



## **Honors Option Contract Information**

Most Owens courses can be Honors Option Courses. In these courses a student in the Honors Program and the instructor agree on an Honors Option Contract. Within the first days of class, the instructor, working with the student, then completes an “Honors Option Contract” that details the scope of the project. The Honors Option Contract must be submitted by the fourth week of the semester (Flexible date). Faculty will receive additional compensation for students participating in Honors Options in their class, provided all deadlines are met.

- Each contract should be tailored for each scholar. Blanket contract forms are not in the spirit of individualized learning.
- Students engaged in Honors Option Contracts *must* be already enrolled in the Owens Honors program in order for the contract to be recognized on student transcripts.
- If the teacher is unsure whether a student is in the Honors Program, e-mail [Russell\\_Bodi@owens.edu](mailto:Russell_Bodi@owens.edu), or [Cory\\_Hoover@owens.edu](mailto:Cory_Hoover@owens.edu), or [Timothy\\_Rice@owens.edu](mailto:Timothy_Rice@owens.edu), for Findlay.
- Contracts usually involve a research project of at least six pages and an oral presentation. However, equivalent work can also fulfill a contract.
- **Contracts are due in the Honors Office (Founders Hall) by February 23, 2018 (Flexible)**
- Scanned contracts are also acceptable via e-mail. In Toledo, send to Russ Bodi, or simply send to “Honors Office” using inter-office mail. Findlay contracts can be sent to Tim Rice (EC 121-R).
- Faculty will receive e-mailed confirmation of contract acceptance during the second month of the semester. You will also receive a copy of the contract, signed by an advisor or the program director.
- If the contract is not accepted, faculty will be notified, and you have one week to resubmit.
- Faculty member gets paid \$173 for every Honors Option Contract, payable at the end of the semester upon the required completion of the Honors rubric.
- Faculty will also have an option to donate all or part of your Honors stipend to the Owens Foundation for Honor Scholarships or other related programs. You will receive more information about this tax exempt opportunity late in the semester.

Faculty are often the best Honors Ambassadors. Please encourage good students to enroll.

# Important Points

## Writing the Contract:

1. On a separate page, Faculty describes the terms of the Honors Option Contract in detail.
2. Faculty signs the Contract.
3. Honors Scholar signs the Contract.
4. Service learning can also provide an important and valuable Honors experience. See Krista Kiessling for ideas about projects you can do. If you are doing Service Learning, you will need her signature. Contact [Krista\\_kiessling@owens.edu](mailto:Krista_kiessling@owens.edu).
5. Submit any research that includes human subjects to the Institutional Review Board. Please contact Debra Rathke for more information at [debra\\_rathke@owens.edu](mailto:debra_rathke@owens.edu).

## What are the criteria for an Honors Option Project?

The Contract should explain each of the following:

- present in-depth exploration and/or thoughtful view of course-related elements.
- provide tangible evidence of at least three of the following outcomes:
  1. **critical thinking:** Analyze texts, identify argument and cultural content, apply knowledge creatively.
  2. **articulate communication:** communicate effectively, express ideas in multiple formats, and to appropriate audiences.
  3. **ethical reasoning:** reflect on values and choices, demonstrate respect for diversity, identify personal influences
  4. **civic engagement and leadership:** contribute to learning community, effective team membership, enhance classroom through service learning.
- include at least six to eight pages of text or equivalent (measurable) representation of work (e.g. artistic work, video, service learning summary) • include an oral component, which can be presented at the Honors Symposium (April 20), in-class, or at some other venue.

## Other Requirements:

1. The Honors Option Project will be assessed and calculated into the overall grade and MUST equal 20% of the final grade.
2. The Honors Scholar must upload the Honors Project to the Honors Program Blackboard Portfolio at the end of the semester.

If you have questions, please contact: [Russell\\_bodi@owens.edu](mailto:Russell_bodi@owens.edu)  
[Cory\\_Hoover@owens.edu](mailto:Cory_Hoover@owens.edu) (Toledo), or [Timothy\\_Rice@owens.edu](mailto:Timothy_Rice@owens.edu) (Findlay).

- Below are some exemplary contracts, followed by the rubric we use to evaluate contracts. The rubric will assist you in understanding the various goals and how to implement them. They clearly demonstrate what students need to do and when things should be done:

**Course instructor: L. Scott Deaner (L\_Deaner@owens.edu)**

**Student: \*\*\*\*\* (\*\*\*\*\*@student.owens.edu)**

**Student OCID: #####**

**Course name: Human Geography**

**Course and section number: GPH 106-226 (web)**

**Semester and year: Spring 2011**

**Working Title: “Emerson: Godfather of American Environmental Activism”**

**Summary/Outline: My summary of the topic would start with an introductory paragraph about environmentalism and how important it is to such an industrial nation as the U.S. Most likely, I would end the intro with a thesis about Emerson and how he was crucial to the rise of environmental awareness and protection. The next paragraph would probably revolve around the Industrial revolution and how it began to affect the landscape. Here I would mention of the romanticism of England and how it spread to America via Emerson. Next, would be a section detailing some of Emerson’s History and ending back up at the influence of his English contemporaries. Also here would be how these beliefs helped fashion his views on nature. This would segue into a section on the transcendentalism movement and their views on nature as well as some of the efforts made by them, such as Brooke Farm. Also mentioned here would be details on the friendship between Emerson and Thoreau. Then I would transition into a section on Thoreau himself and his exploits as well as how Emerson influenced Thoreau’s outlook. After that, I would do a part on Muir, highlighting his activism and the high regard he held for Emerson. Now I would ease my way into the major moments in environmentalism, all the while drawing connections to how these views were influenced by Emerson or those he had significant influence on. Finally, I would wrap up with a brief rehashing of the main points and thesis reiteration.**

**Honors Program Learning Outcomes: The critical thinking requirement will be met by the analysis of this data and coming to a conclusion about Emerson that he is not well noted for, such as his poetry or philosophy. This will also be met by the application of views of landscape and analyzing how much impact one’s view on landscape can have that landscape. As far as articulate communication, I would believe this whole topic screams articulation because of the books, poetry, and philosophy involved. The impact Emerson’s views had on environmentalism covers the ethical reasoning part. The civic engagement and leadership aspects should be fulfilled by Emerson’s beliefs leading to environmental awareness.**

**Assessment: The honors project will be worth a total of 103 points: 90 points for the paper, 13 points for the presentation; this total equals 20% of the final grade for GPH 106-226. The paper must be turned in no later than xxxxxxxxxxxx and the oral presentation must be given no later than xxxxxxxx. The student will deliver a 5-10 minute oral presentation using Powerpoint in the instructor’s office or other agreed upon venue.**

**Course Instructor: Jonathan Boyle**  
**Business 120-006**

Working Title: "OCC Bookstore Managerial Consulting Project"

Summary/Outline & Assessment: For her honors option project, Jane will become a managerial accounting consultant, and her client will be the Owens Community College (OCC) Bookstore. Student will be working with David Wahr, OCC Bookstore Director, to learn as much as she can about the current managerial accounting functions and budget. Based on what she has learned in class, what information she has received from Mr. Wahr, past class experiences, and outside research, Jane must write a 6-8 page report evaluating the Bookstore's current managerial accounting functions and budgeting procedures and making specific recommendations to improve them. Jane must submit her report and present her findings in a presentation. This presentation will take place on xx/xx/xxxx at 8:00 AM in CH 116. Representatives from the OCC Bookstore, OCC Honors Program, OCC Service Learning Program, & the OCC School of Business & Information Systems are invited to attend. Jane will be given twenty minutes to present her topic (along with the use of PowerPoint or any other classroom resources) and ten minutes for question and answer from her audience (i.e., her instructor, classmates, & invited guests). Her audience will evaluate her presentation, and the instructor will send her the results via e-mail. Jane must also submit a digital copy of her paper and other resources in her presentation (i.e., PowerPoint) to her options portfolio (the Honors Program personnel will show her how to do it). After the project is graded, it will be turned over to Mr. Wahr for possible implementation. A copy of the course syllabus has been enclosed. Student's Honors Option Project will be worth 300 points towards her final grade. As the result, her final grading scale will be as follows:

Student must receive at least 1,040 points or higher to attain Honors Credit.

**Honors Program Learning Outcomes**

**Critical Thinking:** The critical thinking requirement will be met through analyzing the current OCC Bookstore managerial accounting and budgeting methods and making specific recommendations to make improvements based on outside research and knowledge attained in class.

**Articulate Communication:** The articulate communication requirement will be met through writing a report and presenting findings (with a Q & A session with her peers and various institutional stakeholders invited to the presentation).

**Ethical Reasoning:** The ethical reasoning requirement will be met through developing recommendations for managerial accounting and budgeting that strictly conform to not only industry standards, but also are "socially responsible."

**Civic Engagement/Leadership:** The civic engagement/leadership will be met through service based learning in the environment of a real-life college bookstore. In addition to being an Honors Option Project, this project will also be treated as a Service Learning Project (in conjunction with the OCC Service Learning Program)

## HONORS PROGRAM RUBRIC

Please indicate, for each student,  which of the outcomes below were met

Measured Y/N	Student Learning Outcome	Measure (specify, see footnote) <sup>1</sup>	Does not meet expectations <sup>2</sup>	Meets Expectations <sup>2</sup>
	<b>1. Critical Thinking</b>			
	1.a. Analyzes spoken, written, or graphic texts			
	1.b. Identifies argument and articulates the disciplinary, historical, or cultural assumptions behind it			
	1.c. Applies knowledge creatively (and effectively) to solve problems and explain issues.			
	<b>2. Articulate Communication</b>			
	2.a. Communicates ideas, facts, theories, and arguments effectively.			
	2.b. Expresses ideas and concepts precisely and persuasively in multiple formats			
	2.c. Presents ideas orally, in writing, and through appropriate technologies to a variety of audiences			
	<b>3. Ethical Thinking</b>			
	3.a. Reflects on personal values and their influence on choices			
	3.b. Demonstrates respect for human diversity and critical awareness of his/her own assumptions, stereotypes, and biases when confronting difference			
	3.c. Articulates issues that he/she considers important			
	3.d. Identifies and assesses the personal, social, scientific, and/or historical influences that contribute to perspectives on the above issues			
	<b>4. Community Service and Leadership</b>			
	Contributes to the development and vitality of the community of scholars established by the Honors Program			
	Demonstrates the ability to lead teams and to be an effective team member			
	Enhances classroom learning through community service			



## Honors Option Contract: Spring, 2018

To allow Honors Option coursework in your class, faculty must complete and submit the following Contract to the Honors Program Office **by February 23, 2018 (flexible)**.

Honors Scholar full name (Please Print.) \_\_\_\_\_

Faculty full name (Please Print.) \_\_\_\_\_

Honors Scholar email \_\_\_\_\_ Honors Scholar OCID \_\_\_\_\_

Course title \_\_\_\_\_

Course and section number \_\_\_\_\_ Semester and year \_\_\_\_\_

On a separate page, to be initialed by instructor and student, please describe the Honors Option Project requirements. (See the above criteria.) You will need to indicate at least **three** of these:

1. How the scholar will apply Critical Thinking.
2. That Articulate Communication will be assessed (e.g. how many pages, etc.)
3. How scholar will employ Ethical Reasoning.
4. How Scholar will demonstrate Service Learning or Leadership.

**This project equals 20% of the final course grade.**

In witness whereof, the parties have agreed to this Contract.

\_\_\_\_\_  
Honors Scholar signature Date

\_\_\_\_\_  
Faculty signature Date

\_\_\_\_\_  
Honors Program Director or Advisor signature Date

\_\_\_\_\_  
Institutional Review Board Chair (Kristin Price) if contract involves human subjects. Date

\_\_\_\_\_  
Service Learning Director (Krista Kiessling) if contract involves Service Learning Date