DUE DATES: Submit a typed and signed completed contract form to FOB 104 by: Wednesday, September 2, 2015.

Contracts for LATE STARTING classes are due WITHIN THE TWO WEEK EQUIVALENT.

LATE CONTRACTS WILL NOT BE ACCEPTED.

The Service-learning Honors Contract is an agreement between the student and instructor/professor to convert a standard college class to Honors level by acceptance of an additional project that satisfies the class and Service-learning requirements as outlined in this packet.

SERVICE-LEARNING HONORS CONTRACT PROJECT REQUIREMENTS

1. SERVICE-LEARNING HONORS CONTRACTS
   a. MUST BE FORMED at the college holding the student’s Honors Program membership.
      i. For 100-level or above classes, the S-I Honors Contract for any term must be a 3-credit minimum class.
      ii. Contract should involve approximately 20 hours of work. (10 hours of actual serving in the community with an approved S-I partner + 10 hours of project preparation and delivery).
   b. MAY NOT BE FORMED for ESL, Math classes below the MAT140 level, Pass/Fail, private music lessons, remedial nor classes for which an Honors section is being offered.
   c. Contracts requiring additional signature-Culinary Arts, and English (ENG, ENH, CRE) – signed by Department/Division Chair (Karen Chalmers/Dr. Larry Tualla, except if the class is taught by an SCC Honors Faculty Director).

2. THE SERVICE-LEARNING HONORS PROJECT:
   a. PROJECT COMPONENTS include either a written document or oral presentation (confer with your instructor/professor)
      i. DESCRIBING THE RESEARCH – journaling (to include reflection and other criteria as assigned by instructor), additional research into the agency or issue, resources, interviews, etc.
      ii. DESCRIBING THE PAPER/PROJECT – what format and proposed length for the written document/project/report.
         OR
      iii. ORAL PRESENTATION
         a. Oral Presentation to Class – describe aids to be used – ex: documents, visual presentations, handouts.
         b. Online Presentation to Class – instructor review/recommendations, then posting to class site for comments.
   b. PROJECT CONSULTATION MEETING DATES – (three meetings)
      i. First consultation – discussion, negotiation, and agreement upon a project with instructor/professor
      ii. Second consultation – with Service-learning and Leadership Office (SC-100 480.423.6545)
      iii. Third consultation – with community partner

3. CONTRACTS DUE: Please submit the typed, completed and signed Service-learning Contract to the Honors Program:
   a. By or before: Wednesday, September 2, 2015 (Fall 2015) OR
b. for late-starting classes, the two week equivalent
***contracts will not be accepted after the due date***

HONORS PROGRAM CONTACT INFORMATION:
Submit to: Honors Program: FOB104, Scottsdale Community College, 9000 E. Chaparral Rd, Scottsdale, AZ 85256
Phone: 480.423.6525 Fax: 480.423.6484

YOUR RECORDKEEPING: Please make/save a copy of the contract paperwork for your records.

Student: ____________________________________________________ MCCCD ID #: __________________________
LAST  FIRST
Phone: __________________________ MCCCD Email __________________________ Scottsdalecc.edu

Instructor/Professor  Class Name:
Name: ____________________________________________________ Class Prefix (3alpha+3#)__________ Class
Email: __________________________@scottsdalecc.edu # __________________________

Summary of Service-learning Honors Project Proposal
Please describe the proposed Honors Project in specific detail and complete sentences. Projects described too
generally or with too few details will not be approved. Project should involve 20 hrs. of work. (10 hours service +
10 hours prep/delivery)
*****Please complete the separate form for Service-learning******

If needed, attach on a separate typed document of the following:

1. Research/resources to be used: _____________________________________________________________
________________________________________________________________________________________.

2. Written Document (7-10 per min.) ex: essay, report, PowerPoint, handouts; Describe all docs. Instructor determines
format/length:
________________________________________________________________________________________.
________________________________________________________________________________________.

(Proposed date :__________)  OR

4. Oral Presentation to Class: (10 minutes minimum) Proposed date: __________
Consulting dates: 1st (instructor) ____ 2nd (S-l Office) ____ 3\textsuperscript{rd} (community partner)* ____

*Students have a 2 week deadline to make contact with the community partner chosen after the initial meeting with the Service-learning office. Service-learning hours are due 2 weeks prior to the end of the semester. Send e-mail verification of hours to: honors@scottsdalecc.edu and serve.learn.lead@scottsdalecc.edu.

\[\text{Contract Verification}\]

\begin{itemize}
  \item Student Signature: \underline{\hspace{10cm}} Date: \underline{\hspace{2cm}}
  \item Instructor Signature: \underline{\hspace{10cm}} Date: \underline{\hspace{2cm}}
  \item Dept. Chair Signature (English & Culinary only): \underline{\hspace{10cm}} Date: \underline{\hspace{2cm}}
  \item Honors Director Signature: \underline{\hspace{10cm}} Date: \underline{\hspace{2cm}}
\end{itemize}
The following rubric was designed using the definitions of objectives for an Honors Course Design as articulated by the NCHC (National Collegiate Honors Council, 2012). Please consult their website for further information: [www.nchchonors.org](http://www.nchchonors.org).

<table>
<thead>
<tr>
<th>Rubric Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop written communication skills</td>
<td>Discussion and writing are the hallmarks of Honors classes. Students become better writers by using writing, both in class and out of class as a means to express their ideas. Honors courses should emphasize papers and essays rather than multiple-choice exams and emphasize ideas and active learning over information and lectures. How Honors faculty chooses to help students develop written communication skills will depend on the discipline and on the instructor’s individual views about teaching and learning. Instructors can help students develop writing skills through traditional writing assignments or through other methods such as journals, creative writing, reports, critiques, reviews, in-class writing or the use of writing as a preliminary to discussion of issues. (In fact, the latter works extremely well to stimulate discussion. Students who have written something ahead of time are more willing to share their ideas and are less likely to talk off the top their heads in class.)</td>
</tr>
<tr>
<td>Develop oral communication skills</td>
<td>Students become better speakers by participating in class discussion and, where appropriate, by leading class discussion. Therefore, Honors Program courses should be discussion-oriented rather than lectures. Students benefit most from discussion when they are given the topic several days in advance and are asked to prepare their responses in writing ahead of time. The instructor might wish to provide some background to inform the discussion which can then be used as a springboard to other ideas.</td>
</tr>
<tr>
<td>Develop the ability to analyze, to synthesize, and to understand scholarly work</td>
<td>Students develop the ability to think about a broad range of ideas and come to understand how scholars and artists work by reading and responding to primary source material, by exploring issues and problems in depth rather than quickly and superficially and by being carefully exposed to and guided through the methods of many disciplines. Therefore, Honors courses should try to explore with students the questions and methods common to all intellectual endeavors and those that differentiate the disciplines to give students’ real-world, hands-on problems to explore and to help them understand the place of intellectual pursuit in the greater society. The use of primary sources allows students to develop their own interpretations instead of relying on someone else’s. Cross-disciplinary readings are especially valuable in that they give students the opportunity to synthesize ideas. But primary sources are not necessarily limited to published texts or original documents. They can, for example, be the students’ own experiences, the results of surveys or questionnaires, works of art or music, films, videos, and the like. What is important is that students have an opportunity to be engaged by primary material. Exploring issues and problems in depth may mean that the course covers less material than conventional courses. In many courses, the amount of material covered is less important than the way the material is handled. Students need to learn to see the broad implications of each issue as well as learning to analyze and synthesize the material. In this way, students will be able to apply what they have learned to other situations.</td>
</tr>
</tbody>
</table>
To be completed by Instructor and Student
Please type, or scan as a .doc to fill in. Attach an extra page if needed.
Submit this form to the Honors Program (FOB 104) within one (1) week after the Honors Project completion.

The Scottsdale Community College Honors Program is committed to the honors objectives articulated by the National Collegiate Honors Council (NCHC, 2014-15). At the conclusion of the contract, we would like both the student and instructor to collaborate on assessing how the Honors Project met, or advanced the five objectives.

The Honors Program does not need the grade of either the Honors Project, or the course.

Student __________________________  Instructor __________________________  Class __________________________
Student Phone __________________________  Email __________________________________________ @scottsdalecc.edu
Instructor Phone __________________________  Email __________________________________________ @scottsdalecc.edu

<table>
<thead>
<tr>
<th>Objective:</th>
<th>How did the project or an aspect of the process meet this objective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop effective written communication skills.</td>
<td></td>
</tr>
<tr>
<td>Develop effective oral communication skills.</td>
<td></td>
</tr>
<tr>
<td>Develop an ability to analyze and synthesize a broad range of material.</td>
<td></td>
</tr>
<tr>
<td>Become more independent and critical thinkers.</td>
<td></td>
</tr>
</tbody>
</table>

Suggested Grading Guidelines for Faculty

The Honors Program does not need grades. We only require both the completed contract form, and the end-of-contract assessment form. The weighting for this Honors Contract is at faculty discretion; many weight the Honors Contract at 20% of the course grade. Example:

<table>
<thead>
<tr>
<th>Regular Syllabus</th>
<th>Weight</th>
<th>Score/Grade</th>
<th>Calculatio</th>
<th>Final Score/Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>80%</td>
<td>88%</td>
<td>80.0 x 88%</td>
<td>70.4%</td>
</tr>
</tbody>
</table>

\[ \text{Final Score/Grade} = \left( \frac{\text{Weight} \times \text{Score/Grade}}{100} \right) \]
Honors Contract

20%  
100%

2.0% \times \frac{100}{\%} = 20.0\%

Weighted Total

100%

\frac{70.4}{\%} + \frac{20}{\%} = 90.4\%

Congratulations on selecting to complete a Service-learning Honors Contract! This is a fantastic way for you to apply your classroom learning and make a difference in your community. Once you have finalized the contract with your sponsoring faculty member and submitted it to the Honors Office, you will need to complete the steps outlined below.

☐ Meet with the Office of Service-learning & Leadership.

To arrange this meeting, please call 480.423.6545 or stop by the Student Center, rm. 100. Staff is available Monday or Tuesday to meet with you. This meeting must occur within the first month of the start of classes.

☐ Select an APPROVED community partner location.

Since you will be serving in the community as an official part of your SCC education, you must complete your hours with a community partner that is approved by the Maricopa Community Colleges’ District Office. The Office of Service-learning & Leadership will help you determine a location based upon your interests and/or the content of the course.

☐ Contact the community partner and arrange your service hours.

Remember that you are representing SCC in your work in the community. Conduct yourself in a professional manner. Keep in mind, too, that you may need to contact the community partner several times to solidify your service hours. Arranging the schedule is your responsibility.
As you start your college service-learning work, please keep in mind that you are representing Scottsdale Community College in our community. To help make this the most beneficial experience for you, your site and our college, the list below provides a few reminders for your review as you ready yourself to serve.

Thanks for your commitment to making a difference!

☑ BE PROFESSIONAL  Arrive and leave at your scheduled times. Wear clothing that meets the dress code, if there is one, of the site and the situation. Clothing should always be modest and without gang insignia, color or ideation. Also consider footwear – although we live in Arizona, flip-flops/sandals may not be safe or appropriate for your service. Lastly, for your health and well-being, the comfort of those with whom you will work and your professional development, practice good hygiene.

*Question for you to ask your community partner contact: What is the dress code?*

☑ RESPECT DIVERSITY  Diversity is found in many forms: ethnicity, culture, gender, religion, sexual orientation, socioeconomic class, age, etc. Everyone is different in some way. Try to see life from the service recipient’s view and open yourself to greater learning.

*Question for you to ask your community partner contact: What specifics can you tell me about the population that I will serve?*

☑ RESEARCH YOUR COMMUNITY PARTNER  Just like for a corporate job interview, you should have knowledge of your service location. This allows you to be better prepared for your commitment and get more out of your learning. Think, too, about how your classroom work can assist you at your site. And, be sure to attend all required training and return any needed documents.

*Question for you to ask your community partner contact: Outside of what I can find on your website, what...*