

## Grossmont College's Honors Program

### History:

The Honors Program at Grossmont College was begun in 2003 under the President Martinez, Jr. administration. With five years of slow but continued growth, the Honors Program is now at the point where in fall semester 2008 we are able to offer faculty and students the option of Honors Contracts within regular (non-Honors) classes. This allows students more options to be taught at the Honors level, and more likelihood to receive the advantages (see below) of the Honors completion designation on their transcript.

### Purpose:

The purpose of this Honors program is two-fold. First, we offer classes which cover similar content to our "regular" sections, but which go into more intellectual depth. The courses are designed for students who will find their college experience more stimulating in this kind of environment. Honors classes do not require a lot more work and the grading criteria are the same as regular classes, but the level of discussion is deeper and the classes generally smaller. Our Honors students consistently report more enjoyment and more learning in these classes.

### Eligibility:

Honors classes are open to all students, whether or not they intend to complete the eighteen unit honors completion requirement. There are two requirements for enrolling in Honors classes. First, students must have either a 3.2 GPA in high school, or they must have a cumulative 3.2 GPA in college with at least 12 units. The second requirement is that students are **eligible** for English 120 (and Math 103 for the math/science courses). The course does not need to be completed before students can take Honors classes, but students must be eligible for the class.

### Student Advantages:

For those students who complete eighteen credits of Honors classes during their time at Grossmont (including credits earned via Honors Contracts) will receive the Honors completion designation on their transcript. This gives students many advantages when they transfer to four-year schools. Through the Honors Transfer Council of California (HTCC) we have transfer agreements with schools such as SDSU, UC Irvine, UC Riverside, USD, Cal State Fullerton and many others. Advantages include priority admission, automatic admission to honors programs, automatic scholarships, and so forth. See: <http://www.honorstcc.org/>

### Another Student Advantage:

Honors students are also invited to present at, or attend, the Honors Transfer Council of California (HTCC) annual conference held at UC Irvine – this year's will be on Saturday, February 28, 2009. This is a great opportunity for Honors students to present their own research or to share in the work of other Honors scholars throughout Southern California. A number of scholarships are available to Honors students and the honors program will pay for a student's Conference registration if that student is presenting at the conference. At the spring 2008 HTCC Conference, one of our Grossmont Honors students, Ms. Briana Gomez, presented her original work and received the Conference's Exemplary Achievement Scholarship. See: <http://www.grossmont.edu/honors/>

### Honors Contracts:

Grossmont College Instructors and students began signing Honors Contracts with Honors-eligible students during the fall semester 2008. Totals = 25 Instructors, 15 students, 19 classes.

# Honors Contract Instructions and Information

## Grossmont College

### What is an Honors Contract?

An honors contract enriches a non-honors class by establishing an intensive course of study for a deeper understanding of the class. An honors contract also encourages student creativity through creation of alternative projects and close consultation with the instructor. In order to create an honors contract, the instructor and student discuss and agree upon assignments, projects and criteria according to the guidelines given in this packet of materials. Unit credit remains the same as for a regular class, but the honors designation is provided in the manuscript.

### What are the Benefits?

An honors contract provides the following benefits and more:

- Students explore a subject of interest to them in greater depth through creative projects, laboratory work, library research, service-learning and/or consultative research with other agencies.
- Students will have an enriched curriculum which will give a more global perspective, increase awareness of the importance of research, and develop leadership skills.
- Students will have opportunities to publish and present their work through the HTCC conference and other avenues.
- Students will have an edge when transferring through honors transfer agreements.

### How Do I Initiate an Honors Contract?

As a student who wants to do an honors contract, you, along with your instructor, are responsible for moving through the following process:

- Come to an agreement with your professor to do the honors contract together.
- Create an honors learning contract syllabus with your professor with a written summary of specific in-depth assignments beyond the regular course curriculum. Criteria for these assignments are included below.
- Documents must be submitted to the Honors Program Coordinator, John Oakes (room 3226 or in the GC mail room) or to Gwenyth Mapes (590J or in the GC mailroom) by the end of the third week of the semester. No exceptions. Documents to be submitted will include:
  - Honors Contract form, signed by the instructor (see form below)
  - Regular course syllabus
  - Honors learning contract
  - Evidence of honors program eligibility or completed honors program application.
- If your application is accepted, you will be reassigned by the registrar to a different section of the same course—one which is designated as honors. This is done by the Honors Program and is not your responsibility.

### Questions?

**Forms:** Honors Contract forms and the application for the honors program are available for download at [www.grossmont.edu/honors](http://www.grossmont.edu/honors).

For any questions about the process or advice about how to put together an honors contract, contact John Oakes, Honors Coordinator (room 3226, college extension 7345, [john.oakes@gcccd.edu](mailto:john.oakes@gcccd.edu)) or Gwenyth Mapes, Honors Interim Coordinator (room 590J, college extension 7525, [gwenyth.mapes@gcccd.edu](mailto:gwenyth.mapes@gcccd.edu)).

## **Notes to Instructors on Developing Honors Contracts**

1. If you are interested in your students doing honors contracts, consider mentioning that fact in your course syllabus.
2. It is the student's responsibility to initiate the writing of a contract and to submit all forms to the Honors Coordinator.
3. The Honors committee will look carefully at the honors contract proposal, but it will be assumed that primary responsibility for making the contract be honors-worthy will lie with the instructor.
4. Credit for the honors-specific work should be included with credit earned along with the other students in the rest of the course to compute a single overall grade. A suggestion is to make the honors work count for 20-25% of the total grade as we state in the note to the students that the honors work will be an additional  $\frac{1}{4}$  to  $\frac{1}{3}$  more effort above and beyond the regular work for the course.
5. Be aware that your honors contract student will be formally enrolled in a separate section of the course. His or her grade will need to be submitted to the registrar on a separate final grade sheet.

# HONORS CONTRACT

## Attributes/Criteria for an honors-credit worthy contract

As a rule of thumb, students should anticipate investing approximately  $\frac{1}{4}$  to  $\frac{1}{3}$  more effort in order to earn the honors credit. The contract submitted by the student must incorporate some of the attributes below, as contrasted to the non-honors course.

Student and instructor circle the items from the list below, certifying which apply to the honors contract, adding others if applicable:

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 from primary sources.
4. more opportunities for writing, and at a higher standard.
5. more opportunities for student presentations to the class or to campus audiences.
6. greater enhancement of skills in critical thinking, analysis and interpretation of course material.
7. greater depth and/or breadth of subject matter investigation, especially requiring synthesis of different points of view.
8. more opportunities for student-conceived research.
9. use of resources or consultants from beyond the campus, such as university libraries, interactions with business leaders and so forth.
10. opportunities for publication or public presentation of work.
11. integration of ideas from a variety of sources, particularly in cross- or interdisciplinary contexts.
12. community-based experiences: field trips, interviews, cultural events, service.
13. leadership in the classroom: leading study groups, class discussion, assisting faculty in preparation and delivery of instructional material.
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_

NOTE: You may attach a separate page if the work required for the specific Honors Contract cannot be circled or explained above.

## Honors Contract Agreement

My Instructor and I have created a mutually agreeable Honors Contract in which I,

\_\_\_\_\_, agree to do the Honors work written on the  
(print student's name)  
"Attributes/Criteria" (and, if needed, on a second sheet), for my class:

\_\_\_\_\_ taught by \_\_\_\_\_  
(course # / section #) (print Instructor's name)

this \_\_\_\_\_  
(semester / year)

### Faculty agreement:

\_\_\_\_\_  
(student signature)

\_\_\_\_\_  
(faculty signature)

\_\_\_\_\_  
(date)

\_\_\_\_\_  
(date)

\_\_\_\_\_  
(print legibly student's email address)

### REMINDER:

Documents to be submitted will include:

- Honors Contract form, signed by the instructor (this form, page 2)
- Regular course syllabus
- Honors learning contract (this form, page 1 and an extra page, if needed)
- Evidence of honors program eligibility or completed honors program application.

Give all sheets to either John Oakes (room 3226 or in the GC mail room) or to Gwentyth Mapes (590J or in the GC mailroom) by the end of the third week of the semester. No exceptions.

- If your application is accepted, you will be reassigned by the registrar to a different section of the same course—one which is designated as honors. This is done by the Honors Program and is not your responsibility.

**(possible syllabi language)**  
**Honors Contract Option**

In this class, you, the students, have the option of creating with me, your Instructor, (and signing) an Honors Contract.

**WHAT:** Creating an Honors Contract within the structure of this class allows a student to gain more intellectual depth by completing agreed upon work that is on top of what students are required to do for this regular class. This “extra work” is not a lot more, but is enough for the Instructor to know that the student is getting an opportunity to engage in more learning in the field – whether it be broader or in-depth.

**WHY:** There are two reasons to create an Honors Contract with your Instructor.

1. First, the Contract allows the student to gain more knowledge in a certain field (such as your major) under the direction of their Instructor, possibly preparing the student for presentation of their work and/or having something extra to make them stand out when transferring and applying for scholarships.
2. The second reason to create an Honors Contract with your Instructor is that a student may want to complete the eighteen unit honors completion requirement. The advantages of doing so include the ability to take advantage of our transfer agreements with schools such as SDSU, UC Irvine, UC Riverside, USD, Cal State Fullerton, and many others in order to gain priority admission, automatic admission to honors programs, automatic scholarships, and so forth.

If you are interested in the possibility of creating an Honors Contract, see your Instructor **IMMEDIATELY**. Also contact John Oakes, Honors Coordinator (644-7345, room 3226, or in the GC mail room) or Gwenyth Mapes, Interim Honors Coordinator (644-7525, room 590J, or in the GC mailroom). But you have to hurry. Contracts must be signed and turned in to either Oakes or Mapes by the end of the third week of the semester.

Attachment #1

AP 7111

College President Selection

Accreditation Standard IV.B.1.j, IV.B.2, IV.B.3.e

Reference:

Date Issued:

Overview

Under the direction of the Chancellor, the College President has primary responsibility for the quality of the college. Within this responsibility, the President leads, directs and supervises the college, administering programs and operations in compliance with applicable rules, regulations, policies, and legal requirements.

Process

(1) The Chancellor shall recommend a College President selection process to the Governing Board for approval. The recommendation shall include the following:

- The Designation of a person, committee, or firm to conduct the search
- Development of a time line
- Development of a position description
- Designation of a Search and Interview Committee, to be composed of the following members from the searching college unless otherwise noted:
  - Co-chair: The Academic Senate President or designee from the searching college
  - Co-chair: A cabinet-level administrator from the searching college
  - The President (or Interim President) of the non-searching college
  - A community representative selected by the Governing Board
  - A representative from the Administrators' Association
  - Two faculty representatives appointed by the Academic Senate
  - A representative from United Faculty
  - A representative from the Classified Senate
  - A representative from CSEA
  - A student representative
  - A representative from the District administration
  - An at-large representative, selected by the co-chairs

The recommendations shall be provided to the Chancellor's Cabinet and Districtwide Executive Council for review.

(2) The Search and Interview Committee shall:

- Develop the screening and interview plan
- Screen candidates and select those to be interviewed
- Conduct preliminary interviews and recommend finalists to the Chancellor
- Designate a team of committee representatives, led by the two co-chairs, to conduct site visitations and check references
- Conduct public forums that have been previously advertised to the community for candidates that have been recommended to the Chancellor

(3) The Chancellor and Governing Board committee shall conduct final interviews of only those candidates recommended by the committee. The Academic Senate President or designee shall be present as a resource.

(4) The Chancellor recommends candidate to the Governing Board.

(5) Contract negotiations are completed and President begins assignment.

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