HONORS COLLEGE
THE UNIVERSITY OF TEXAS AT SAN ANTONIO
Contract to Earn Honors Credit in a Non-Honors Course

HONORS CONTRACTS ARE DUE NO LATER THAN CENSUS DATE OF SPECIFIC TERM. FORMS SUBMITTED LATE WILL NOT BE ACCEPTED OR PROCESSED. NO EXCEPTIONS MADE.

All contract work must be submitted to your professor by the last day of classes. The student must receive a grade of “B” or better to earn the Honors designation.

After filling out this form, please print it out, obtain the instructor’s signature, and submit it to the Honors College for final approval.

Last Name
First Name
Student ID
Preferred E-mail
Major
Call No./CRN (ex: 37265)
Course and Section Number (ex: BIO 3513.001)
Title of Course

Describe in detail the course enhancement activity for which the student is to receive Honors credit. If the student is writing a paper, please indicate the length the professor requires.

Student’s Signature
Semester/Year
Professor’s Signature
Name of Professor (Please Type)
Professor’s Department (Please Type)
Professor’s Email Address
Date Submitted
Authorized Signature for the Honors College

The student must submit this form to the Office of the Honors College by CENSUS DATE.
An Honors Contracts should add about 1 SCH worth of course-related activity, but not necessarily traditional academic coursework. 1 SCH of course-related activity equates to 25 additional hours over the semester. **Please note, the project should NOT impact student grades for other required coursework for the class.** Here are some possibilities for contracts that can help get you started:

1) an additional set of readings that you, possibly other Honors students contracting, and the professor discuss over 3-4 brown bag lunches or in office hours. The outcome could be a reflection and analysis of the reading relative to the course topic.

2) service to the community in an area related to the course. Students can identify existing volunteer opportunities through RowdyLink or our Center for Community Engagement, which also manages all aspects and records the hours. The outcome could be a reflection and analysis of the experience relative to the course topic.

3) any set of activities that are logged and sent to the professor (or BBL posted) that relate to the course, such as: interviewing 5-7 professors and/or graduate students in their area of interest for current research approaches or 5-7 professionals in the field for career advice and then submitting a synthetic reflection.

4) a longer or additional research paper on a topic related to the course

5) any creative effort that increases academic rigor in a meaningful way. Some possibilities could include:
   - developing NSF (National Science Foundation) GRFP (Graduate Research Fellowship Program) personal and research statement drafts while learning about GRFs & how NSF evaluates;
   - exploring controversial and new research trends in the topic & demonstrating through writing how they connect/expand/challenge normative understandings of the topic;
   - developing a high school or junior high lesson on a complex, fundamental concept (promoting science literacy and communication, e.g.);
   - developing and recording TED-like talk