive only one Presidents' Scholarship deferment that cannot exceed two academic years (four consecutive fall and spring semesters).
- I understand that submission of this request does not guarantee deferment.

Signature _____ Date _____

For office use only: Approved Denied Reason for Denial

Director's Signature _____ Date _____

HONORS PROGRAM INFORMATION FOR FACULTY

The purpose of the Honors Program is to encourage academically motivated students to engage in educationally rewarding experiences by providing innovative and challenging opportunities both in and out of the classroom.

Faculty testimonials to the benefits of having Honors students in their classes include: raising the level of classroom interaction; providing enhanced activities and information to all students through Honors class presentations; and the joy of teaching academically motivated students.

Honors students represent two categories: (1) Presidents' Scholars, full-time students who receive a full tuition scholarship based on their high school graduation rank or test scores, and (2) Honor Achievement Award Scholars who may take any number of credits and receive partial funding. Honor Achievement Award scholars qualify by completing 12 credit hours at the college-level with at least a 3.25 cumulative GPA.

There is no difference between these two groups of honors students in terms of their requirements in Honors classes.

What Is the Faculty Member's Role in the Honors Program?

Honor Faculty serve as mentors for your honor students.

Faculty may choose to participate in the Honors Program by offering Honors option sections of their regular courses, in which Honors students, those students already accepted into the Honors Program, complete all of the regular course curriculum plus an extra project designed to enhance the material of the course and challenge the student (**see the requirements for Honors Projects in this Handbook; the Honor Faculty Program Directors are happy to discuss project ideas with you one-on-one**). Or Faculty may request an all Honors class (must be approved by Honors Program/Division).

Faculty should let their division chair know if they would like to participate in the Honors Program so that their classes may be designated for Honors Option Credit in the course schedule. Honors courses must be numbered 100 or above, and above the Intermediate Algebra level in mathematics.

Faculty are not required to participate in the Honors Program. If you do not wish to participate in the Honors program, please let the Honors Faculty Directors, your Division Chair, before the semester begins, so that students may choose another option to complete their Honors requirement. It is extremely difficult for students to rearrange their schedule after the semester begins, especially with the new policy requiring students to be enrolled in the class by the first day of class.

Honors students are required to enroll in at least one class per semester from the list of designated Honors sections in the semester course schedule and to complete a special project for that course. If none of the designated sections in the course schedule meet a student's interests or needs, the student will ask the Honors Director for permission to choose another course for Honors credit. The Honors Director will ask the instructor of that class, and the Division Chair, for permission to create an Honors section. Students should not approach the instructor to make the request.

If a student indicates that they are required to complete an Honors Project in your class, but he or she is not indicated as an honors student on your roster (see the Grade Roster/Designation Requirements tab in MyMaricopa), please send that student to the Honors Directors (Shirley Miller EST 231, Teri Moser EST103) or the Honors Office immediately. Faculty should not sign a contract for students who are not officially taking the class for honors as noted on the grade roster.

DESIGN A PROJECT

Honors students should meet with their Instructor within the first two weeks of class to design a meaningful Honors project and to fill out the written description (contract) of the project. Each project must include three main components: RESEARCH (both primary and secondary), WRITING, and PRESENTATION TO THE CLASS (see the requirements for Honors Projects in this Handbook; the directors are happy to discuss project ideas with you one-on-one).

How to Mentor your students: Since students are designing their projects early in the semester, many often need a lot of guidance, especially when they are new to your discipline and unfamiliar with what the course will cover. Pointing out future topics and text chapters may be one way to get the student started on a project focus.

Remember: No matter what type of project you and your students design, each project must include three main components, per the Honors Program requirements: **RESEARCH** (both primary and secondary), **WRITING, and CLASS PRESENTATION**. Please see handout on Primary and Secondary Sources at end of Honors Handbook. Also, the contract must note how much the project is worth.

The written description of the Honors Project, called the Honors Contract, must be completed, signed, and turned in to the Honors Director by NOON on the due date, which is always the fourth Wednesday of each semester (**Sept. 11, Wednesday, by NOON for Fall 2013, and Wednesday, Feb. 5, 2014 by NOON for Spring '14**). Failure to turn the written contract in on time will cause the student to lose their scholarship. It is the student's responsibility to bring a contract to the instructor, to fill it out with the instructor, and to turn it in to the Honors Director on time.

Students will be held strictly to the contract due date, unless the faculty member requests an extension, and has communicated that request to the Honors Director by the due date. Such extensions should be for extenuating circumstances only (such as illness or faculty being at a conference)! Failure to meet with or discuss the project with the instructor by the due date is not considered an extenuating circumstance. It would be helpful for faculty to remind their Honors students of the contract due date, to encourage the students to meet with the instructor to discuss the project, and to encourage them to turn the contract in on time.

Some instructors have created their own honors assignment sheets that address the questions on the written description form (contract). The instructor can attach a copy of the assignment sheet to each Honors student's contract rather than filling out each one individually. Be sure to sign the typed contract. Please do not sign a handwritten/rough draft of the contract.

Once a project is chosen and the contract signed by all members, the student CANNOT be removed from the Honors section of the course and placed on the regular roster. If a student fails to complete the project, the grade should be adjusted per the agreed upon contract/syllabus statement for the project.

Incomplete or unclear contracts will be returned to the student or to the instructor for revisions and are due back within one week. Faculty will receive a copy of the contract after the Honors Director has approved it. Students should make a copy of their contract for their own records.

Note: Faculty who are teaching a special ALL honors class (all students are honor students) do not need to have their students complete individual contracts (unless desired). In most cases, faculty have an extra project already designed for their students that is integrated into the course curriculum/syllabus.

TIME REQUIRED ON PROJECTS

The Honors Project should require a minimum of one hour per week (outside of class) for each three-credit class. The contract asks for progress dates in addition to the final due date as a means for building in time for faculty and Honors students to touch base about the project throughout the semester. This step is crucial for project success and helps the student to avoid poor work and procrastination.

Faculty will provide time in class for each Honors student to present a summary of the project to the class, either at the end of the semester or periodically throughout the semester. Presentations may be oral, power point, posters, bulletin boards, or any other method that best illustrates the content of the project and shares the information learned with the class as a whole.

SERVICE LEARNING HONORS PROJECT:

One of the options for Honors Projects is Service Learning. The Honors Program would like to encourage faculty and students to choose this option when applicable. Students who wish to graduate with honors from the Honors Program must complete a service learning project in one of their classes (min. requirement of 10 hours). An Honors Project that incorporates service learning provides students with these required hours.

In addition to assisting the student in designing a meaningful Service Learning project, the instructor monitors the student's progress through planned meetings as agreed upon on the Honors Contract. Faculty should make sure the student has submitted their confirmation of placement to the service learning office. The Office of Student Life will assign a Service Learning Assistant, if desired, to help the student with paper work and to track the student's hours. The Service Learning Assistant will work closely with the faculty member to document and record all needed information regarding the student's hours and attendance at required sessions. Students must attach a copy of their time card to their final project. Faculty should remind the students to provide the Office of Service Learning and the Honors Program with a copy of the hours. Faculty should monitor student's progress in relation to the project components. Faculty should collect the journal and other required element projects and provide the student time to present his/her project per the contract agreement.

If you decide to have your student participate in a service-learning project, please refer to the information provided on pages 4 and 8-9 of the Honors Handbook (provides details of requirements and a checklist of requirements).

GRADING PROJECTS

Instructors will determine the grading criteria for projects and will grade them as part of the student's course grade. Honors course grades in the community college are not weighted. Students will have an "HONORS" designation on their transcripts for each Honors course taken.

Honors Projects are not extra credit; they become part of the required assignments for the course. They should be worth approximately an additional 10%-20% of the total points possible for the course. As a result, honors students' grading scale for the course must be adjusted to include the additional points/grade earned for the project. The project should be weighted heavily enough to make a difference in the student's grade. The contract must specify how much the project is worth (point value or percentage).

Assessment of student work in Honors courses is the responsibility of the instructor of the course. Grading disputes should be handled within the appropriate academic division, not through the Honors Program. Faculty may wish to consult the Honors Director in situations that may affect the continuation of the scholarship.

Student Emergencies: If faculty become aware of a situation/emergency related to the Honors student beyond the student's control that may prevent the student from completing the class, please contact one of the faculty directors or refer students to them. Student may be eligible for a special deferment, per the honors program discretion. Students who complete the course must complete the Honors Project. No exceptions!

Incomplete Honor Projects: If students fail to complete the Honors project for the class, the semester grade will be impacted per the Honor Project Contract. If a student fails to complete a project, please contact the Honors program directors (Shirley Miller or Teri Moser) as students lose their eligibility to participate in the Honors Program the next semester.

How is College Different From High School?

PERSONAL FREEDOM IN HIGH SCHOOL	PERSONAL FREEDOM IN COLLEGE
High School is mandatory and free (unless you choose other options).	College is voluntary and expensive.
Others usually structure your time.	You manage your own time.
You need permission to participate in extracurricular activities	You must decide whether to participate in extra curricular activities. (Hint: Choose wisely in the first semester and then add later.)
You need money for special purchases or events.	You need money to meet basic necessities.
You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities.	You will be faced with a large number of moral and ethical decisions you have not had to face previously. You must balance your responsibilities and set priorities.
Guiding principle: You will usually be told what your responsibilities are and corrected if you behavior is out of line.	Guiding principle: You're old enough to take responsibility for what you do and don't do, as well as for the consequences of your decisions.

High School Classes	College Classes
Each day you proceed from one class directly to another.	You often have hours between classes; class times vary throughout the day and evening.
You spend 6 hours a day—30 hours a week—in class.	You spend 12 to 16 hours each week in class.
Most of your classes are arranged for you	You arrange your own schedule in consultation with your academic adviser. Schedules tend to look lighter than they really are.
Teachers carefully monitor class attendance and expect you to be in class	Some professors may not care if you attend class or not. Your grade will reflect what you have earned on graded work.
You are not responsible for knowing what it takes to graduate	Graduation requirements are complex and different for different majors and sometimes different years. You are expected to know those that apply to you.

High School Teachers	College Professors
Teachers check your completed homework.	Professors may not always check completed homework, but they will assume you can perform the same tasks on tests.
Teachers remind you of your incomplete work.	Professors may not remind you of incomplete work.
Teachers approach you if they believe you need assistance.	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.
Teachers are often available for conversation before, during, or after class.	Professors expect and want you to attend their scheduled office hours.
Teachers have been trained in teaching methods to assist in imparting knowledge to students	Professors have been trained as experts in their particular areas of research.
Teachers provide you with information you missed when you were absent.	Professors expect you to get from classmates any notes from classes you missed.
Teachers present material to help you understand the material in the textbook.	Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. Or, they may expect you to relate the classes to the textbook readings.
Teachers often write information on the board to be copied in your notes.	Professors may lecture nonstop, expecting you to identify the important points in your notes. Good note taking skills are a must.
Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.	Professors expect you to think about and synthesize seemingly unrelated topics.
Teachers often take time to remind you of assignments and due dates.	Professors expect you to read, save, and consult the course syllabus or schedule.

Studying in High School	Studying in College
You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.	You need to study at least 2 – 3 hours outside of class for each hour in class.
You often need to read or hear presentations only once to learn all you need to learn about them.	You need to review class notes and text material regularly.
You are expected to read short assignments that are then discussed, and often re-taught, in class.	You are assigned substantial amounts of reading and writing that may not be directly addressed in class.
Guiding principle: You will usually be told in class what you need to learn from assigned readings.	Guiding principle: It's up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you've already done so.

Grades in High School	Grades in College
Grades are given for most assigned work.	Grades may not be provided for all assigned work.
Consistently good homework grades may help raise your overall grade when test grades are low.	Grades on tests and major papers usually provide most of the course grade.
Extra credit projects are often available to help you raise your grade.	Extra credit projects may be few and far between.
Initial test grades, especially when they are low, may not have an adverse effect on your final grade.	Watch out for your first tests. They are usually “wake-up calls” to let you know what is expected—but they also may account for a substantial part of your course grade. You may be shocked when you get your grades
You may graduate as long as you have passed all required courses with a grade of D or higher.	You may graduate only if your average in classes meets the departmental standard—typically a C.
Guiding principle: “Effort counts.” Courses are usually structured to reward a “good-faith effort.”	Guiding principle: “Results count.” Though “good-faith effort” is important in regard to the professor’s willingness to help you achieve good results, it will not substitute for results in the grading process.

Adapted from Southern Methodist University, Alshuler Learning Enhancement Center Web site from Mesa Public Grow Your Own Program.

Rev. 7/2013

Notes



District Honors Learning Outcomes

An Honors Program Graduate in the Maricopa Community College District will

1. Think Critically:

Critical Thinking is exhibited by the ability to

- respond to material by distinguishing between facts and opinions, judgments, and inferences, inductive and deductive arguments, and objective and subjective materials;
- generate questions, construct and recognize the structure of arguments, as well as to support arguments adequately;
- define, analyze, and devise solutions for new and different problems and issues;
- collect, organize, classify, correlate, analyze and present materials and data;
- integrate information and identify relationships; and
- suspend beliefs and remain open to new information, methods, cultural systems, and diverse values and beliefs.

2. Communication Effectively:

Effective communication is exhibited by the ability to

- apply appropriate communication strategies for diverse audiences;
- express ideas and concepts precisely and persuasively in multiple formats; and
- employ writing conventions suitable to research and/or creative processes.

3. Demonstrate Integrity:

Integrity is exhibited by the ability to

- demonstrate appropriate scholarly standards of conduct;
- respect intellectual property; and
- identify social issues and accept responsibility for active civic engagement.

4. Prepare for Future Success:

Preparation is exhibited by the ability to

- engage as an informed, independent learner;
- define and achieve educational/career objectives; and
- demonstrate a commitment to life-long learning.