

Guidelines for Health and Human Services Honors Learning Contracts

Through an Honors Learning Contract (sometimes called an “Honors Course Conversion”), an instructor and a University Honors College student agree on a more intensive and extensive exploration of course material in a non-Honors course. By successfully fulfilling the agreement spelled out in the Honors Learning Contract, the student will receive Honors credit for the course pending approval from the instructor.

The following guidelines are in place to aid students and instructors in the development of Honors Learning Contracts. The Guidelines are used in concert with the traits outlined on the “Profile of a JSHC Honors Student” (see below). Each Honors Learning Contract should have a *minimum* of 10 specific learning objectives (SLOs) over and above what is required in the standard course syllabus. A SLO clarifies expected outcomes from participating in the course. Typically, SLOs are written in behavioral terms. For example, “At the completion of this course, students will be able to identify five roles and functions of a social worker in a medical setting.”

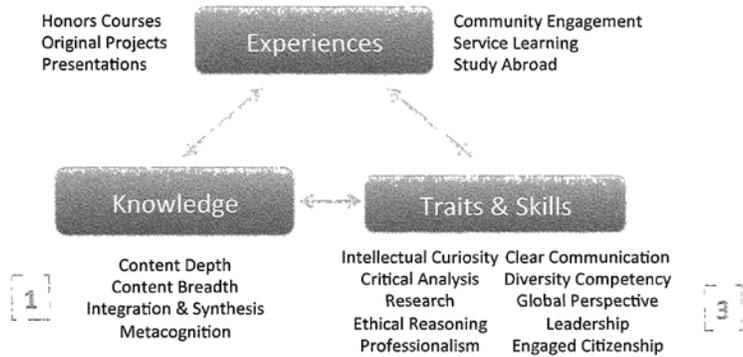
The Honors Learning Contract should organize the 10 additional SLOs across three domains: knowledge, traits and skills, and key features of honors experiences. Each domain should receive the minimum number of SLOs as listed below.

- A) One (1) specific learning objective (SLO) from the Knowledge domain
- B) Three (3) SLOs from the Traits and Skills domain
- C) Six (6) SLOs from the Key Features of Honors Experiences domain.

The Honors College Learning Contracts form is located [here](#):



Profile of a JSHC Honors Student



KEY FEATURES OF HONORS EXPERIENCES

These key features are embedded in all aspects of the honors experience, including the Honors Medallion Requirements, Individual Honors Courses, Honors Learning Contracts, and Honors Theses / Capstones / Design Projects & Artistic Achievements. Not all features are in all experiences.

- independent initiative & thinking
- Intellectual exploration & resilience
- critical analysis of information
- creativity
- sustained reflection
- original research, review, design, artistry
- effective communication skills
- transferable skills and knowledge
- integrative & interdisciplinary thinking
- collaboration
- enhanced interaction with faculty & other honors students

Theoretical Framework from Dr. Noella Haughton, Judith Herb College of Education RESM (paper in preparation)