# Table of Contents

The Honors College at Lone Star College: Mission, Vision, and Goals ........................................... 3

Admission/Eligibility.......................................................................................................................... 4

Admission........................................................................................................................................... 4

Eligibility for Admission .................................................................................................................... 4

Honors College Admission .................................................................................................................. 4

Honors College Chancellor’s Fellows ............................................................................................... 4

Eligibility for Continued Enrollment in Honors .............................................................................. 4

Definition of Honors Good Standing .................................................................................................. 4

Grade Point Average Required .......................................................................................................... 5

Review of Records and the Honors Probation Rule .......................................................................... 5

Regaining Honors College Eligibility ............................................................................................... 6

Appeals............................................................................................................................................ 6

The Probation Rule and New Honors Students ................................................................................ 6

Honors College Pathways .................................................................................................................... 7

Chancellor’s Honors College Fellows: Honors AA or Honors AS degree ........................................ 7

Honors College Graduation Distinction Plan ................................................................................... 7

Honors College Tracks ......................................................................................................................... 8

The Honors College Leadership Track (Blue/White Single Cord) .................................................... 8

The Honors College International Studies Track (Blue/Gold Single Cord) ....................................... 8

The Honors College Civic Engagement Track (Blue/Red Single Cord) ............................................ 9

Individual Honors Courses or Contracts ......................................................................................... 9

Honors Credits .................................................................................................................................. 10

Outcomes Common to Lone Star College Honors College Courses and Contracts ...................... 10

Honors Courses ................................................................................................................................. 10

PLA Course Credit ............................................................................................................................. 11

Honors Contracts ............................................................................................................................... 11

Honors College Events and Co-Curricular Activities ...................................................................... 12

The Honors College Co-curriculum: ............................................................................................... 13

Honors Day....................................................................................................................................... 15
Institutional Review Board (IRB) ................................................................. 16
  What is the IRB? ..................................................................................... 16
  Honors Student Research and IRB ......................................................... 16
Family Educational Rights and Privacy Act (FERPA) ................................ 17
  Lone Star College System FERPA Procedures ....................................... 17
  LSCS FERPA Privacy Request Form .................................................... 17
  LSCS Authorization to Release Educational Records ............................ 17
Honors College Professional Affiliations ............................................. 18
  National Collegiate Honors Council (NCHC) ....................................... 18
  Great Plains Honors Council (GPHC) ................................................ 18
  Gulf Coast Intercollegiate Consortium (GCIC) ..................................... 18
  Honors College Directors and Staff .................................................... 19
Appendix ................................................................................................. 20
  Extended Honors College Contract ..................................................... 21
  IRB Requirements for Honors Project Surveys ...................................... 25
  IRB Cheat Sheet .................................................................................. 27
  Honors Project Rubric ........................................................................ 28
The Honors College at Lone Star College: Mission, Vision, and Goals

The Lone Star College System Honors College exemplifies academic and personal excellence across the campuses of Lone Star College System by preparing students to fulfill the responsibilities of the Citizen Scholar. Through the four pillars of Community, Service, Scholarship, and Leadership, the Honors College promotes a realization of the fundamental relationship in American democracy: the relationship between open access to affordable, high quality education and critically engaged citizenship. By providing a unique and innovative environment that values critical thinking, cultural production, and community service, the Honors College constructs an enduring foundation for lifelong learning and achievement in a complex global society.

The vision for the LSC Honors College is to be a leader in honors education.

The Honors College at LSCS is designed to meet the needs of high-achieving students seeking to improve their college transcripts and transferability with challenging coursework provided across a broad range of disciplines. The Honors College offers a wide range of opportunities for honors students—from incoming freshman wanting to graduate with an Honors AA or Honors AS degree, to high-achieving students seeking to graduate with Honors distinction, to students interested in earning individual honors course credit.

Our courses will engage and challenge students inside and outside the classroom through small classes and close interaction with dedicated faculty. Opportunities to enrich the total college experience while at The Honors College include travel, off-campus educational and cultural events, service learning opportunities, conferences and special seminars.

Honors education is best understood as providing an enriching, innovative academic environment for our most academically talented students. One hallmark of Honors is celebrating the diversity of teaching styles and the freedom given to instructors to best meet the needs of the high achieving students in their classrooms. There is no single Honors classroom any more than there is a single honors teacher or honors student. Honors education, according to the National Collegiate Honors Council is based on the belief that “superior students profit from close contact with faculty, small courses, seminars or one-on-one instruction, course work shared with other gifted students, individual research projects, internships, foreign study, and campus or community service.” It is this experience that we hope to provide students in The Honors College at LSCS.
Admission/Eligibility

Admission

Eligibility for Admission
Honors College students are selected from a competitive process that includes an evaluation of their GPA and/or test scores.

Honors College Admission
Open to new or returning students with at least one of the following:

- A high school GPA of 3.5 on a 4.0 scale
- 1150 or higher on the SAT (combined math and critical reading sections)
- 26 or higher composite score on the ACT
- 3.25 GPA with 9 or more college credit hours

Honors College Chancellor’s Fellows
Admission of a candidate into The Honors College as an Honors College Fellow is a consideration of a student’s potential beyond simply a test score or a GPA. Selection is through a holistic process that considers a variety of factors, including academics, leadership and community/school activities.

Additional Eligibility Requirements for Honors Fellows

- High School GPA of 3.5 on a 4.0 scale
- Three letters of recommendation
- Writing Sample
- Personal Interview
- Completed FAFSA or TASFA?

Eligibility for Continued Enrollment in Honors

To maintain eligibility in The Honors College, each student must maintain a cumulative grade point average (GPA) of 3.25 or higher, must participate in the required number of Honors events (as set by campus honors director), and must make significant progress in their academic plan toward graduation.

Definition of Honors Good Standing

A student in good standing is a student who:

- Maintains or exceeds the minimum qualifications for participation in the Honors College.
- Participates in the required number of Honors College events.
- Demonstrates the highest academic standards and integrity.
- Behaves in a professional manner befitting of a representative of the Honors College.
- Habitually meets key application, proposal, and class deadlines and meets attendance expectations for all classes and contract sessions.

Additionally, students are responsible for reviewing and following the Lone Star College System Student Code of Handbook. The LSC Honors College Student Handbook is provided as a complimentary addition to the primary LSC Student Handbook. The LSC Student Handbook has priority and precedence in the event of any conflicts in content, procedure or policy.
Grade Point Average Required
To be eligible for continued enrollment in The Honors College, students must maintain a 3.25 GPA. A GPA of 3.5 is required to graduate with honors distinction(s).

Review of Records and the Honors Probation Rule
The Honors College will review eligibility of good standing each semester and after Summer II. Any student who does not maintain the minimum standards as an honors student in good standing for any semester will be placed on Honors College probation for the following Fall or Spring semester. That is, he or she will be permitted to continue with honors work for the subsequent semester (the semester following the drop in grades); however, to continue taking honors courses or contracts beyond that semester, the student would need to receive approval from the director and return to good standing. If probation is a result of GPA ineligibility, the student must raise his or her GPA to the required 3.25 by the conclusion of the semester.

Students on Honors College probation must be mindful the following rules apply to them:
• They must meet with the Honors Director at the beginning of the semester to discuss their academic plans.
• While on probation, they may not be permitted to take multiple contracts or heavy honors course loads. In addition, they may not receive permission to enroll in certain honors classes or attempt certain contracts.
• Students may be asked to garner a recommendation from an honors faculty to enroll in classes or remain in the Honors College.
• While on probation, students will not qualify to run for leadership positions in the Honors College Student Organization (HCSO).
• While on probation, students may not qualify for Honors travel and/or presentation opportunities.

Furthermore, should a student fall below a 3.0, the following probationary considerations will be applied:
• The student will be restricted from taking honors contracts.
• While on probation, the student will not be a member of the Honors College Student Organization.
• The Honors Director will weigh each case individually, but the student must be aware that he or she may be dropped from currently enrolled honors sections, depending on circumstance and honors course load.

For Chancellor’s Honors College Fellows, the above probation rules apply as follows:
• Students cannot participate in the travel capstone if not fully off probation by the end of the Fall semester of Year 2. However, in some cases with the director’s approval, students may be given the minimester (one course only) to raise their GPAs.
• Students cannot participate in the travel capstone if they are still on probation during the Spring semester of Year 2. These students will not qualify to receive the Honors AA or AS if they are not completely off probation by the end of that semester, and they will not be given the May minimester or summer semester to raise their GPAs.
These rules are in place to protect the integrity of the program, as well as serve in the best interest of the honors students enrolled in Honors College classes. The Honors Director will weigh each case individually and has the discretion to consider special circumstances. Please note: in certain egregious circumstances (e.g., plagiarism, general misconduct, and behavior not befitting to a member of the Honors College) the Honors Director and Campus Honors Council may decide to forego the probation semester and expel the student from the Honors College.

**Regaining Honors College Eligibility**

If at the end of the probationary semester, the student has restored or exceeded the minimum requirements, the student may be restored to full membership.

If the student fails to restore or exceed the minimum requirements by the end of the probationary semester, the student will be officially removed from The Honors College. A student who has been removed from The Honors College may re-apply to the Honors College following a one semester absence, meeting all admission requirements in effect at that time.

**Appeals**

If a student is removed from The Honors College, the student may make a formal appeal of the decision by submitting to the campus Director of Honors a formal letter (hard copy) clearly explaining the circumstances and requesting reinstatement. If the campus Director of Honors is satisfied that the appeal is legitimate and serious, he or she will submit the appeal to the Honors College Appeals Committee on that campus. The Appeals Committee will then hold a hearing to consider the appeal. The committee may require the appellant to appear in person, and may require additional documentation. The Appeals Committee will announce to the appellant and to the Director of Honors its decision in no more than fourteen (14) calendar days after the hearing.

If the student believes that the Appeals Committee has rendered an inappropriate or mistaken judgment in the case, the student may appeal to the LSCS Executive Director of The Honors College for a re-hearing. The Executive Director may refer the appeal to LSCS Honors College Advisory Board\(^1\), reject the appeal, or remand the decision to the Appeals Committee where the decision originated with comments to reconsider. The Appeals Committee will then reconsider the appeal, taking into account the Executive Director’s comments, or those of the LSCS Honors College Advisory Board. The Appeals Committee will announce its decision to the student, the Director of Honors and the Executive Director within twenty-one (21) days of receiving the remand.

**The Probation Rule and New Honors Students**

The Probation Rule does not apply to newly registered Honors College students. If you enroll in classes as a new Honors College student and your GPA drops below the required 3.25 between semesters, your application to the Honors College will be denied, and you may be dropped from honors classes.

In short, you must first complete at least one (1) semester as an Honors College student in good standing before qualifying for probation.

---

1 The Honors College Advisory Board participates in the formulation of academic and administrative policies of The Honors College and serves as an advisory body to the executive director. The Advisory Board meets biannually or more to address Honors College curriculum, faculty issues, admissions standards, and programmatic structure and assessment.
Honors College Pathways

The Honors College at Lone Star offers students a wide range of opportunities for honors students - from incoming freshman wanting to graduate with an Honors AA or Honors AS degree, to high-achieving students seeking to graduate with Honors distinction, to students interested in earning individual honors course credits. Pathways include:

Chancellor’s Honors College Fellows: Honors AA or Honors AS degree

- Recipients of this award will receive an award package to pursue a course of study culminating in an 2-year plan of study, based on core curriculum with 27 Earned honors credits
- 20 students admitted per campus each year
- Award package to cover: Tuition and fees (up to 15 credit hours per semester), book allowance (up to $600 per semester), allowance ($600 per semester), and International Capstone trip.
- Eligibility Requirements for Honors College Chancellor’s Fellows Program:

Open to new or returning students with at least one of the following:
- A high school GPA of 3.5 on a 4.0 scale
- 1150 or higher on the SAT (combined math and critical reading sections)
- 26 or higher composite score on the ACT
- 3.25 GPA with 9 or more college credit hours

In addition to meeting Honors College eligibility prospective Honors College Fellows are competitively selected based on a holistic evaluation of the candidate’s application file, including high school or college GPA, test scores, three letters of recommendation, writing sample, and a Personal interview with the Honors College Fellows Admissions Committee.

In order to receive the Honors AA or Honors AS, students must be in Honors Good Standing with a minimum 3.25 during the Spring semester of Year 2. Students must complete any remaining degree-required coursework no later than the following summer, but only students in Good Standing may have the summer to complete.

Honors College Graduation Distinction Plan

The Honors College graduation distinction plans are as follows:

- **Graduate with Honors in Research (Medallion)**
  - Completion of 9 Honors credits; 3.5 GPA
- **Graduate with High Honors in Research (Medallion, Red/Silver Double Cords)**
  - Completion of 15 Honors credits; 3.5 GPA
- **Graduate with Highest Honors in Research (Medallion, Red/Gold Double Cords, White Stole)**
  - Completion of 21 Honors credits; 3.5 GPA
• **Honors Scholar Capstone2 (Honors Scholar Medallion)**
  - Completion of Honors Scholar contract (includes 25 hours of community service); 3.5 GPA.
  - Prerequisite: The Honors Scholar Contract may only be attempted by students with a minimum 3.5 GPA and after successful completion of 9 honors credit hours.

• **Honors College Fellow (Red Stole)**
  - Completion of Honors AA or Honors AA degree, including minimum of 27 Honors Credits, Honors Capstone, and concomitant requirements of the Fellows Program; 3.5 GPA

**Honors College Tracks**

**Eligibility Requirements:**

- Meet Honors College Eligibility for Admissions
- Completion of 9 or more Honors credits; 3.5 GPA

**The Honors College Leadership Track (Blue/White Single Cord)**

- Allows students to combine their academic pursuits with their personal interests in social justice issues. Honors-level scholarship, as well as related co-curricular activities
- Outcomes include: Synthesize academic knowledge with civic engagement activities, as well as a personal experience, identify opportunities to shape social change, incorporate awareness of the diversity of communities and cultures in responses and solutions, and achieve civic goals working across or within community contexts and structures
- Requirements for Completion: Students submit a proposal for leadership track completion to their Campus Honors Councils to include configurable options from the following categories:
  - HCSO participation/officer position
  - Peer Mentoring Program
  - Leadership Training
  - Institutional Service/Volunteerism

**The Honors College International Studies Track (Blue/Gold Single Cord)**

- Aimed at helping students think and communicate critically and clearly about the most pressing global challenges. Honors-level scholarship, as well as related co-curricular activities
- Outcomes include: Identify historical, political, social, cultural, and/or economic dimensions of international processes and issues, engage in scholarly inquiry related to international processes and issues, present to an academic audience a clear and concise account of a global issue, process, trend, or policy.
- Requirements for Completion:
  - 15 hours of IS-designated Honors courses
  - OR

---

2 The Honors Scholar Contract may only be attempted after successful completion of 9 honors credits OR, with director's approval, after successful completion of 6 honors credits with concurrent enrollment in an additional 3 or more honors credits.
- 9 hours of IS-designated Honors courses
- Honors International Option (including Honors Model United Nations or Honors Study Abroad)

The Honors College Individual Course Credits

The Honors College Civic Engagement Track (Blue/Red Single Cord)
- Coming soon

Individual Honors Courses or Contracts

In addition to the above pathways, some students may wish to participate in The Honors College by taking individual courses or contracts based on interest or field of study. Students taking individual sections or contracts must still meet and maintain Honors College eligibility and participation requirements as described in this handbook. Please contact your campus honors director to find out if this option or one of the above pathways best meets your transfer and/or career needs.
Honors Credits

Honors credits are earned through both sections and contracts. An **Honors section** will take place as a scheduled class, and activities will be incorporated into the class syllabus. **Honors contracts** take place outside of a classroom with the guidance of a faculty mentor. Credit for both contracts and sections is indicated on transcripts.

Outcomes Common to Lone Star College Honors College Courses and Contracts

*All Honors College instruction, courses and contracts, should meet the following five National Collegiate Honors Council (NCHC) outcomes*[^1]:

1. To help students develop effective written communication skills (including the ability to make effective use of the information and ideas they learn)
2. To help students develop effective oral communication skills
3. To help students develop their ability to analyze and synthesize a broad range of material
4. To help students understand how scholars think about problems, formulate hypotheses, research those problems, and draw conclusions about them; and to help students understand how creative artists approach the creative process and produce an original work
5. To help students become more independent and critical thinkers, demonstrating the ability to use knowledge and logic when discussing an issue or an idea, while considering the consequences of their ideas, for themselves, for others, and for society

In addition, Honors instruction should:

- Stimulate students to ask sophisticated questions and guide them in ways to address and answer them
- Engage students in regular and thoughtful discussion
- Provide students with significant, but reasonable, challenge
- Offer support to students to guide and help them produce original work
- Emphasize writing and active learning over rote memorization and lectures

Honors Courses

In honors sections, the entire course is designed as honors instruction—from text selection to course scheduling to class assignments. *Discussion, writing, research, and presentations are hallmarks of Honors classes.* Honors courses emphasize papers and essays, not multiple-choice exams, and emphasize ideas and active learning over the lecture-only classroom. A required honors project is an important component of the class, and a description of the honors project assignment is included in the syllabus. Instructors nominate student(s) to present on Honors Day; nominated students are expected to present their honors section research at the Honors Day Conference.

[^1]: This information was taken in part from the website of the National Collegiate Honors Council
PLA Course Credit
The Honors College Chancellor's Fellows curriculum is comprised of a two-year plan of study requiring a minimum of 27 honors credit hours toward completion of an Honors AA or Honors AS. The curriculum includes a six-hour cohort course taken during the first semester, as well as additional required honors courses. PLA credit may or may not apply toward the Honors College degree at the discretion of the campus honors director.

Honors Contracts
Effective honors-by-contract instruction provides a unique opportunity for “beyond-the-classroom” academic mentoring, either one-on-one or in small groups, with a discipline expert. In this way, honors contracts can be thought of as honors independent (or small group) studies. A contract expands honors offerings for more specialized courses, such as Business Ethics or Calculus III, but honors-by-contact is not a mere “addendum” to classwork. Students will be expected to:

- Apply critical inquiry to a question or issue encountered in the related course
- Develop a topic utilizing primary research and/or application
- Provide a written component appropriate for the discipline
- Present their honors scholarship on Honors Day

While students should follow The Honors College contract guidelines, they are encouraged to investigate topics that further their own academic and career interests. Faculty mentors are the discipline experts who facilitate critically-minded approaches to the chosen topics. This personalized mentoring and intellectual guidance is key to successful honors-by-contract instruction.

---

3 See “The Honors College at LSCS: Honors Contract”. See Appendix in Honors Handbook
Honors College Events and Co-Curricular Activities

Co-curricular activities, activities outside of the classroom that complement academic studies, are an integral part of a comprehensive honors education. Our co-curricular program encourages students to put their studies into practice. From student travel to performing arts events—these beyond-the-classroom activities significantly add to students’ academic development. The Honors College’s co-curriculum emphasizes highly meaningful educational practices, such as writing workshops and undergraduate research presentations, and also provides a wide-variety of experiential learning opportunities allowing students to apply their analytical skills to leadership and real-world civic engagement.

Co-curricular experiences further scholarly inquiry and research by encouraging students to make connections between social, cultural, artistic, and professional enrichment outside of the classroom and the students’ own academic areas of interest. Like our honors courses and contracts, these opportunities foster academic excellence by enabling honors students greater responsibility and initiative in their academic careers.
The Honors College Co-curriculum:

### Honors Skills Instruction
- IRB Training
- Honors Research
- Honors Writing (Including proposals, annotative bibliographies, and abstracts)
- Honors Presentations

### Civic Engagement
- International Studies Track Option (Including Model UN)
- Honors Scholar-Academic Service Learning
- Community Service Opportunities
- Honors College Student Organization (HCSO)

### Leadership Training
- Leadership Track Option
- Honors College Student Organization (HCSO) Officer Positions
- Peer Mentoring Training

### Academic Career Development
- Academic Professionalism Seminars
- Advanced Education Prep (Including funding and application/personal statement writing)

### Undergraduate Research Opportunities/Travel
- Honors Day
- Local and Regional Conferences
- Honors College Fellows International Capstone

### Cultural Events
- Spring GCIC Retreat
- Honors College Cultural Events (Semesterly)
- Campus Events (See your campus's Honors calendar)

### Honors Section Field Trips

### Honors Orientations and Socials
Affiliations with honors organizations and societies include:

- NCHC-National Collegiate Honors Council
- GPHC-Great Plains Honors Council
- GCIC-Gulf Coast Intercollegiate Consortium
- Phi Theta Kappa
Honors Day

Honors Day provides a forum for students to share their honors work—and for Honors Faculty to highlight Honors instruction—for their campus’s students, faculty, staff and administration. This undergraduate research conference takes place on each campus at the end of the Fall and Spring semesters. Top presenters are nominated to speak at local and regional honors conferences and often present in sessions with juniors, seniors, and graduate students.

While we are proud to say Lone Star College honors students have earned a reputation at regional conferences for producing high-level scholarship, it is important to note that graduate-level presentations are not expected at Honors Day. The goal is a progressive development of research and communication skills throughout the students’ honors studies. Honors Day presentations should, however, reflect critical inquiry. “Book report” or simple narrative reflections do not constitute honors-level project presentations and are often the result of topics too broad to allow for the investigation of a specific research question/creative exploration. (See “Honors Project Rubric” for honors project criteria in the appendix to this handbook.)
Institutional Review Board (IRB)

What is the IRB?
The Lone Star College System Institutional Review Board (IRB) for the Protection of Human Subjects in Research. The LSCS IRB exists as a safeguard to promote ethical and responsible treatment of human subjects/participants in research. The LSC IRB also aspires to be a helpful agent in the progression of research involving human subjects within Lone Star College System.

Honors Student Research and IRB
Any honors student research that involves human subjects (including research methods such as interviews or surveys) requires approval by the Lone Star College System IRB.

*Note: Applying for IRB approval is not as difficult as it sounds. However, it is crucial that you submit your application early in the semester in order to meet Honors Program deadlines. For more information on how to get started, see the IRB Cheat Sheet and IRB FAQ’s in the appendix to this handbook.*
Family Educational Rights and Privacy Act (FERPA)

“The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment, was established to protect the privacy rights of all students and applies to any educational facility receiving federal funds. It also provided control over the release of educational record information.

Once a student turns eighteen, or attends school beyond secondary school, the rights of access to the student’s records transfer to the student. This means that all academic information goes directly to the student unless the student has given specific, written permission to release that information to someone else.

Lone Star College System FERPA Procedures
Please see the following link for additional information regarding Lone Star College System’s FERPA procedures: [http://www.lonestar.edu/departments/generalcounsel/2012-11-30_LSCS_Procedures_for_FERPA_Compliance.pdf](http://www.lonestar.edu/departments/generalcounsel/2012-11-30_LSCS_Procedures_for_FERPA_Compliance.pdf)

LSCS FERPA Privacy Request Form
Please follow this link [http://www.lonestar.edu/departments/studentservices/FERPA_form.pdf](http://www.lonestar.edu/departments/studentservices/FERPA_form.pdf) to obtain a “FERPA Privacy Request Form.”

LSCS Authorization to Release Educational Records
Using the following link, students may download an “Authorization to Release Educational Records.”
Honors College Professional Affiliations

National Collegiate Honors Council (NCHC)
The Honors College at LSCS is a member of the National Collegiate Honors Council. Membership provides The Honors College at LSCS with the most up to date information on curriculum development, teaching innovations, international and national study opportunities, internships, mentored research, as well as experiential and service learning teaching models. Additional information regarding NCHC can be found at: http://nchchonors.org/

Great Plains Honors Council (GPHC)
In addition to NCHC membership, The Honors College at LSCS is also a member of the Great Plains Honors Council, a regional (i.e., Arkansas, Kansas, Missouri, Nebraska, Oklahoma, and Texas) Honors council. As part of our membership, students accompanied by faculty advisors, present their selected work at an annual conference. Additional information regarding GPHC can be found at: http://www.greatplainshonors.com/

Gulf Coast Intercollegiate Consortium (GCIC)
The Honors College at LSCS is also a member of the Gulf Coast Intercollegiate Consortium (GCIC), a consortium of regional community college and universities. Each Fall semester, the colleges and universities come together providing an opportunity for students to present their research work at the annual conference. Over the past several years, this annual conference has been held at various Lone Star College campuses. In the Spring semester, the college and universities come together again for an annual Spring Retreat.
### Honors College Directors and Staff

<table>
<thead>
<tr>
<th>Location</th>
<th>Name</th>
<th>Phone Numbers</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Executive Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Katie Caruso</td>
<td>281-618-1148</td>
<td><a href="mailto:Katharine.H.Caruso@LoneStar.edu">Katharine.H.Caruso@LoneStar.edu</a></td>
</tr>
<tr>
<td></td>
<td>CyFair</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Esther Robinson</td>
<td>281-290-3994</td>
<td><a href="mailto:Esther.M.Robinson@LoneStar.edu">Esther.M.Robinson@LoneStar.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>281-290-3542</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kay Thierheimer</td>
<td>281-290-3472</td>
<td><a href="mailto:Kay.M.Thierheimer@LoneStar.edu">Kay.M.Thierheimer@LoneStar.edu</a></td>
</tr>
<tr>
<td></td>
<td>Kingwood</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>John Dethloff</td>
<td>281-312-1617</td>
<td><a href="mailto:John.J.Dethloff@LoneStar.edu">John.J.Dethloff@LoneStar.edu</a></td>
</tr>
<tr>
<td></td>
<td>Linda Bogert</td>
<td>281-312-1569</td>
<td><a href="mailto:Linda.M.Bogert@lonestar.edu">Linda.M.Bogert@lonestar.edu</a></td>
</tr>
<tr>
<td></td>
<td>Montgomery</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>David Kennedy</td>
<td>936-273-7035</td>
<td><a href="mailto:Charles.D.Kennedy@LoneStar.edu">Charles.D.Kennedy@LoneStar.edu</a></td>
</tr>
<tr>
<td></td>
<td>Ofelina Chalico-Campos</td>
<td>936-273-7444</td>
<td><a href="mailto:Ofelina.H.Chalico-Campos@LoneStar.edu">Ofelina.H.Chalico-Campos@LoneStar.edu</a></td>
</tr>
<tr>
<td></td>
<td>North Harris</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brian Kyser</td>
<td>281-618-5542</td>
<td><a href="mailto:Brian.H.Kyser@LoneStar.edu">Brian.H.Kyser@LoneStar.edu</a></td>
</tr>
<tr>
<td></td>
<td>Elizabeth Contreraz</td>
<td>281-618-5586</td>
<td><a href="mailto:Elizabeth.A.Contreraz@lonestar.edu">Elizabeth.A.Contreraz@lonestar.edu</a></td>
</tr>
<tr>
<td></td>
<td>Tomball</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ava Veselis</td>
<td>281-351-3304</td>
<td><a href="mailto:Ava.K.Veselis@LoneStar.edu">Ava.K.Veselis@LoneStar.edu</a></td>
</tr>
<tr>
<td></td>
<td>Clare Groeneveld</td>
<td>832-559-4214</td>
<td><a href="mailto:Clare.S.Groeneveld@LoneStar.edu">Clare.S.Groeneveld@LoneStar.edu</a></td>
</tr>
<tr>
<td></td>
<td>University Park</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Amy Hirsch</td>
<td>281-290-2939</td>
<td><a href="mailto:Amy.M.Hirsch@LoneStar.edu">Amy.M.Hirsch@LoneStar.edu</a></td>
</tr>
<tr>
<td></td>
<td>Lauren Rose</td>
<td>281-401-5321</td>
<td><a href="mailto:Lauren.Rose@LoneStar.edu">Lauren.Rose@LoneStar.edu</a></td>
</tr>
</tbody>
</table>
Appendix
Extended Honors College Contract

HONORS CONTRACT – LSC HONORS COLLEGE

SEMESTER/YEAR: __________ __________

COURSE/COURSE INSTRUCTOR: ______________ ______________

MENTOR: ____________

STUDENT I.D.: ____________

I. INTRODUCTION:

I, _________________________________________, hereby contract for the designation of Honors College credit to be printed on my transcript. I understand that the following conditions must be met in order to receive the Honors College credit:

II. CLASS-SPECIFIC RESPONSIBILITIES:

1. I must complete all assignments as detailed in the course syllabus for all students in the class.
2. I must participate in class discussions and attend class in a responsible way so that I am a role model for my classmates.
3. I must maintain a B average in my regularly scheduled class.

III. HONORS PROJECT:

1. I must complete a critically-minded honors project – consistent in type and quality with the discipline and subject matter of the course in question – under the supervision of the honors mentor. To complete this project, I must meet with my mentor a minimum of six times. The parameters of the project should include, but not be limited to, the following:
   • Demonstration of sufficient analytical methodology and/or inquiry.
   • Integration of appropriate discipline-specific research methods.
   • Proper utilization of primary sources and ample integration of secondary sources to support central focus or governing inquiry.

Using the aforementioned guidelines, I must work with the honors mentor to compose an appropriate project proposal. This proposal will be reviewed by the campus Honors Council and may require further modifications should it not meet the Honors College’s standards or lack
the necessary correctness. This proposal should include as many specifics as possible to better educate the Council as to the nature of the proposal. Other details to consider include:

- The topic being studied and/or investigated (including a list or range of possible subjects if specific topics are being considered);
- The types of sources that might be used (or titles of specific sources, if known);
- The methods of research being implemented or forms of analysis being utilized to reach the desired goal;
- Estimate of project length, scope, and number of required texts (or sources).

The following workspace is reserved for my honors proposal (*an additional page may be used and attached to this contract, if preferred*):

---

2. I must **compose an abstract, or short summary of my completed research**, and submit it to the Honors College by the appropriate deadline. This abstract should include a *title* and **four statements** that attempt to explain:

- **What** the objectives of the study were;
- **How** the study was performed;
- **What** results were obtained;
- **Why** the findings are important (the significance of the results).

The following workspace is reserved for my honors abstract:

[Abstracts will be submitted online by the November deadline. Links for submissions will be sent to students and mentors via e-mail at the appropriate time.]

3. I must complete the project by the conclusion of the contract semester and submit it to my honors mentor for final approval. In addition to meeting reasonable standards of quality, the following responsibilities may be required of me (as determined by my mentor):

- NIH certification (if applicable);
- IRB application (if applicable).

IV. HONORS DAY:

1. I must prepare an *oral/visual presentation of my honors project* to perform on **Honors Day**. The following parameters will be observed when planning my presentation:
   - 10-15 minute run-time (with 5-minute Q&A);
• Works Cited/References;
• Necessary visual aids, PowerPoint presentations, and/or other materials, as needed;
• Rehearsal advice from honors mentor (see below).

2. I must rehearse my honors presentation with the honors mentor in appropriate advance of Honors Day, so that I might make amendments to my presentation as directed. I understand that if I do not rehearse my presentation in accordance with this policy, I may forfeit the honors contract.

3. I must submit my edited honors project abstract to the judges by the appropriate deadline. Other materials may optionally be submitted to judges, such as:
   • A detailed sentence outline of the honors project; OR
   • Relevant research materials (if a survey was conducted); OR
   • A completed copy of the written project; OR
   • A completed copy of the PowerPoint presentation used on Honors Day.

4. I must present my honors project on Honors Day.

V. HONORS PROGRAM CITIZENSHIP:

1. I will attend a minimum of three (3) special events, in addition to other mandatory events as directed by the campus honors director, scheduled for honors students on my campus during the course of the current semester. I will consult my honors mentor and/or the honors director to discuss which events would be best suited for me.

2. I will attend Honors Day presentations and support my fellow honors students.

3. I will complete an evaluation of the contract, the instructor, the mentor, and the experience at the end of the contract semester.

VI. AGREEMENT & SIGNATURES:

I understand that I must satisfy the aforementioned terms of the honors contract for Honors College credit to be awarded. I further understand that I must maintain a B average in my regularly scheduled class and in my contract work. If I am not maintaining that average at midterm, or if I am not progressing according to the timeline established with the honors mentor, I may be dropped from the honors contract.

____________________  ____________________________  ____________
Student’s Signature       Student’s Name (Print)         Date

____________________  ____________________________  ____________
Honors Mentor’s Signature  Honors Mentor’s Name (Print)  Date

4 Required honors events vary from semester to semester. Consult your Honors College office to find out the semester requirements before submitting this contract.
PLEASE USE THIS FORM AS A WORKSHEET - PLEASE COMPLETE THE FORM ONLINE:
YOU WILL NEED TO SCAN/UPLOAD THIS SIGNATURE PAGE
IRB Requirements for Honors Project Surveys

What is IRB?

Institutional Review Board (IRB) for the Protection of Human Subjects in Research. The LSCS IRB exists as a safeguard to promote ethical and responsible treatment of human subjects/participants in research. The LSC IRB also aspires to be a helpful agent in the progression of research involving human subjects within Lone Star College System. The LSCS Institutional Review Board reviews human subject research to ensure that:

- The rights and welfare of human subjects are protected.
- Risks have been considered and minimized.
- Potential benefit has been identified and maximized.
- All potential participants are being provided with legally effective informed consent.
- All research is completed in an ethical manner, and in compliance with established standards.
- All private information is kept confidential.

Who serves on the IRB?
The LSCS IRB is composed of faculty members, administrators who have responsibility for research, institutional researchers, and members from the community. The human subjects review process is administered through the office of Resource Development and Administration.

Do surveys for honors projects need to be submitted to the IRB for approval?
Yes, an application is required, because the research involves human subjects, and because of the “Honors Day Presentations” and the potential “to present at local or regional conferences.”

Note: It is crucial that you submit your application early in the semester in order to meet Honors Program deadlines!

As part of the application process, will I need to complete online training?
Yes, Federal Regulations require that all research investigators [this includes honors mentors (PI’s) and honors students (co-PI’s)] to complete a training course regarding research with human subjects. Note: Both honors students and honors mentors who have completed this training have reported that it helps students prepare for future research opportunities or requirements often encountered in academic and professional careers.

Certification may be obtained online at the following site: http://phrp.nihtraining.com/users/login.php

First time users must complete the registration form on the linked page before starting the course. Please allow 1-2 hours to complete the course. Certificate will be available to print following completion of the tutorial.

For assistance with training, or for more information contact the IRB Office at 832.813.6588 or IRB@LoneStar.edu

What is the role of the student’s honors mentor?
The sponsoring faculty member must serve as the Principal Investigator (PI) and submit the application to the IRB. The student should be identified as the Co-PI. A sponsoring faculty is responsible for student research. Faculty will inform students of human subject guidelines and take measure to enforce compliance to those guidelines. It is the responsibility of the supervising instructor/faculty to determine whether projects are subject to review. Always err on the safe-side and seek consultation from the IRB if a question arises regarding human subject research and classroom activities.

Are some surveys exempt for the application process?

Yes, the research qualifies as Exempt under 45 CFR 46.101 (b)(2): “Research Involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview protocols, or observation of public behavior.” Again, always err on the safe-side and seek consultation from the IRB if a question arises regarding human subject research and classroom activities.

What is an example of an exemption?

According to Debra Blackburn, IRB Administrator, exemptions include questions asking participants about education received or about their knowledge base. An example would be the survey on hypertension which assesses students understanding of the causes of hypertension but does not ask participants to reveal any information about themselves. Sample Question: "Does the use of excessive salt increase the risk of hypertension?"

Such questions are considered “non-identifying questions.” Again, always err on the safe-side and seek consultation from the IRB if a question arises regarding human subject research and classroom activities.

Is it acceptable for the honors student, or co-PI, to fill out the paperwork?

Yes, as Blackburn writes, the mentor, or PI, can then approve and forward the application and ensure compliance.

What if one mentor has several students applying for IRB approval? Is there a way to streamline the process?

Debra Blackburn’s advice is to “[c]onsider incorporating similar projects on one application; list all students as co-PIs” and then “attach the individual surveys.”

How do I begin the application process?

If you are a student researcher, talk with your mentor. You will need to go to http://www.lonestar.edu/irb-get-started.htm to see the appropriate steps for submitting an application for review, or please contact the IRB office by phone at 832.813.6588, or by e-mail at IRB@LoneStar.edu.
IRB Cheat Sheet

- **The Mentor and Student:**
  - Complete NIH Certification, which may be obtained at [https://phrp.nihtraining.com/users/login.php](https://phrp.nihtraining.com/users/login.php).
  - With the mentor as facilitator, the student completes the IRB application, including the necessary attachments. For application materials go to: [http://www.lonestar.edu/irb-get-started.htm](http://www.lonestar.edu/irb-get-started.htm).
    - **NOTE:** **Do not** submit the application directly to the IRB administrator.
    - (See also sample IRB applications for common verbiage to expedite the process).
  - The mentor performs a quality check to ensure the application has all attachments and questions are answered fully.
  - **If complete, the mentor sends the application with attachments to the campus honors director.** If not, student must make any necessary revisions.

- **The Honors Director:**
  - Submits the application and attachments to the Honors IRB subcommittee for review
  - Submits the Notice of Intent to complete research on campus, or NOI, to the campus president to be signed and then forwards the signed NOI to the Honors IRB subcommittee.

- **The Honors Subcommittee:**
  Once the NOI is signed by the president, the **Honors subcommittee** will examine the application. The subcommittee performs a quality check to ensure application has all attachments and questions are answered fully. If it looks complete, the application will be forwarded to the IRB administrator.

- **The LSCS IRB Committee:**
  Once final approval is achieved, the **IRB Administrator** will notify the student, mentor, honors director, and the Honors IRB subcommittee.

<table>
<thead>
<tr>
<th>Honors IRB Subcommittee</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katie Caruso</td>
<td>Brian Kyser</td>
</tr>
<tr>
<td>Email: <a href="mailto:Katharine.H.Caruso@LoneStar.edu">Katharine.H.Caruso@LoneStar.edu</a></td>
<td>Email: <a href="mailto:Brian.H.Kyser@LoneStar.edu">Brian.H.Kyser@LoneStar.edu</a></td>
</tr>
<tr>
<td>TBD</td>
<td>Email: TBD</td>
</tr>
</tbody>
</table>
## Honors Project Rubric

<table>
<thead>
<tr>
<th>Four Core Tenets</th>
<th>Superior 4</th>
<th>Acceptable 3</th>
<th>Need Improvement 2</th>
<th>Insufficient 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal demonstrates the proper level of analytical inquiry (i.e. is centered around a governing question).</td>
<td>Student identifies a complex and/or creative research question/problem to be investigated. The research question lends itself to critical analysis rather than a “book report” summary, narrative, or simple reflection. Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</td>
<td>Student identifies a complex research question/problem to be investigated. The research question is stated fairly clearly and lends itself to critical analysis rather than a “book report” summary, narrative, or simple reflection. It could be recommended that a further degree of detail or specificity be developed to comprehensively deliver all relevant information necessary for full understanding.</td>
<td>Student identifies a research question/problem to be investigated. The stated research question may be somewhat vague or obvious, and, thus, may lead to a “book report” summary, narrative, or simple reflection. The research question/problem and concomitant focus should be revised to convey the complexity of the question/problem.</td>
<td>Student may include a general or even limited topic but does not provide a research question/problem to be investigated. OR Student proposes an inaccurate or inadequate research question/problem, or states it poorly as to be indistinguishable. The proposal seems more appropriate for a “book report” summary, narrative, or simple reflection.</td>
</tr>
<tr>
<td>Proposal addresses a practical, scientific, theoretical, social/cultural, historical, or artistic gap.</td>
<td>Student explains significance of research questions/problem to be investigated. That is, student addresses the “so what” question by conveying why the research project is important. The statement of significance is clear and perceptive.</td>
<td>Student explains significance of research questions/problem to be investigated. Student largely addresses the “so what” question by conveying why the research project is important. It might be suggested that a further degree of detail or specificity be developed to fully appreciate or convey the significance of the research question/problem.</td>
<td>Student addresses the relevance of the general topic but does not offer a clear statement of the project’s significance. The statement of significance should be revised to accurately reflect the direction of the project.</td>
<td>Student does not address the significance of the research question/problem.</td>
</tr>
<tr>
<td>Proposal utilizes research methods (or experiment) appropriate to field or discipline.</td>
<td>Student provides a coherent outline of the research process that links investigative methodology to research question/problem. Proposal demonstrates an understanding of the research process pertinent to the selected project and academic discipline.</td>
<td>Student provides a methodology or approach suitable to the research question/problem. The stated amount and types of research are appropriate to the field of study and sufficient to successfully answer the analytical inquiry, but could use a greater degree of detail regarding the actual parameters of the research utilized</td>
<td>Student provides some methodology but may need additional or alternative sources/types of research to successfully answer the analytical inquiry. Student should expand or add to the research suggested for project completion.</td>
<td>Student does not describe the amount or type of research necessary for the project. OR The stated amount and/or types of research are insufficient to successfully answer the analytical inquiry.</td>
</tr>
<tr>
<td>Proposal encompasses sufficient length and narrow enough scope to fully realize stated goals and/or reach necessary conclusion(s).</td>
<td>Student defines a scope allowing in-depth critical analysis. Student frames the research question/problem with a full appreciation for its complexity while retaining an appropriate sense of focus.</td>
<td>Student defines a scope allowing sufficient critical analysis. It could be recommended that scope be narrowed/expanded to sufficiently target the stated parameters of the project and to result in a useful investigation toward understanding the research question/problem.</td>
<td>Student defines a scope allowing some in-depth critical analysis. However, focus should be revised and limited/expanded to adequately meet the parameters of the project and/or to result in a useful investigation toward understanding the research question/problem.</td>
<td>Student offers no clear focus. OR Student provides a focus too narrowly or broadly defined to result in a useful investigation toward understanding the research question/problem.</td>
</tr>
</tbody>
</table>