

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 2009-2010

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Handbook subject to change per campus and district policies.

CGCC HONORS REQUIREMENTS FOR STUDENTS 2009-2010

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 must attend a mandatory Honors Orientation.

All Honors students will be enrolled in a database management system (Blackboard) at no cost that requires you to check announcement updates and receive Honor emails. Honor students must use the assigned MCCC CD email.

Requirements for NEW Presidents' Scholars (1st Semester- Fall 2009 only):

1. 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 request form on the Honors Webpage.
2. Complete a minimum of 12 graded (not pass/fail) credits, 100 level or higher. Students will be put on probation for Incomplete grades.
3. Maintain a minimum 3.25 cumulative GPA, which includes any dual enrollment courses taken prior to high school graduation and 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) or NEW Spring 1st semester Presidents' Scholars:

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 Webpage. 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 Coordinator. **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 a minimum of 12 **graded** (not pass/fail) credits, 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 and a C or better in the honors course.** Students with a cumulative GPA below 3.25 will be ineligible.

Requirements for Fee Waiver Scholars each 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 Webpage. 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 Coordinator. **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 funded for. 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, and 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 2009-2010

Students must be registered in the Honors section of the class in which they are doing an Honors Project.

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 typed 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 Coordinators by Wednesday of the 4th week of classes (Sept. 16, Wednesday, by NOON for Fall '09, and Wednesday, Feb. 10, 2010 by NOON for Spring '10) in office E103.** 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. **Failure to turn the typed contract in on time will result in termination of the scholarship.** Faculty will receive a copy of the contract after the Honors Coordinators have approved it. Students should make a copy of their contract for their own records.

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 as a means for building in time for faculty and Honors students to touch base about 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. 23 for further information.

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 (three 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.

3. Web-based projects: Students could research, write, find photos and images, and help build web pages. Students may be assisted with web projects by members of the STARS technology crew. They are located in the Teaching and Learning Center L237. See Tim Keefe for more information on STARS.

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.

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 Appeal Process. Faculty may wish to consult the Honors Coordinator in situations that may affect the continuation of an Honors scholarship.

Questions about project requirements should be addressed to the Honors Program Co-Coordinators, Mrs. Shirley Miller 480.732.7133 or Dr. Teri Moser 480.857.5120.



CHANDLER-GILBERT COMMUNITY COLLEGE

Contract Due: Sept. 16, 2009 by NOON for Fall '09, and Feb. 10, 2010 by NOON for Spring '10.
Failure to submit this TYPED contract on time will terminate your scholarship.

Turn contract in to Dr. Moser's office, E103.

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

Student's Name	Honors Course Name
Student email	Honors Course Section #
Student phone number	Instructor's Name
Student ID	Instructor phone number

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

Honors Speaker Forum Service Learning Web-Based Creative Experiential Research

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.

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:

5. Describe project's secondary (second-hand) research component (required). Include number of sources:

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):

*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 MCCC 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 typed contract for their own records before turning in the original. The Honors Coordinators 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: _____

Instructor's Signature/Date: _____

Honors Program Coordinator's Signature/Date: _____

SERVICE LEARNING OPTION

10 hours minimum at the service site

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.

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 Student Life. 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.

PROGRESS CHECK dates, and REFLECTION SESSION dates will be determined by the Service Learning Director at the Service Learning orientation session. Students must list these dates on the Honors Contract in order for the project to be approved.

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.
2. Students must attend an **orientation session** 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 schedule an orientation session at 480.732.7069 within the first 3 weeks of the semester.
3. Students will keep a **reflective journal** of their experience, writing an entry for each time they serve at the learning site.

4. Students must attend **one progress check session and one reflection session** during the semester to help them make the connections between their experience and their class content. These sessions will be offered through the Office of Student Life. This reflection is critical for helping students see how their experiences are relating to their learning in the classroom. The sessions will also help students prepare for the written or oral presentation that the project requires. Students must bring their reflection journal to these sessions.
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.

What Does the Faculty Member Do?

In addition to assisting the student in designing a meaningful Service Learning project, the instructor keeps up with the student's progress through planned meetings as agreed upon on the Honors Contract. The Office of Student Life will assign a Service Learning Assistant 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.

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 reflection sessions (which the Office of Student Life will verify through attendance);
- c. the completion of a reflection journal;
- d. 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).

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.

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**. Students will participate in the course throughout the semester as an assistant to the ESL instructor. Honors students who participate in this program work as mentors with the 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.

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, 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, E231. Contact the Honors Program for additional information at 480.732.7133.

CGCC HONORS PROGRAM MENTORING/TUTORING APPLICATION FORM

NAME: _____

PHONE: _____

ADDRESS: _____

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. Call Eva Falletta 480.732.7231.

4. List the name, phone number, and email (if possible) of a CGCC faculty member who can recommend you as a tutor or mentor.

- 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	email
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Return this form with attached essay to
Professor Shirley Miller, E231

2009-2010 Honors Forum Lecture Series

The Paradox of Affluence: Choices, Challenges, and Consequences

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 six evening lectures are free and open to the public. September and February presentations begin at 7:00 pm in the Bulpitt Auditorium on the Phoenix College campus located at 1202 West Thomas Road, Phoenix. Note locations of the other lectures.

See <http://www.mcli.dist.maricopa.edu/honors/forum.php/php> for more information and exact topics of each lecture.

Fall Semester

Dr. Jean Kilbourne Location: Phoenix College Bulpitt Auditorium September 16, 2009

Dr. Jean Kilbourne is recognized for her pioneering work on alcohol and tobacco advertising and the image of women in advertising. She is known for the award-winning documentaries: *Killing us Softly*, *Slim Hopes*, and *Calling the Shots*.

CGCC will co-host Dr. Jean Kilbourne for dinner at PC prior to her presentation.

Dr. Peter Whybrow Location: Glendale Community College, Student Union October 21, 2009

Dr. Peter Whybrow is a psychiatrist and neuroscientist who is "interested in human behavior: in who we are, why we behave the way we do, and how we can build a commonsense, sustainable future." He is the author of many works, his latest being *American Mania: When More is Not Enough*.

Dr. Paul Elsner Location: Mesa Community College, Navajo Room December 2, 2009

Paul Elsner, Chancellor of the Maricopa County Community College District 1977-1999, has "wide ranging publications [addressing] the topic of civility on our campuses, building community. " Soon to be released by the AACC Press is his recent work as a "senior editor of a 23 country global survey of Community College, Technical College, and Further Education Developments," a work that focuses on "global developments in these three post secondary segments in 23 countries."

Spring Semester

Luis Alberto Urrea Location: Phoenix College Bulpitt Auditorium February 17, 2010

From his website: Luis Alberto Urrea, 2005 Pulitzer Prize finalist for nonfiction and member of the Latino Literature Hall of Fame, is a prolific and acclaimed writer who uses his dual-culture life experiences to explore greater themes of love, loss and triumph. He is the author of several books, such as *The Devil's Highway*, *Across the Wire*, and *The Hummingbird's daughter*.

CGCC will co-host Luis Alberto Urrea for dinner at PC prior to her presentation.

Dr. Mary Rothschild Location: Mesa Community College, Navajo Room March 10, 2010

"A History of Women at Work in America: Poverty, Affluence and the Paradoxes of Social Change"

Mary Logan Rothschild is Professor Emerita of Women and Gender Studies at Arizona State University, specializing in the history of American women and women's oral history. She has written *A Case of Black and White: Northern Volunteers and the Southern Freedom Summers, 1964-1965* and *Doing What the Day Brought: An Oral History of Arizona Women*. Currently she is working on two research projects: "A Sister to Every Scout: The Story of Girl Scouting in America," and "Living U.S. Women's History: Voices from the Field," an oral history of the founding of the field of U.S. women's history. She has been awarded the College of Liberal Arts and Sciences Dean's Quality Teaching Award, the ASU Alumni Association Faculty Achievement Award for Excellence in Teaching, the Arizona Humanities Council's Scholar of the Year Award and the American Historical Association's Nancy Lyman Roelker Mentorship Award.

CGCC will host a morning visit with Dr. Mary Rothschild on March 10

A Panel Discussion Location: Glendale Community College, Student Union April 14, 2010

A Panel Discussion with Will Gonzales and other local leaders, community organizers, and foundation representatives discussing the Paradox of Affluence as it relates to our local communities. Will Gonzalez, a prosecutor with the City of Phoenix since 1996, assisted in developing a business alliance, inter-faith coalition, block watch, and neighborhood revitalization committee, whose strategy brought about a \$3.6 million Boys & Girls Club facility for the community. He is currently involved in developing a leadership academy for the Isaac School District and has assisted other prosecutors and cities in developing community strategies for their neighborhoods

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); Betty Elsner (\$200; this person is nominated then chosen at the district level);
- 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.

II. Presidents' Scholarship:

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.

- Tuition for summer sessions.

B) Two Pathways for Eligibility for the Presidents' Scholarship

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).
- 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, COMPASS, or ACCUPLACER)

- 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).
- GED graduates are eligible for the Presidents' Scholarship by placement test scores only if the GED is completed before the individual's 19th birthday.

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

ALL test scores must fall at or above the following cutoff levels:

- English Skills: Placement in Honors English
- Reading Skills: Exempted from CRE101
- Numeracy Skills: Placed in MAT 120 or higher

C) Initial Eligibility for the Presidents' Scholarship

- Completion of Honors Program application by the student at an MCCCDC college.
- Verification of placement scores OR high school class ranking at the end of 6th, 7th, or 8th semesters from the high school. (The 15% ranking is determined by rounding off to the nearest whole percent).

Thus, a student who graduates at 15.49% would be eligible).

- Verification of high school graduation by receipt of an official, final high school transcript by the college where the student will participate in honors.
- Enroll in and complete at least 12, letter graded, credit hours per semester (Fall/Spring), including at least one honors course per semester (a minimum of 9 credits of which must be 100+ level each semester).

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.

- 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 (a minimum of 9 credits of which must be 100+ level each 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.
- 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 coordinator's discretion).
- Completion of the required credit hours 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.
- The student does not complete an Honors course/contract/enrichment plan each semester.
- Additional requirements may be applied based on college specific guidelines.

The 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. Fee Waiver 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 fee waiver 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 students 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.

How the scholarships are dispersed:

Presidents' Scholars tuition will be deferred until the week classes begin. At that time, 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 their billing statement.

Fee Waiver students must pay all of their fees by the date on the billing statement. A check for the amount of the fee waiver will be mailed 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 MCCCDC 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).

IV. Termination of Scholarship (additional information):

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 Coordinator. 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 for any reason at any time 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 Coordinators and will only be made under extenuating circumstances, such as hospitalization or a death in the family, etc.

The following conditions will result in termination:

- Plagiarism in academic coursework.
- 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 project as a 4th semester Presidents' Scholar.
- Withdrawal from college, or non-continuous enrollment, excluding summers, unless a written leave of absence has been granted.
- A second cause for probation after one probation period has already been granted.
- Recycled work used from an earlier honors project.

V. Leave of Absence and Deferments:

Students requesting a leave of absence or deferment must make an appointment with the Honors Coordinators. The Honors Coordinators may grant a leave request for a student who is unable to complete the semester due to illness or accident. All such exceptions will be documented in the student's financial aid record. For deferments, refer to the policy addendum.

CGCC Honors Program Appeal Process

To be used for an appeal of the termination of an Honors Scholarship due to an extenuating circumstance such as illness, hospitalization, or death in the family beyond the control of the student. Students may use the appeal process only once. Grade Disputes are NOT heard by the Honors Appeal Board. Students with grade disputes must follow the steps for grade disputes as outlined in the student handbook.

Steps:

1. Student meets with the Honor Coordinator to discuss the incident/situation (REQUIRED).
2. Student completes an Honors Program Appeal Process Form (see the next page) **within two weeks after meeting with the Coordinator**, and returns the paperwork to the Honors Coordinator or the Honors Program Assistant. No appeals will be considered after the two week period. Appeal will be denied if the student fails to meet with one of the Honor Coordinators or fails to submit the form within this timeframe.
3. The Honor Coordinators will review the appeal to verify the extenuating circumstances. If such circumstances do not exist, appeal will be denied and no further appeal will be allowed. If verified, the Honors Program calls for a meeting of the appeal board. The coordinator replies to the student within 5 working days of an appeal being filed stating the date for the meeting of the appeal board.
4. The student must represent himself at the appeal board hearing in order to present his case and cannot be represented by any other person. If the student is unable to attend, his/her paperwork and written appeal must represent the student's case in front of the committee.
5. The Honors appeal board will review the case and meet with the student. After a decision is made, it will be sent in writing to the student.
6. A copy of the decision will be sent to the Vice President of Academic Affairs for review. His/her decision based on this review will be final.

Parameters:

1. The Honors Coordinator will assemble 3 faculty members to serve for one year as the appeal board.
2. This process is designed to give students the opportunity to appeal decisions made by the Honors Program and to receive a fair hearing. No students should approach the appeal board members regarding their appeal prior to the hearing or review. Such action may terminate the student's appeal process, and may cause the student to be referred to the VP of Student Affairs for disciplinary review.
3. All decisions of the honor coordinators and/or the appeal board (as outlined above) are sent to the Vice President of Academic Affairs for final review (see item 6 above). Decisions will be sent to the student in writing.
4. Due to the nature of the semester and the deadlines involving Honors projects and Honors scholarship awards, students must file their appeal (complete the Appeal Process Form) within two weeks of the incident.
5. Depending on the nature of the issue and the timing of the appeal process, the results of a favorable decision may not occur until the following semester.

CGCC Honors Program Appeal Form
To appeal the termination of an Honors Scholarship

Student Name:	Student ID number:	
Address:	City/State:	Zip:
Phone:	Email address:	
Student Signature:	Date:	

Type or word process your description of the situation you want to appeal and the reason you are appealing it in the space below. (Attach an additional page if necessary as well as any supporting documents).

Submit this form to Honors Assistant in A building (advisement) or to Shirley Miller in E231. Make a copy of all documents for your records.

For Adm. Use Only:	
Appeal received by: _____	_____
Signature	Date
Date and time of hearing or committee review: _____	
Result of the appeal: _____	

Presidents' Scholarship Deferment MCCCD Honors Program

Presidents' Scholars, who are in good standing after completion of at least one semester of coursework 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 consecutive fall and spring semesters).
- 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 Coordinator 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 Coordinator at their college to initiate the process.

Returning to a Maricopa Community College

Students must submit a letter addressed to the Honors Coordinator 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

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

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

Phone Number: _____
(Include area code)

Email Address: _____

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

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

*Please contact your Honors' Coordinator 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 Coordinator 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

Coordinator 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) Fee Waiver Scholars who may take any number of credits and receive partial funding. Fee Waiver students 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?

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 coordinators are happy to discuss project ideas with you one-on-one**).

Faculty should let their division chair know if they would like to participate in the Honors Program so that more 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 Coordinator, your Division Chair, and your students know, so that students may choose another option to complete their Honors requirement.

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 Coordinator for permission to choose another course for Honors credit. The Honors Coordinator will ask the instructor of that class, and the Division Chair, for permission to create an Honors section.

If a student has asked to do an Honors Project in your class, but he or she is not indicated as an honors student, please send that student to the Honors Coordinators (Shirley Miller E231, Teri Moser E-103) or the Honors Advisor (Marie Huntsinger) immediately.

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 coordinators are happy to discuss project ideas with you one-on-one).

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: **RESEARCH** (both primary and secondary), **WRITING, and CLASS PRESENTATION**. Please see handout on Primary and Secondary Sources at end of Honors Handbook.

The written description of the Honors Project, called the Honors Contract, must be completed, signed, and turned in to the Honors Coordinator by NOON on the due date, which is always the fourth Wednesday of each semester (**Sept. 16, 2009 for Fall '09, and Feb. 10, 2010 for Spring '10**). 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 Coordinator on time.

Students will be held strictly to the contract due date, unless the faculty member and the student jointly agree to an extension, and have communicated that request to the Honors Coordinator by the due date. 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 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.

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 Coordinator has approved it. Students should make a copy of their contract for their own records.

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.

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 Appeal Process. Faculty may wish to consult the Honors Coordinator in situations that may affect the continuation of the scholarship.

STUDENT APPEAL

There is an Honors Appeal Board in place to hear student issues related to honors status and eligibility. If any student issues arise which result in the loss of the Honors Scholarship, such as missed deadlines or incomplete projects, due to extenuating circumstances such as illness or death in the family, the student must file an appeal according to the process in the Honors Handbook.

Questions about project requirements should be addressed to the Honors Program Co- Coordinators, Shirley Miller 480.732.7133 or Teri Moser 480.857.5120.

Rev. 6/2009

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.

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