

# *Honors Faculty Handbook*



**2011-2012**

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# Honors Faculty Handbook

Welcome to the Honors faculty. This handbook includes a calendar outlining important dates and deadlines as well as a list of do's and don'ts to keep in mind as you teach this semester. We have also included copies of various forms (application form, evaluation forms, a sample contract) as well as additional information that we feel might be helpful to you. Please keep this book in a handy place and refer to it anytime you have questions concerning the Honors Program.

We hope you have a rich and rewarding experience teaching Honors. Let us know if there is anything that we can do to help you with this endeavor.

The Honors Council  
Dr. Katharine Caruso, Director, LSC-North Harris Honors Program  
281-618-1148

## The Mission of the North Harris Honors Program

The mission of the North Harris Honors Program is to enhance existing programs and to reaffirm the College's commitment to excellence by identifying, recruiting, and challenging motivated students, providing enrichment and flexibility to develop full student potential, and to offer faculty the opportunity for renewal and innovation.

### Our Logo



The North Harris Honors Program Logo depicts a simple Celtic knot surrounded by the four cornerstones of the program: commitment, excellence, challenge and enrichment. Celtic knots generally represent the journey through life and eternity. This knot in particular symbolizes the four corners of the world.

To the Honors Council the logo expresses our hope that, as students journey through life to the four corners of the world, they will take with them the commitment to excellence that they exhibited in their Honors work and will continue to challenge themselves to find added enrichment in all they do.

# **General Honors Program Information**

## Suggested Timeline for Honors by Contract

This is a suggested timeline to share with your Honors students to help keep them on track during the semester and to be sure that you have allowed time to cover all that will be expected of them on Honors Day. The seminars should be set up at your convenience because you are doing this out of the goodness of your heart and you should not have to chase students down to meet with them. Regularly scheduled seminars are also a benefit if you have more than one Honors student; seminars will afford your students input from other Honors students as well as yourself.

Week 3	Seminar I Orientation Introduction to Honors Set schedule and times for seminar meetings Sign Honors contracts Discuss research techniques
Week 5	Seminar II Approved topics for Independent research Discuss appropriate outline for research in the discipline
Week 7	Seminar III Approved outlines for research Discuss proper citation form
Week 9	Seminar IV Approve bibliography for research Discuss writing an abstract
Week 11	Seminar V Present rough draft due of research for peer review Discuss Honors Day presentation
Week 13	Seminar VI Present final research, rehearsal for Honors Day Discuss fine tuning presentation and visual aids
Week 15	Honors Day & Luncheon

The Honors Council strongly recommends that you meet with your Honors student(s) a minimum of 6 times throughout the semester. Students need the mentoring, guidance, and assurance that only you can provide on a regular basis. Their relationship with you is the foundation of the Honors enrichment experience. If you cannot provide this time and attention, please let the Honors Director know.

## Tentative Fall/Spring Calendar

END OF WEEK	ACTIVITY*/ DEADLINE
1	Announce Honors-by-contract to your classes; hand out Honors Application Form
3	Deadline for student application forms
4	Deadline for signed contracts
9	Pizza Party for students and faculty
12	Deadline for new Honors proposals and contract revisions
12	Honors Day Proposals due
14	Student presentation of Honors research on Honors Day
15	Final faculty and student evaluations are due; notify Honors Director of students who successfully completed contracts

## Expectations for Honors Mentors

The very heart of the Honors experience occurs in the relationship that the students have with their Honors mentor. The Honors Council sees the fulfillment of certain expectations for the mentors as mandatory for the successful completion of an Honors contract.

1. Commitment to a formally arranged schedule of seminar meetings that:
  - a. Meet outside of the regular classroom
  - b. Total at least six hours during the semester
  - c. Are substantive in nature
  - d. Discuss the progress of the student's learning outcome
2. Completion of final learning outcome before Honors Day.
3. Production of a learning outcome that is of publishable quality or up to prescribed standards.
4. The translation of the learning outcome into a brief (10-15 min.) oral presentation which includes:
  - a. Rehearsal of the oral presentation before Honors Day or class presentation.
  - b. Help in the preparation of audiovisual aids for the oral presentation.
5. Attendance at the Honors Day luncheon and Honors Day presentations.

The students deserve to have this mentoring and attention for a full Honors experience. If you cannot fulfill these expectations, please let the Honors Director know.

## Semester Checklist for Mentors

1. Attend the Honors Faculty In-Service the week before classes begin.
2. Set time for Orientation and biweekly seminars that fits your schedule.
3. Publicize the date of your first seminar/orientation meeting.
4. Go over contract expectations at the orientation covering:
  - a. Time commitment
  - b. Product specifications (i.e., number and type of sources, length, etc.)
  - c. Oral presentation
  - d. Critical thinking required
  - e. Level of scholarship required
5. Set seminar topics for rest of semester at orientation.
6. Outline clearly deadlines for topics, bibliography, outline, rough draft, Honors Day rehearsal, etc.
7. Have students sign a contract, attend an Honors Program orientation, pick up Honors Program Deadlines, HSO meeting schedule, and the Honors Program Student Handbook.
8. Be sure your department coordinator and DOM know that you are mentoring Honors students as part of your institutional service for you workload.
9. Meet an additional five times during the semester.
10. Make sure students are meeting Honors program deadlines.
11. Check on students' grades at midsemester.
12. Rehearse with each student for Honors Day and complete the Honors Day Rehearsal Form.
13. Help students write and complete their abstracts for the Honors Day Program, so that they are submitted by the due date.
14. Attend the Honors Day Luncheon and presentation of your Honors students.
15. Complete the end of semester evaluations and return them to A-262C.

## **Ways to Advertise Your Honors Contract and Section**

1. Make sure that the fall/spring/summer schedules list your course(s) with the Honors option. Ask your Dean to mark your course(s) accordingly on the galley before the schedules are sent to the printer.
2. Include the Honors option in your syllabus. Encourage your colleagues to do the same.
3. Make posters or flyers that can be hung up in each building on campus.
4. Create a web page for your course.

## **Do's and Don'ts**

### **Do**

1. Talk to your colleagues about Honors. Solicit their ideas and suggestions for the Honors Program.
2. Expect to be challenged by your students and by yourself. More than likely, you will probably have to develop skills and acquire new materials/resources which are not normally used in your regular class.
3. Be a role model for your Honors students exemplifying the kind of behavior you want to see in them, i.e., professionalism, organizational skills, punctuality.
4. Remember, you're not in this alone. Call on the Honors Council anytime you need information, guidance, or encouragement.
5. When you get frustrated, hang in there. Make notes about what worked and what didn't work so that the next time you teach it, it will be better.
6. Notify the Honors Council immediately if you decide you want to take a break from Honors.

### **DON'T**

1. If this is your first Honors by contract, expect some frustration but don't give up. Very few things go exactly as planned the first time you try them.
2. Set high standards for your students, but don't expect graduate-level work from undergraduate students.
3. Don't get discouraged if students avoid/drop out of Honors. It takes time to build a quality program.

## Honors Program Student Application

All students interested in attempting an Honors contract **must complete a student application each semester and submit it to the Honors Director no later than the third week of class**. Any student is welcome to attempt an Honors contract with the permission of the mentor. Once the student application is completed, it is up to the student to seek out the Honors faculty for the contract (s)he wishes to attempt and to sign a contract with the faculty mentor for that contract.

If a student is interested in graduating from the Honors Program as an Honors Program Graduate, however, (s)he must successfully complete 15 hours of Honors credit with at least a 3.5 GPA. Students with the following credentials usually make good candidates for the Honors Program Graduate.

1. Recent high school graduates
  - a. top 10% of high school class
  - b. 1100 or higher on SAT
  - c. 25 or higher combined score on ACT
  - d. ASSET scores of 45+ in Reading, 50+ in Writing, AND 23+ on the Math Placement Exam
2. College students with 9 or more hours of college-level work
  - a. 3.5 GPA (college-level work)
  - b. Phi Theta Kappa member in good standing

## Perks for Honors Students

1. Academic recognition
  - a. **Honors designation** on transcript for every Honors contract/section successfully completed.
  - b. **Honors Program Graduate** (Honors Program Student graduating with at least 15 hours of successfully completed Honors credits with at least a 3.5 GPA) will receive a bronze medallion and special recognition during commencement.
  - c. **Honors Scholar** (Honors Program Student graduating with at least 9 hours of successfully completed Honors credits, at least a 3.5 GPA, and completion of a Honors Scholar contract that includes 25 hours of community service) will receive silver and red cords and additional acknowledgment at commencement.
  - d. **Honors Scholar with Distinction** (Honors Program Graduate and completion of a Honors Scholar contract that includes 25 hours of community service) will receive gold and red cords and additional acknowledgment at commencement.
  - e. **Publication of student research**  
All independent research papers prepared for the fulfillment of an Honors contract should be of a high enough caliber to warrant publication. Students who are interested in publishing their work may seek to do so on campus, through the Gulf Coast Honors Consortium, and through various professional publications. For more information, contact the Honors Director.

2. More job interview opportunities
3. Opportunities to meet and exchange ideas with other Honors students
  - a. Honors Student Organization (bi-monthly meetings with scheduled workshops and activities)
  - b. Honors Day (presentation of student's research)
  - c. Regional or national meetings
    - (1) Gulf Coast Intercollegiate Honors Council Conference each fall and GCIHC retreat each spring
    - (2) Great Plains Honors Council (GPHC) which meets in the spring
    - (3) National Collegiate Honors Council (NCHC) which is held at the end of October or early November

4. Scholarships

Any student in the Honors Program with at least a 3.5 GPA is eligible for the Honors Program scholarship. The scholarships are awarded to the top students who apply, based on their GPAs. The scholarship may be used for tuition, books, or fees for the following semester.

The Honors Program scholarship is renewable each semester until graduation, with reapplication, as long as the student is carrying at least 6 or more hours of college credit and signs at least one Honors contract each semester. If the student fails to satisfy these conditions, he/she will not be eligible to reapply for the following semester.

5. Luncheons/Dinners

- a. Pizza party held on campus at mid-term (each semester)
- b. Honors Day Luncheon (each semester)
- c. Rising Stars Banquet held off campus (spring semester)

6. Smooth Transition to senior institutions

- a. Matriculation directly into the senior institution's Honor Programs
- b. Transfer scholarships

# For More Information about the Honors Program

## **HSO (The Honors Student Organization)**

When students join the Honors Program they become a member of the Honors Student Organization. The HSO provides the opportunity to interact with other Honors students while at the same time providing more opportunities for enrichment.

## **Web Site**

The LSC - North Harris Honors Program maintains a web site which may be reached from both the District and the college web page (see Honors Program under Quicklinks). It has more information on the program, the faculty, the contracts, newsletters, and calendars. You may also reach the web page from: <http://www.lonestar.edu/honors-nharris.htm>

## **Newsletter**

The HSO publishes a newsletter twice during the semester. News of interest to Honors students and commentaries can be found in *The Honors Scholar*. All Honors students are invited to submit articles for publication in this newsletter. They may be turned into the A-262C.

## **HSO Office**

SC-208 is the HSO Room. We share this space with Phi Theta Kappa. At a commuter college such as ours, it is important for Honors students to have contact with one another. Therefore, this room is available to students for study, discussion, and socializing. Notices about upcoming events and news of interest to Honors students are posted there. Meetings, meeting times, and locations are posted there, as well. So, come on in and help support one another in your academic efforts.

## **Honors Seminar Room**

A-172 has been designated as the Honors Program Seminar room. It is available for seminar meetings with your Honors student(s). A-172 is also where the Honors Council meetings are held.

## **Bulletin Board and Literature Holder**

Outside of A-172 is a bulletin board exclusively for the Honors Program and HSO. It contains deadlines and meeting times as well as pictures of Honors Program and HSO events. Additionally, forms for the Honors program such as application, newsletters, lists of contracts, and scholarship applications can be found in the literature holder to the right of A-172.

## Honors Scholar Program

In order to graduate as an **Honors Scholar**, a student must successfully complete **nine hours of Honors credits** and **complete an Honors Scholar contract that includes 25 hours of off-campus community service**. The service requirement must be completed within a single semester according to the requirements listed below.

In order to graduate as an **Honors Scholar with Distinction**, a student must complete **fifteen hours of Honors credits** and **complete an Honors Scholar contract that includes 25 hours of off-campus service**. The service must be completed within a single semester according to the requirements listed below.

The service requirement may be fulfilled in one of the following ways:

- Continuing with an on-going community service activity
- Contracting for service with an agency or organization of the student's choice

Procedures:

1. Attend a mandatory orientation offered at the beginning of each semester.
2. Complete an application.
3. Submit a Service Learning Contract to the Service Coordinator with the name of the organization and the project supervisor's signature by the third week of classes.
4. Maintain a written log of service activities signed by the project supervisor.
5. Meet with the service coordinator after completing 12 of the required 25 hours to discuss the progress of the project.
6. Have Service Coordinator contact project supervisor to discuss student progress.
7. Make a formal oral and visual presentation of the service project during Honors Day.
8. Write a synthesis paper about the project (1,000 word minimum) due on Honors Day and to be kept on file in the North Harris LRC.

## Honors Contracts/Sections Outcomes

All Honors Contracts/Sections require Honors students to:

1. Be mentored by an Honors faculty member
2. Produce a product that demonstrates:
  - a. A high degree of scholarship
  - b. Critical thinking
3. Make an oral presentation of your research
4. Complete a contract in one semester. Students who fail to complete the requirements for a signed contract will **not** be allowed to attempt a contract for the same course again.

## Retroactive Honors Contracts

A student may petition the Honors Council to take any contract retroactively. **However, this petition must be made within one year of completing the course for which the contract is requested.** It is the student's responsibility to make sure (s)he attempts an Honors contract within the year of completing the course. If a student does not verify this and pursues a contract after one year of taking the course, that student will not receive Honors credit for said course.

## Contract Extensions

A student may petition the Honors Council for an extension to complete a contract under exigent circumstances. **Students must petition the Honors Council for extensions, sign a contract extension form, and complete the contract under the conditions outlined in the form in order for Honors credit to be awarded.**

## Developing New Honors Contracts

A student may initiate the creation of a new Honors contract by collaborating with a faculty mentor who teaches the course for which the contract is being proposed. **Note: New contracts must be approved by the Honors Council the semester before they are taken.** This policy is to ensure students have ample time during the semester to work on their contract.

## Honors Evaluation Process

In an attempt to evaluate the quality and success of the Honors Program, the Honors Council has an evaluation form that is to be used at the end of the semester.

### END-OF-SEMESTER EVALUATION

- A. Students who complete their contracts are given a final opportunity to comment on their Honors-by-contract experience by evaluating not only the Honors mentor but also the course work.
- B. You as the Honors faculty are required to evaluate the performance of each student that completed the contract. In addition to the student evaluation(s), you are required to comment on the course.
  - Students who receive a "C" or below in the course will **not** receive Honors credit, nor be allowed to present their Honors project at any Honors Program sponsored conference.

# Honors Day Presentations Preparation

## RATIONALE

The culminating event of an Honors contract may be a written paper or product of some kind, which demonstrates the students' ability to make use of critical thinking. This includes their ability to analyze, synthesize, and apply what they have learned in their Honors work. It is not simply a book (or books) report. It should go at least one step beyond that which is expected of non-Honors students in terms of breadth and depth.

The exhibition of these results, however, entails something more than just a reading of the paper or display of the product. Nor is it a matter of reading highlighted portions of a paper or an impromptu, extemporaneous explanation. Rather, the presentations should be carefully constructed as a separate requirement of the Honors contract. It is the mentor's responsibility to see that students not only complete the appropriate culminating event, but also that students stand ready to present it to an audience or peers, colleagues, mentors and others.

## SOME HINTS FOR HONORS MENTORS

1. Set a firm due date for the final product that is at least two weeks prior to Honors Day to allow for presentation preparation.
2. Preparation of the Oral Presentation
  - Begin at the beginning by helping your students prepare an outline that uses an introduction, body and conclusion.
  - Suggest students stick with three or four main points.
  - Aid students by assessing various attention-getters for their introduction
  - Be sure the outline is placed on 3x5 cards.
  - Rehearse the presentation with students before Honors Day.
  - Approve the abstract of the presentation that is submitted electronically to the Honors Director at least one week before Honors Day.
3. Preparation of Graphics/Handouts
  - Use graphics only to make points.
  - Avoid "busy" graphics. Keep the points clear.
  - Use font size no smaller than 24 for slides.
  - Be sure students prepare their own graphics. No graphics prepared by the mentor may be used.
  - Prepare additional information for a handout, if need be. Limit what goes into the graphics.
  - Include a list of citations with the handout if one is used.
  - Help student practice the incorporation of graphics into their presentation.
4. The Presentation

- Suggest that students arrive early and check out the equipment they want to use to be sure that it is working properly.
- Help students pass out printed material before they begin speaking.
- Practice with students so that they stay within the 10-15 minute time limit.
- Advise students to identify three presentation points and to circulate among them when it is appropriate to move.
- Suggest that students move or gesture only when making a point.
- Advocate the use of 3x5 cards only for quick reference. Have students address the audience as colleagues. They should maintain eye contact and a friendly tone of voice.
- Encourage them to speak concisely and to define any terms, which may not be familiar to the audience.
- Help students avoid acronyms, which may be unclear.
- Encourage questions from the audience after the presentation.
- Allow them to relax and enjoy themselves. If they were interested enough in the topic to study it, they should share that enthusiasm with the audience.
- Suggest students wear business attire or church apparel for Honors Day.

## **Reporting Honors Credit**

At the end of the semester, after all the evaluations have been filled out don't forget to turn in the names of those students who completed the contract. Being an Honors mentor, it is your responsibility to **notify the Honors Director** of those students who completed their contracts and who, therefore, should be awarded Honors credit. Turn in the **Honors Completion Form**, which includes the **names of the students along with their identification numbers, the name of the course, its section number, and the grade the student earned in the course**. There is also a space for mentors to write their opinion of the student's work.

## **One Last Thing**

The Honors Council appreciates all the hard work that you have invested in this venture and we commend you for your commitment to excellence. We hope that you have a rewarding experience and we thank you for participating in our Honors Program.

# **Sample Honors Program Forms**



# Lone Star College - North Harris Honors Program APPLICATION

Honors Office Suite 262C Lone Star College - North Harris 2700 W.W. Thorne Drive Houston, TX 77073 281-618-1148

Name \_\_\_\_\_ ID# \_\_\_\_\_ Phone ( ) \_\_\_\_\_ - \_\_\_\_\_  
Last First Maiden

Mailing Address \_\_\_\_\_  
Street City State Zip

E-mail address \_\_\_\_\_

High School \_\_\_\_\_ Year Graduated \_\_\_\_\_  
Name Location

College(s) \_\_\_\_\_ Date(s) Attended \_\_\_\_\_  
Name Location

\_\_\_\_\_ Date(s) Attended \_\_\_\_\_  
Name Location

Intended major \_\_\_\_\_ Intended contract \_\_\_\_\_

Has anyone else in your family attended college? \_\_\_\_ yes \_\_\_\_ no

Are you currently on financial aid? \_\_\_\_ yes \_\_\_\_ no

What other Honors contracts and/or sections have you attempted? \_\_\_\_\_

**The Honors Program is open to all students. Any student may attempt an Honors class/contract with permission of the instructor in his or her regularly scheduled class and acceptance by the Honors mentor for that contract/section.**

**Students must maintain a B average in their regularly scheduled class and in their Honors work, and complete their contract within one semester in order for Honors credit to be awarded. If students are not maintaining a B average at mid-term, they may be dropped from the Honors contract.**

### Signature for Honors Student Status

I have read, understand, and accept the requirements to become an Honors student at LSC -North Harris. I understand that it now my responsibility to contact the Honors mentors for any contract I wish to take.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

# SAMPLE CONTRACT

For  
Catalogue Entry- Name of Course  
Semester Year

I, \_\_\_\_\_, a student in (Name of Course), hereby contract for the designation of Honors Credit to be printed on my transcript. I understand that the following conditions must be met in order to receive the Honors Credit:

1. I must complete all assignments as detailed in the course syllabus for all students in this 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 complete all of the following in addition to the above: (here list special enrichment activities for the contract including a writing requirement and an oral presentation requirement)
  - a.
  - b.
  - c.
  - d.
  - e.
  - f.
4. I will meet with the Honors faculty coordinator of my contract at specified times throughout the semester.
5. I will attend at least one of the special events scheduled for Honors students of all disciplines during the semester.
6. I will complete an evaluation of the contract, the instructor and the experience at mid-term and the end of the semester.
7. I will make myself available to tutor other students in this course on an as needed basis.

I understand that I must maintain a B average in my regularly scheduled class and in my contract work in order for Honors credit to be awarded. If I am not maintaining that average at mid-term, I may be dropped from the Honors contract.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Class Instructor's Signature

\_\_\_\_\_  
Course Designation Mentor's  
Signature

\_\_\_\_\_  
Date

**4 Copies please to: Student, Instructor, Mentor, Honors Office A-262C**



# Lone Star College - North Harris Honors Program

Honors Office Suite 262C Lone Star College - North Harris 2700 W.W. Thorne Drive Houston, TX 77073 281-618-1148

## HONORS PROGRAM SCHOLARSHIP

Name \_\_\_\_\_ Student ID# \_\_\_\_\_  
Last First Maiden

Address \_\_\_\_\_ Street  
City State Zip

Phone \_\_\_\_\_ Current GPA \_\_\_\_\_

I am applying for the: 12 credit hour scholarship (\$500) \_\_\_\_\_  
9 credit hour scholarship (\$400) \_\_\_\_\_  
6 credit hour scholarship (\$300) \_\_\_\_\_

**\* Please attach a sealed transcript to your application.**

Any student in the Honors Program carrying from 6 to 12 college credit hours with at least a 3.5 GPA at Lone Star College – North Harris, who has completed at least 12 hours of college level credit classes and is actively participating in an Honors contract, is eligible for the Honors Program scholarship. These merit scholarships are awarded to the top students who apply, based on their GPAs. The scholarship may be used for payment of LSC - North Harris tuition, books, fees, or related educational expenses for the following semester. Granting of this scholarship is contingent upon successful completion of the contract or class in the semester in which you apply.

The Honors Program scholarship is renewable for a maximum of three semesters until graduation. The student must reapply for the scholarship each semester, carry at least 6 hours of college credit, and continue to take Honors contracts. If the student fails to satisfy these conditions, he or she will not receive the scholarship for the following semester.

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
GPA Date Verifier's name

\_\_\_\_\_  
# Hrs. completed at NH # Honors contracts completed # Hrs. currently taking

The Lone Star College System provides equal employment, admission and educational opportunities without regard to race, color, religion, national origin, sex, age or disability.



# HONORS DAY REHEARSAL FORM

Presenter(s) \_\_\_\_\_

Contract/Course \_\_\_\_\_

The purpose of this form is to help students improve their oral presentation skills in preparation for their presentation on Honors Day. The Honors Council feels that these skills are vital to their future success in the world of both work and academics.

**Please rank the student(s) you are mentoring on a 5 point scale on each of the following items (1= Strongly disagree, 5= Strongly agree):**

	I strongly disagree 1	I somewhat disagree 2	No opinion 3	I somewhat agree 4	I strongly agree 5
1. The student made the presentation without reading from his/her paper.					
2. The presentation was well organized and the student was prepared.					
3. The abstract of the presentation was clear and representative of the project.					
4. The visual aids enhanced the presentation					
5. The student stayed within the 15 minute time allowed.					
6. The student spoke concisely, defined any unclear terms, and provided clear examples.					
7. The presentation demonstrated critical thinking, answering such questions as “So what?” and “Who cares?”					
8. The student was informed about what constitutes appropriate Honors Day attire.					
9. The student spoke clearly and with confidence.					
10. The student can field questions about the presentation.					
				Total	

Suggestions for strengthening the presentation:

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# HONORS DAY STUDENT PRESENTATION FEEDBACK FORM

Presenter(s) \_\_\_\_\_ Contract/Course \_\_\_\_\_

Type of Presentation: Single \_\_\_\_\_ Group \_\_\_\_\_ Room \_\_\_\_\_ Time \_\_\_\_\_

Title of Presentation \_\_\_\_\_

Mentor \_\_\_\_\_

**Check the box that applies. Yes (value is 1); No (0)**

	YES	NO	COMMENTS
Student(s) submitted Rehearsal Form.			
Student(s) turned in an abstract that appears in the program.			
Completed presentation in the time allowed.			
The student(s) wore professional attire.			

**NI=Needs improvement (value is 1); ME=Met expectations (2); EE=Exceeded expectations (3).**

	NI	ME	EE	COMMENTS
The visual aids used enhanced the presentation.				
The student(s) made the presentation without reading.				
The presentation was well organized and well rehearsed.				
The student(s) spoke clearly and confidently				
The student(s) defined special terminology and explained technical concepts.				
The presentation demonstrated critical thinking and a high level of scholarship.				
The student(s) could field questions about the presentation.				
<b>TOTAL=</b>				

Additional comments may be written on the back of this form

Judge's Name \_\_\_\_\_ Signature \_\_\_\_\_

The purpose of this form is to give students valuable feedback on their Honors Day presentations. While the results of this feedback will determine which students are asked to represent the college off-campus at other Honors conferences during the year, it is primarily a tool to help students improve their oral presentation skills. The Honors Council feels that these skills are vital to their future success in the world of both work and academics. Once students receive a copy of this form, they may contact their judge for additional suggestions for improving their presentation.

# END OF SEMESTER EVALUATION FORM FOR STUDENTS

LSC - North Harris

Student End of Semester

Honors Program

Evaluation Form

\_\_\_\_\_  
Last Name

\_\_\_\_\_  
First Name

\_\_\_\_\_  
Course Number

\_\_\_\_\_  
Course Title

\_\_\_\_\_  
Credits

Circle one: Fall

Spring

Sum

Student's Final Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

Return Completed Form to A-262C



# HONORS COMPLETION FORM

This form to be completed at the end of the semester indicating whether or not a student has completed all requirements for Honors credit.

Student Name \_\_\_\_\_

Student ID# \_\_\_\_\_

Course Name & Section \_\_\_\_\_

Final Course Grade \_\_\_\_\_ Semester & Year \_\_\_\_\_

Instructor's Final Analysis of Student Honors Work:

The above student has completed the requirements of the Honors contract and should receive an Honors designation for the course.

\_\_\_ Contract satisfactorily completed \_\_\_\_\_  
Honors Mentor Signature Date

\_\_\_ Contract extended for another semester \_\_\_\_\_  
Honors Mentor Signature Date

\_\_\_ Contract not completed \_\_\_\_\_  
Honors Mentor Signature Date

**Return Completed Form to A-262C**

# APPLICATION FORM FOR COMMUNITY SERVICE LSC – NORTH HARRIS HONORS PROGRAM

I am applying for: (Check one)  Honors Scholar (9 semester hrs.)  Honors Scholar with Distinction (15 semester hrs.)

Full Name: \_\_\_\_\_

Full Address: \_\_\_\_\_

Home Phone (Area Code, Number) \_\_\_\_\_ Work Number \_\_\_\_\_

Major/Minor Area of Study \_\_\_\_\_ GPA: \_\_\_\_\_

Future Goals and Career Interests: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Honors and Awards: \_\_\_\_\_

\_\_\_\_\_

Campus Involvement: \_\_\_\_\_

Hobbies and Interests: \_\_\_\_\_

Agency for which you will volunteer: \_\_\_\_\_

Class Schedule: M W F \_\_\_\_\_  
T Th \_\_\_\_\_

Work Schedule: M W F \_\_\_\_\_  
T Th \_\_\_\_\_

# **National, Regional, and Local Honors Councils**

# Honors Councils

LSC - North Harris is a member of the National Collegiate Honors Council (NCHC), the Great Plains Honors Council (GPHC), and the Gulf Coast Intercollegiate Honors Council (GCIHC). These Honors organizations sponsor conferences to highlight Honors student work and to allow Honors faculty to exchange ideas. Students are selected based on their Honors Day presentations each semester. The college funds both students and faculty to attend these conferences.

## **The National Collegiate Honors Council (NCHC)**

**Source: NCHC Web Site and *Peterson's Guide to Honors Programs***

Established in 1966, NCHC is an organization of institutions (public and private, four-year and two-year colleges and universities), faculty members, students, administrators, and others interested in supporting Honors education.

The mission of NCHC is to cultivate excellence in Honors education in highly able and/or exceptionally motivated undergraduate students. The purposes of NCHC are to stimulate the development of new Honors programs in universities and promote awareness of Honors learning within higher education; to create an enriched educational opportunity for Honors students; to assist Honors programs in improving intellectual discourse on campuses in ways advantageous to all students and faculty; and to advance the professional standing of all Honors educators.

In order to achieve the purposes of NCHC, it has developed basic characteristics of a fully developed Honors program. These characteristics are listed on the following pages.

## **Great Plains Honors Council (GPHC)**

**Source: GPHC Web Site**

The Great Plains Honors Council serves collegiate Honors programs in Arkansas, Kansas, Missouri, Nebraska, Oklahoma, and Texas. GPHC coordinates its activities with NCHC and promotes the flow of information, ideas, fellowship, and professional encouragement throughout its member programs.

Both two-year and four-year school are members of the council as well as private and public institutions. These schools represent every level of experience and style of Honors curriculum. What they share is a zest for Honors education, nurturing bright students toward wisdom as well as professional achievement.

The following institutions are members of the Great Plains Honors Council.

Arkansas

East Arkansas Community College  
Harding University  
John Brown University

Kansas

Johnson County Community College  
Pittsburg State University  
University of Kansas

Missouri

Missouri Southern State College  
Missouri Western State College  
Southeast Missouri State University  
Southwest Missouri State University  
St. Louis University  
St. Louis Community College at Florissant Valley  
University of Missouri - St. Louis

Nebraska

Northeast Community College  
University of Nebraska - Lincoln  
University of Nebraska - Omaha

Oklahoma

Oklahoma Baptist University  
Oklahoma City Community College  
Oklahoma City University  
Oklahoma State University  
Oklahoma State University - Oklahoma City  
Redlands Community College  
Rose State College  
Southeastern Oklahoma State University  
University of Oklahoma

Texas

Abilene Christian University  
Howard Payne University  
Lee College  
Lone Star College - Montgomery  
Lone Star College - North Harris  
Lubbock Christian University  
McMurry University  
Midwestern State University  
San Jacinto College Central  
San Jacinto College South  
South Texas Community College  
Southern Methodist University  
St. Mary's University  
Stephen F. Austin State University  
Texas A&M University  
Texas A&M University - Commerce  
Texas Christian University  
Texas Lutheran University  
Texas Tech University  
Texas Women's University  
University of St. Thomas  
University of Texas - Arlington  
University of Texas - Austin  
University of Texas - El Paso

**Gulf Coast Intercollegiate Honors Council (GCIHC)**

Nine community college districts located on the upper Texas Gulf Coast near Houston organized a regional Honors council. The purpose of the Gulf Coast Intercollegiate Honors Council is to promote the development of new Honors programs, to support existing Honors programs, and to encourage student presentations and publications. The GCIHC sponsors a conference each fall for student presentation and a retreat each spring for student and faculty enrichment.

The following institutions are members of the Gulf Coast Intercollegiate Honors Council.

Alvin Community College  
Brazosport College  
Houston Community College- Central  
Houston Community College- Northwest  
Houston Community College- Southwest  
Houston Community College- Northeast  
Houston Community College- Southeast  
Lone Star College - Cy-Fair  
Lone Star College - Kingwood College  
Lone Star College - Montgomery  
Lone Star College - North Harris  
Lone Star College - Tomball  
Lee College  
Sam Houston University  
San Jacinto College- Central  
San Jacinto College- North  
San Jacinto College- South

# **Samples of Honors Presentation Abstracts**

## **Samples of Abstracts from Previous Honors Day Presentations**

**Enereyda Espinoza**

**HIST 1301**

**Theresa McGinley, Mentor**

Harriet Tubman

My research of Harriet Tubman describes her involvement in the fight against slavery. I will discuss her connection with the Underground Railroad circuit and also the service she gave to the military during the Civil War. This discussion will lead to an explanation of and comparison to Moses. My research also included her involvement as a spy for the Union, which served as a vital tool in liberating hundreds of slaves from the South.

**Dawn Hughes**

**CHEM 1412**

**Tosha Barclay, Mentor**

Modeling Disorder

This project involves a brief review of what crystallography is and the steps taken in the solving of crystal structures. I will describe the advanced techniques of adding hydrogen and modeling disorder in great detail. The presentation includes the solving of a crystal structure from beginning to end.

**Thy Cao, Misook Kim,  
Diana Sullivan**

**BIOL 1406 Mary Durant, Shelley Penrod, Mentors**

Investigations of Three Classic Experiments on Photosynthesis

Multiple attempts were made to replicate three 17<sup>th</sup>-18<sup>th</sup> century experiments that investigated various aspects of photosynthesis. The Van Helmont experiment (1648) explored the importance of water and soil. Priestley noted the effects of plants have on air quality (1772). Ingen-Housz concluded that leaves conduct photosynthesis in the presence of light (1779). Quantifiable data was collected for each experiment using CO<sub>2</sub> and O<sub>2</sub> gas sensors. The data was graphed and then analyzed with the aid of Logger Pro, a computer-based software.

**Melissa Haddad & Shatrina Wolf**

**HONORS SCHOLAR**

**Maryann Readal, Mentor**

According to the CDC, the prevalence of children, age 6-19, who are obese has almost tripled since 1980 reaching an alarming 16% in 2002. With the increase in the number of youth with obesity, there is also an increase in the number of children who have developed other life altering diseases, such as hypertension and type II diabetes. Obesity, hypertension, and type II diabetes are all preventable disease processes by way of education and teaching of healthy living practices. Children and their parents need to be educated about obesity and how it affects every part of the body. This presentation focuses on the preparation, implementation and evaluation of a teaching plan provided to teach and reinforce healthy living practices in an effort to reduce the incidence of obesity and other comorbid conditions.

**Leslie Woodward**

**SPCH 1318**

**Shae Adkins, Mentor**

My research and power point will analyze how Italy's culture deals with conflict, tolerates diversity, views verbal and non-verbal communication, treats self disclosure, and prioritizes relationships. Through out my presentation, I will compare and contrast each of these interpersonal components to that of Americans. At the end of my presentation I will offer recommendations for broadening interpersonal communication with Italians and other countries.

# **Honors Contracts and Sections Available at LSC - North Harris**

## LSC - North Harris Honors Program Contracts/Sections Available

Course #	Course Name	Mentor	Office	Extension
ANTH 2346	Intro to Anthropology	Adrian Rapp	A-168E	5525
ARCE 1352	Structural Steel Detailing	Larry Brillhart	W-260J	7923†
ARTC 1302	Digital Imaging I	Kay Pallavicini	DTC-101J	5733
ARTC 1313	Digital Publishing I	"		
ARTS 1301	Art Appreciation	Gary Conners	FA- 200C	5617
ARTS 1303	Art History Survey I	"		
ARTS 1311	Design I	"		
ARTS 1316	Drawing I	"		
ARTS 1317	Drawing II	"		
ARTS 1325	Intro to Computer Arts	"		
ARTS 2323	Drawing III	"		
BIOL 1406	Biology I	Mary Durant	W- 206A	5770
		Shelley Penrod	W- 206C	5615
BIOL 1407	Biology II	Shelley Penrod	W- 206C	5615
		Mary Durant	W- 206A	5770
BIOL 2401	Human A&P I	Susan Allen	W- 208F	5775
		Michael Harman	W- 210F	5797
BIOL 2402	Human A&P II	Jason LaPres	W- 210E	7132†
BIOL 2420	Microbiology	Carol Crowder	W- 208B	5779
BIOL 2389	Medical Internship	Susan Allen	W- 208F	5775 *
BMGT1303	Principles of Mgmt	Melanie Hilburn	DTC-101S	7119†
BMGT1341	Business Ethics	"		
BUSI 1301	Business Principles	"		
BUSI 1309	Info and Project Mgmt	"		
CHEM 1411	Gen. Chemistry I	Dick Owen	W- 210H	5769
CHEM 1412	Gen. Chemistry II	"		
CHEM 2423	Organic Chemistry I	"		
CNBT 1311	Construction Methods	Larry Brillhart	DTC-260J	7923†
CNBT 1342	Building Codes	"		
COMM 2311	Reporting I	Bob Lynch		
COSC 1401	Intro to Computers	Michael Callahan	DTC-201E	7772†
DFTG 1317	Architectural Drafting	Larry Brillhart	DTC-260J	7923†
DFTG 1372	Structural Steel Detailing	"		
ECON 2301	Macroeconomics	Rami Shafiee	DTC-101A	5450
ECON 2302	Microeconomics	"		
EMSP 2348	Emerg. Pharmacology	Carol O'Connor	W-170F	7771†
ENGL 1301	Comp. & Rhet. I	Velma Smith	A- 262A	5571
ENGL 1302	Comp. & Rhet. II	Katharine Caruso	A- 262C	1148
ENGL 2307	Creative Writing	Mike McFarland	A- 221H	5569
ENGL 2322	Survey of English Lit. I	Steve Sansom	A- 262G	5576
ENGL 2323	Survey of English Lit. II	"		
ENGL 2327	Survey of American Lit. I	Velma Smith	A- 262A	5571
ENGL 2328	Survey of American Lit. II	"		
ENGL 2333	Survey of World Lit. II	Katharine Caruso	A- 262C	1148
ENGL 2389	Coop in Comp.	Pat Szmania	A- 208B	5755 *
GEOL 1403	Physical Geology	Tom Hobbs	W-187	5796
GEOL 1404	Historical Geology	"		
GEOL 2307	Geology of Texas	"		
GEOL 1442	Cartography & GIS	"		
GOVT 2301	Amer. Government I	Carolyn Davis	A- 270J	5597
GOVT 2302	Amer. Government II	"		

HAMG 1308	Intro to Hospitality	Melanie Hilburn	DTC-101S	7119†
HIST 1301	U.S. History I	Jim Good	A- 264F	5573
HIST 1302	U.S. History II	Theresa McGinley	A- 264B	5586
		David Davis	A- 264G	5543
HONORS	SCHOLAR	Pradeep Lele	LB-307	7123†
IMED 1341	Interface Design	Kay Pallavicini	DTC-101J	5733
ITSC 1401	Intro to Computers	Michael Callahan	DTC-201E	7772†
LGLA 1303	Legal Research	Jeff Watts		
MATH 2412	Pre-Calculus	Darryl Egley	W- 115F	5679 *
		Ellen Turnell	W- 115W	5761 *
MATH 2413	Calculus I	Peter Horton	W- 115N	5638
		Darryl Egley	W- 115F	5679 *
		Jim Polito	W- 115S	5683
MATH 2414	Calculus II	Bob Collings	W- 115D	5682
MATH 2415	Calculus III	Jim Polito	W- 115S	5683
PHYS 2425	Mechanics and Heat	Lorinda Stinnett	W- 210A	1146
PHYS 2426	Electricity, Magnetism	"		
PSYC 2301	General Psychology	Karl Fernandes	A- 168C	5521
		Janice Hartgrove-Freile	A- 168F	5526
PSYC 2306	Human Sexuality	Donald Stanley	A- 168B	5523
PSYC 2308	Child Psychology	Karl Fernandes	A- 168C	5521
PSYC 2314	Life Span Growth & Devel.	Janice Hartgrove-Freile	A- 168F	5526
PSYC 2317	Statistics	Janice Hartgrove-Freile	A- 168F	5526
RNSG 1201	Pharmacology	Rita Cinquemani	A- 166A	5752
RNSG 1523	Nursing I	Julie Kendall	W- 174B	5754
RNSG 2504	Nursing II	Ethelene Wilmore	W-166E	7954†
		Judith King	W- 166H	5678
RNSG 2514	Nursing III	Judith King	W- 166H	5678
		Sheryl Malone-Thomas	W- 166F	5757
RNSG 2535	Nursing IV	Rita Cinquemani	W- 166A	5752
		Sheryl Malone-Thomas	W- 166F	5757
SLNG 1401	Beginning ASL I	Charles Trevino	A- 160C	5535
SLNG 1402	Beginning ASL II	"		
SOCI 1301	Intro. to Sociology	Adrian Rapp	A- 168E	5525
SOCI 1306	Social Problems	Lynda Dodgen	A- 168J	5536
SOCI 2301	Marriage & Family	"		
SOCI 2319	Minority Studies	Adrian Rapp	A- 168E	5525
SOCI 2326	Social Psychology	Lynda Dodgen	A- 168J	5536
SPAN 1411	Beginning Spanish I	Erich Polack	A- 221A	5564
SPAN 2311	Inter. Spanish I	"		
SPCH 1311	Intro to Speech	Diana Cooley	A- 264H	7814†
SPCH 1315	Public Speaking	Shae Adkins	A- 264D	7937†
		Diana Cooley	A- 264H	7814†
SPCH 1318	Interpers. Communication	Shae Adkins	A- 264D	7937†
		Diana Cooley	A- 264H	7814†
SPCH 1321	Business Speech	Shae Adkins	A- 264D	7937†

\* Honors Sections

† Extensions begin with (281) 765. All other begin with (281) 618.

# **LSC - North Harris Honors Faculty and Bios**

**Shae Adkins \***      **SPCH 1315 Public Speaking**      **A-264D**      **7937**  
**SPCH 1318 Interpersonal Comm.**  
**SPCH 1321 Business Speech**

**Susan Allen \***      **BIOL 2401 Human A&P**      **W-210B**      **5775**  
**BIOL 2402 Human A&P II**  
**BIOL 2389 PreProfessional Internship #**

Susan Allen has been a science instructor at North Harris since August 1997. She moved to Houston from North Florida where she was teaching human anatomy & physiology in a community college. She recently spent a year as a student of free research in the area of electrophysiology at the Katholiek Universiteit Leuven, Brussels, Belgium. She is interested in the study of memory and the effect of prolonged stress on the nervous, cardiovascular, and digestive systems.

**Larry Brillhart**      **ARCE 1352 Structural Steel Detail**      **DTC 260J**      **7923**  
**CNBT 1311 Construction Methods**  
**DFTG 1317 Architectural Drafting**

**Michael Callahan**      **COSC/ITSC 1401 Intro to Computers**      **DTC 201E**      **7772**

**Katharine Caruso**      **ENGL 1301 Comp. & Rhet. II**      **A-262C**      **1148**  
**ENGL 2333 Survey of World Lit. II**

**Rita Cinquemani**      **RNSG 1201 Pharmacology**      **W-166A**      **5752**

Rita Cinquemani has been a nursing instructor at North Harris since 1989. She is a native Houstonian and a graduate of University of Texas for her BSN and MSN. She also has been a Certified Family Nurse Practitioner since 1998 and has a weekend practice at Village Woman's Clinic. She is currently working on her doctorate at Texas Woman's University where she completed her Nurse Practitioner program. Her area of practice is Woman's Health and she plans to study the nurses' role in prevention of domestic violence for her dissertation topic.

**Bob Collings**      **MATH 2413 Calculus I**      **W-115D**      **5682**

**Gary Connors**      **ARTS 1301 Art Appreciation**      **A-168D**      **5617**  
**ARTS 1303 Art Survey I**  
**ARTS 1304 Art Survey II**  
**ARTS 1311 Design I**  
**ARTS 1316 Drawing I**  
**ARTS 1317 Drawing II**  
**ARTS 1325 Intro to Computer Arts**  
**ARTS 2323 Drawing III**

**Diana Cooley \***      **SPCH 1311 Intro to Speech**      **A-264H**      **7814**  
**SPCH 1315 Public Speaking**  
**SPCH 1318 Interpersonal Comm.**

**Carolyn Davis \***      **GOVT 2301 American Govt. I**      **A-270J**      **5597**  
**GOVT 2302 American Govt. II**

Carolyn Grafton Davis earned a BA and MA from Southern Illinois University, Carbondale, Illinois. Professor Davis has won the Teacher Excellence Award in 1980, 1985, 1990, 1995, and 2005. Her

interests in the field of government include political socialization, campaigns & elections and political participation. She has taught at North Harris since 1978.

**David Davis      HIST 1302    U.S. History II                    A-264G                    5543**

**Lynda Dodgen \*    SOCI 1301    Intro to Sociology                A-168J                    5536**  
**SOCI 1306    Social Problems**  
**SOCI 2301    Marriage & Family**  
**SOCI 2326    Social Psychology**

Lynda Dodgen has been a faculty member for over 10 years. She received her AA degree from North Harris and both her BS and MA degrees from Sam Houston State University. She has presented papers dealing with a variety of sociological topics and on Leadership Training at both national and state conventions. She is a faculty sponsor of Phi Theta Kappa; she has co-authored a textbook and has been actively conducting research on romance novels and on race and ethnicity.

**Mary Durant \*     BIOL 1406    Biology I                                W-206A                    5770**  
**BIOL 1407    Biology II**

Mary Durant taught both biology and mathematics at Bee County College before joining the Biology Department at North Harris in 1989. She holds a BS in Biology and Mathematics from Texas A&I State University and an MS in Biology from Stephen F. Austin State University. She also did 2 years of post-graduate work in vertebrate ecology at Virginia Polytechnic Institute and State University.

**Darryl Egley \*    MATH 2412    Pre-Calculus #                        W-115F                    5679**  
**MATH 2413    Calculus #**

**Karl Fernandes    PSYC 2308    Child Psychology                    A-168C                    5521**

Karl E. Fernandes is a Professor of Psychology and has been at North Harris since 1988. He has a Bachelor of Science from Boston College, a Master of Arts in from Teachers College, Columbia University and a Doctor of Philosophy from Iowa State University. Dr. Fernandes taught High School Biology and Psychology in Massachusetts and is a certified Secondary School Teacher in the areas of General Science, Biology, History (Psychology) and Guidance (K through 12).

**Jim Good \*        HIST 1301    U.S. History I                        A-264F                    5573**  
**HIST 1302    U.S. History II**

**Michael Harman \* BIOL 2401    Human A&P I                        W-210F                    5797**  
**BIOL 2402    Human A&P II**

**Janice Hartgrove \* PSYC 2314    Life Span Growth                    A-168F                    5526**  
**PSYC 2317    Statistics**

**Melanie Hilburn    BMGT 1303    Principles of Mgmt                    DTC 101S                    7119**  
**BMGT 1341    Business Ethics**  
**BUSI 1301    Business Principles**  
**BUSI 1309    Info and Project Mgmt**  
**HAMG 1308    Intro to Hospitality**

**Tom Hobbs \*      GEOL 1403    Physical Geology                    W-187                    5796**  
**GEOL 1404    Historical Geology**  
**GEOL 2307    Geology of Texas**

## **GEOL 1442 Cartography & GIS**

Tom Hobbs has taught at LSC - North Harris for over 20 years and has been the Program coordinator as well. He has a diverse group of interests from volcanology, paleontology, computer applications for petroleum exploration, and most important, a love of the Earth and desire to see and understand as much as possible.

<b>Peter Horton</b>	<b>MATH 2413 Calculus I #</b>	<b>W-115N</b>	<b>5638</b>
<b>Judith King</b>	<b>RNSG 2514 Nursing II</b>	<b>W-166H</b>	<b>5678</b>
<b>Julie Kendall</b>	<b>RNSG 1523 Nursing I RNSG 2514 Nursing II</b>	<b>W-174B</b>	<b>5754</b>
<b>Jason LaPres</b>	<b>BIOL 2402 Human A&amp;P II</b>	<b>W-210E</b>	<b>7132</b>
<b>Pradeep Lele *</b>	<b>Honors Scholar</b>	<b>LB-307</b>	<b>7123</b>
<b>Bob Lynch</b>	<b>COMM 2311 Reporting I</b>		
<b>Sheryl Malone-Thomas</b>	<b>RNSG 1523 Nursing I RNSG 2514 Nursing II</b>	<b>W-166F</b>	<b>5757</b>
<b>Mike McFarland *</b>	<b>ENGL 2307 Creative Writing ENGL 2322 Survey of English Lit. I</b>	<b>A-221H</b>	<b>5569</b>

Michael McFarland, an English professor at the college since 1976, has taught composition, English Literature, science fiction, literature as film, and creative writing. Currently, he is pursuing a certificate at North Harris in Multi-Media--a program sponsored jointly by the Fine Arts Division and the Business Technology Division. He is also interested in literary motifs associated with mythology, Jungian psychology, and religion.

<b>Theresa McGinley *</b>	<b>HIST 1301 Amer. History I HIST 1302 Amer. History II</b>	<b>A-264B</b>	<b>5581</b>
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Dr. McGinley has been a professor of history at North Harris since 1988, and Project Director/Editor of the NHMCCD Commemorative History Book, celebrating the twenty-fifth anniversary of the college district. McGinley has written the history of LSC - North Harris. Currently, she is working on a book on U.S. foreign policy.

<b>Carol O'Connor</b>	<b>EMSP 2348 Emerg. Pharmacology</b>	<b>W-170F</b>	<b>7771</b>
<b>Dick Owen</b>	<b>CHEM 1411 Gen. Chemistry I CHEM 1412 Gen. Chemistry II CHEM 2423 Organic Chemistry</b>	<b>W-210</b>	<b>5769</b>
<b>Kay Pallavicini</b>	<b>ARTC 1302 Digital Imaging I ARTC 1313 Digital Publishing I IMED 1341 Interface Design</b>	<b>DTC-101J</b>	<b>5733</b>



**Charles Trevino SGLN 1402 Beginning ASL II A-160C 5535**  
Charles Trevino trains students to become professionals in American Sign Language / English Interpreting.

**Ellen Turnell MATH 2412 Pre-Calculus # W-115W 5761**  
**MATH 2413 Calculus #**

**Jeff Watts LGLA 1303 Legal Research**

**Ethelene Wilmore RNSG 1523 Nursing I W-166E 7954**

**\* Denotes Teacher Excellence Award winner**

**# Honors section**

**† Extensions begin with (281) 765. All other begin with (281) 618.**