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Letter from the Honors Coordinator

Welcome to the first year of the Modesto Junior College Honors Program. You must be the cream of the crop in order to be included and I look forward to working with each and every one of you this coming year. Although all of you are top students, and are probably used to doing well in academics, we believe that everyone, even top students, have room for growth and can do better with guidance. Don't be afraid to ask for help when you need it. We hope your experience in the honors program will accelerate your development and potential. My door is always open to you. I would like to suggest that you think about your major, and then go to the Transfer Center to explore it. If you take the standard two to three years to complete your transfer program, it will end sooner than you think. Most majors require that you apply by the end of the calendar year for the following year's fall semester. Some programs even require that you complete their requirements before you apply (not while you apply). This means you should start working on applications no later than a year before you plan on transferring. You'll need to narrow down your choices, make sure that you've completed the requirements for your major (for the particular program you'll be entering), get recommendations (and cultivate relationships with faculty in your major for recommendations that outshine the other ones they'll be writing), and research scholarship opportunities. If you're really on top of things, you will also have researched the career that you think you would like, as well as potential internships that provide experience and greater bragging points. This is the academic side of the Honors Program. But there is more. We don't want to just focus on transfer. We built this program to help you become more than just a great student. We believe that your undergraduate career is crucial to who you become as a human being. So we've added other components to cultivate your cultural cues and world views, and to expand your understanding of civic responsibility and activism. In essence, we want to expand your opportunities for humanistic experiences. We want to, to the best of our ability, bring the world to you. We've shaped this program to provide guidance on human communication and relationships. We believe that the empowered are often those who can best articulate their opinions with eloquence. And we want you to be empowered. Remember, my door is always open to you.

To learn more about our program, go to our website and watch our video:
<https://www.mjc.edu/instruction/honors/>

Eva Mo
Honors Coordinator
moe@yosemite.edu



HONORS REQUIREMENTS

Orientation

The honors student must attend Orientation to get into the program. This orientation usually occurs on the Friday of the first week of classes.

English 101

The honors student must take English 100 or 101 their first semester in the program (if they haven't completed this course already). Honors students will have the opportunity to register for either of these classes early using the "class selection form." Notify the Honors Coordinator early so that you can get the English 100 or 101 class of your choice. The Coordinator will submit the form for you. However, you will be responsible for making sure fees are paid on time.

Library Research Skills Requirement

Students applying to the MJC Honors program must pass the Libr 901 course module before entering the program, and Libr 902 and Libr 903 before the end of their first semester in the program. It is highly recommended that students complete all three before they start the program, but not a requirement. These courses are free, and are "work at your own pace" types of courses. Sign up for them where you sign up for regular classes. Each module takes between two to six hours to complete, depending on the experience of the student.

GPA

There is no minimum GPA to get into the program. However, once in, you must work with the coordinator to raise your GPA if it is not at 3.25. In addition, do not assume that a 3.25 is adequate for all transfer universities. The universities that are in high demand often have much higher GPA requirements. Being in the Honors Program will assist you in getting into the University of your Choice, especially into impacted programs. It will also provide greater scholarship opportunity. Do your best in maintaining the highest GPA that you can. You do this by making sure you do not over-burden yourself. The most common mistakes made by freshman that jeopardized GPA are taking too many units, taking too many "solid" classes, and working too much.

Honors Work Requirement

The Honors Student will be required to complete at least one honors class or honors contract per year to maintain active membership in the Honors Program. However, because Honors Graduation requires 5 honors contracts from 3+ unit transfer level courses, only doing one honors class or contract a year would mean it would take the student five years to complete the Honors Program by completing one 3-unit honors course work a year. It is recommended that students do not do more than two honors course work a semester, their first semester. Completing one a semester, including one during a summer session would allow the student to complete the honors program in two years.



Exit and Graduation Requirements

- The Honors Student must have a cumulative GPA of 3.25 or higher.
- The Honors Student must complete 5 honors contracts.
- The Honors Student must file an application to graduate from the Honors Program by February if spring graduation, and by October if fall graduation.

When the honors student completes the Honors Requirements in good standing, the student will graduate to **Honors Scholar** status. It is still the student's responsibility to apply for graduation from Modesto Junior College. However, there are automatic benefits to becoming an MJC Honors Scholar:

- An official certificate recognizing your accomplishments;
- Special recognition at graduation (for example special regalia and mention in graduation book)
- Recognition on your transcripts; and
- Access to the Admissions and Scholarship Agreements with the Honors Program transfer partners.

It is the Honors Student responsibility to notify the Honors Coordinator a semester before graduation or transfer. This way the Coordinator can prepare all documents and transfer perks.

Do I have to become an Honors Scholar?

No. For a variety of reasons, many students choose to do only a few contracts (Honors students are busy, and can't always complete the program. That doesn't mean you wouldn't benefit from doing a few honors contracts). Even a few courses look great on your transcripts and you still have bragging rights about being in the program.



THE HONORS CURRICULUM

Honors Contracts

What are contracts?

Contracts are addendums to regular classes. They are agreements made between honors students and their professors on how to enrich the curriculum of a (non-honors) regular course. A contract could be extra research and research paper that the student must complete on top of the regular course's work or more in-depth replacement work and reading. A contract must include some kind of culminating project. It is up to the professor to decide what would be an appropriate project for his or her class. Contracts are given a pass or not-pass grade at the end of the semester. This is in addition to the course grade for the regular work in the class. Contract work should take at least an extra 25 hours of work.

What classes can I do contracts in?

There are two stipulations. **First**, you must find a professor who is willing to enhance the course for you. It is best to approach professors before the semester begins (usually the semester before) but you can also do it the first week of classes. There is also a list (on this page) of professors who have already self-identified as willing to enhance their courses for honors students. **Second**, the course in which you do a contract in must be at least 3 units and transferable to a four-year university. You can find out if a course is transferable by looking at the MJC Catalog. At the end of the course's description, transferability will be defined. It will tell you where the course transfers to (UC and/or CSU) and what requirements the course satisfies. Both the catalog and the schedule of classes will tell you how many units a course is worth.

What are the benefits of Contract work?

Contracts provide academic and scheduling flexibility to honors students as well as the opportunity to work closer with honors professors. In addition, when you successfully complete a contract, your transcript will identify the course as honors enhanced. The more honors listed on your transcript, the more impressive your transcript will look to admissions officers at transfer universities.

How do I get started?

It is best to get started the semester before, but if this is your first semester, the first week of classes is fine. The **first** thing you need to do is find a professor who is willing to enhance his or her class for you. Take a look at the list of self-identified professors and see if one of their classes works in your educational plan. **Second**, approach the professor, identify yourself as an honors student and ask politely if he or she is willing to enhance the course for you. Be convincing. Let the professor know what a great student you are and how much you are willing to contribute to the class. Professors also like to hear how excited you are to take their classes. Choose a class you are naturally excited about, and



you will naturally demonstrate your enthusiasm. If the professor is willing, then make an appointment to talk about how the class can be enhanced. It will be your responsibility to make sure you are available during that professor's office hours. Make sure that the appointment takes place the first week of classes. **Third**, download the contract form and fill out as much of it as you can. Take a close look at the class's syllabus and books and start brainstorming about potential projects, topics, and additional research. It is best to bring at least three different ideas to the professor. Do not expect the professor to do the work for you. What you can expect is that they will hone your ideas (probably they'll need to pare it down) and provide you with a starting bibliography. If they don't, then make sure to ask for author recommendation. **Forth**, work on filling out the rest of the contract form. You will be creating a schedule of work. Be reasonable and make sure what you schedule is something you can actually complete. At the same time, ask yourself: "is this project honors worthy? Is this something I would feel proud to present at an honors conference?" You'll need to strike a balance. Bring the completed form to your professor to sign off on it. **Fifth**, turn in your contract no later than the third week of classes. The Honors Advisory Board will look at it for approval. It will be returned to you within a week. The Board will either approve or make modification recommendations for approval. The Honors Coordinator will be your liaison. **Sixth**, work with your professor during the semester to fulfill the contract. Turn in your final project by the end of the semester. You will need the professor to fill out the contract completion form where your contract work is given either a pass or not-pass grade.

Honors Courses

How much more work is an Honors Contract?

Generally, a contract is anywhere between 50 to 100 extra hours of work per contract. It really depends on you. In the end, it's not about the hours, but the benefit you gain from the work. You and your professor are in control of what you do, so make sure your contract is one that truly helps you grow.

How will honors contracts be graded?

Think of your course, and your contract as two separate things. Your course work is the same as what is required of all other students taking the class. Your contract is what you and your professor agreed upon, and it is a pass/not pass situation. Either you completed satisfactorily what you said you would do in your contract, or you didn't. It's as simple as that.

What kinds of classes can I do contracts in and how does that work?

So long as the class transfers (either to UC or CSU) and it is at least 3 units then you can attempt to enhance it. It can be either a face to face class, a hybrid (where at least half the meetings are face to face), or online. What must happen, no matter what format the class is presented in, you must have synchronous conversations and meetings with your Honors Professor Mentor. During the pandemic, since we cannot do face to face, we recommend zoom. And barring that, a phone conversation. Email and chat are not considered synchronous. See explanations on contracts on more information about Student/Mentor



Meeting requirements. You can enhance a course you've taken before (so long as the instructor is willing to work with you after the class had completed and you acquired at least a B in that class). However, you must have done at least one "regular" contract before you can enhance a previous course. Late start contracts. Under certain circumstances, you might be able to do a late start contract. You still need to do the equivalent time, but if the instructor agrees to extending to a future date after the end of the semester, then you should be ok. Contract approval should be similar (two to three weeks after you start the process). Inform the Honors Coordinator if this is the case and why you need to do a late start (common reasons: the instructor didn't agree to enhance until late in the process, you added the course late).

Can I enhance a summer class?

Yes, but like enhancing a previous class, you must get the instructor ok. This is harder as most summer classes are condensed which means you'll probably need to do work before and after the semester. You'll still need to show 50-100 hours of extra work. The hard part is getting the professor to agree to this as many simply are not around in the summer beyond their teaching days. However, there are creative ways around this. You can agree before the Spring semester ends on the contract. You work on the contract before the summer class begins. Work on it during the summer semester, and through out the rest of the summer. You must notify the Honors Coordinator at the end of the Spring semester if you plan on doing a summer contract.

How do I choose a project?

How you choose a project is really based on your professor. Some will dictate exactly what you will do. Others want you to brainstorm what it is that YOU want to do. You must be ready for both. I recommend you focus on these things: Your major, your career, the Stanford/UCB symposium (relevant and current topic that others would be interested in hearing about), and the course subject. If your project can cross into all these areas, then you have a good project that can serve you in many different ways. But even if you have a great project in mind, be ready to simply go with what your professor has in mind if that is what they will allow for enhancement.

Checklist for Honors Contract Work

- Approach professor **by the first day of classes** (best to do it before registration)
- Email Honors Coordinator with Professor's name and class so Coordinator can contact and assist Professor **as soon as you know who you will be working with**
- Make appointment to talk about Honors Project with Professor
- Read syllabus, look at class books and bring ideas to appointment
- Work on contract, have professor read and sign it, and get it to Honors Coordinator **by the fifth week of classes** (send digital copy signed by you and your professor) to my email address.
- Remember, I am willing to preview your contract to ensure a smooth process with the Honors Board



- You will be notified sometime in the sixth week of classes if your contract has been accepted by the Honors Advisory Board (whatever the decision, you WILL get an email from me). The only time you don't get an email is when something got lost (like my email to you).
- Remember that the contract should delineate the meetings with your professor (at least one every three weeks)
- Keep yourself on track throughout the semester by following the timeline you and your professor set up
- Keep in touch with the Honors Coordinator on a regular basis
- Fill out Contract Completion Form the last week of classes (I've attached them to this email).



Modesto Junior College Honors Contract

(Hint: this one page is usually two pages when completed, you can take this sentence out of your contract).

Term/Year: _____

Student Name: _____ Student E-mail: _____

Professor Name: _____

Course Name and Number: _____ Section Number: _____

Project Title: _____

Your contract should be a 2-3 page document, single spaced, and contain the information as presented on these two pages. See following examples.

1. **Project Goal and Thesis:** What is the learning objective of this project? If applicable, what is your current working thesis? Demonstrate in this paragraph an introductory knowledge of your topic. You had three weeks to research it, you need to show that you know something or that you know it well enough to write a fairly in depth contract.
2. **Evidence and Student Learning Outcome:** What evidence will be provided to demonstrate completion of project?
3. **Project Resource List:** List all sources (books, magazines, personal interviews, etc.) you intend to consult to complete your project. Use the citation format used by the discipline. For example, philosophy uses APA, and History uses Chicago Manual of Style, English uses MLA. So it depends on what discipline your class is housed in. Ask your teacher about what citation format is used. Make a list of the required texts for the class. If you are using the same text, you need to relist it, and show how what you are doing is different than what is required. For example, you class uses chapters 1 to 3. Your honors project uses chapters 4 to 8.
4. **Project Process and Timeline:** Please detail the steps you will take as you complete your honors project along with a timeline for each step's completion. Break it down to a week by week basis. Include your scheduled meetings with your professor (no less than once every three weeks) and bold your meeting days.

Student's Signature: _____ Date: _____

Professor's Signature: _____ Date: _____

Send a digital copy of this form to the Honors Coordinator, Eva Mo 209. 575-6105 moe@mjc.edu



Honors Attributes

- ❖ As a general guideline, students may anticipate investing $\frac{1}{4}$ to $\frac{1}{3}$ more effort in earning honors credit. A good guideline is no less than 50, no more than 100 extra hours of work.
- ❖ This specific contract commits professor and student to realizing the aforementioned goals and encourages greater interaction both in and outside of the classroom.
- ❖ The goal of this contract is to stimulate and enrich the academic experience for both faculty and students. The contract will incorporate a number of the following honors attributes.

Please circle at least five that will be expected of student (professors and students should fill this portion out together)

1. higher degree of student participation and involvement in the class
2. higher standards of performance than expected of regular students
3. more advanced supplemental reading, especially of primary sources
4. more opportunities for writing, and at a higher standard
5. more opportunities for student presentations to class or campus audiences
6. stronger enhancement of skills in critical thinking, analysis and interpretation
7. greater depth and/or breadth of subject matter, especially requiring synthesis of different perspectives or points of view
8. more opportunities for research, particularly when student-conceived
9. use of resources or consultants from beyond the campus itself, such as university libraries or interactions with business or industry personnel
10. opportunities for publication or public presentation of work
11. integration of concepts and information from a variety of sources and experiences, particularly in cross- or interdisciplinary contexts
12. community-based experiences: field trips, interviews, cultural events
13. leadership in the classroom: leading study groups, leading class discussion, assisting faculty in preparation and delivery of instructional material
14. _____
15. _____
16. _____

By the first week of classes, find the course and instructor who will enhance the class for you.

Within the first and fourth weeks of classes, meet with your professor and work out the contract project.

No later than the fifth week of classes, turn in your contract proposal to the Honors Coordinator.

In the sixth week of classes, look for Board approval of the Contract Proposal.

No later than the scheduled Final exam for the course, you should have completed and presented your Honors Project to your professor as arranged in your contract.

Hints:

- Take a look at the sample contract for the level of detail required
- Be very specific for each of the four descriptive areas
- Thoroughly edit your proposal for grammar and spelling (make it perfect).
- The Advisory Board will evaluate your proposal solely on what you turn in, and not on personal knowledge of your abilities.



Example One

Honors Contract Proposal

Student name

Student email and phone

Term/Year

Philosophy and Film

Professor name

Philo 140-1234

Project Title

1. Project Goal and Thesis:

During the past century, the movement of analytic philosophy of mind has deeply investigated topics such as the function and content of consciousness, the mind-body problem, and the problem of qualia. This project is a reading overview of the field, taking the form of discussions between professor and student over seminal works in the field. I will look at this Anglo-American movement's historical precedents, its involvement with psychology, and its views on perception. The project will be structured around debates between reductionist and non-reductionist philosophy of mind.

2. Evidence and Student Learning Outcomes:

- a) I will write a two-page reflection and summary paper on the reading every week.
- b) I will hold weekly discussions on the texts with my professor.
- c) I will write a 10+ page analytic paper at the end of the semester (culmination of my readings)
- d) I will, at the instructor's discretion, lead a class discussion on the philosophical implications of altered states of consciousness and non-intentional states.

3. Project Resource List:

Core Texts:

- Flew, a. (1964). *Body, Mind, and Death*. New York, NY: MacMillan Publishers
- Hume, D. (1896). *Treaties on Human Nature* (L.A. Selby-Bigge, Ed.). Retrieved from <https://people.rit.edu/wlrgh/HumeTreatise.pdf>
- Ryle, G. (2000). *The Concept of Mind*, Chicago, IL: University of Chicago Press.
- Searle, J. (1984). *Minds, Brains, and Science*, Boston, MA: Harvard University Press.

Secondary Texts:

- Dennett, D. (1992). *Consciousness Explained*, New York, NY: Back Bay Books.
- Putnam, H. (1999). *The Threefold Cord: Mind, Body, and World*, New York, NY: Columbia Press.
- Francisco, V., Thompson, E., & Rosch, E. (1992). *The Embodied Mind: Cognitive Science and Human Experience*, Cambridge, MA: MIT Press.

Required Course Texts:

- Litch, M. (2010). *Philosophy through Film*, London, England: Routledge.



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4. Project Process and Timeline

Weeks	Process	Meeting Schedule and Outcomes
1	Draft honors contract	1/10 – draft contract, meet to discussion potential contract
2	Finish honors contract	1/17 - Finish copy of contract, submit by week 3
3	Read Flew chapters on Plato, Aristotle, Augustine, and Aquinas. Write reflective paper.	1/24 – Discuss reading with professor
4	Read Hume: Book 1: I, IV: 5-7; Book 2: I: 1-6, III. Write reflective paper.	1/31 – Discuss reading with professor
5	Read Ryle: chapters I-V Write reflective paper.	2/7 - Discuss reading with professor
6	Read Ryle: chapter VI – X Write reflective paper.	2/14 - Discuss reading with professor
7	Read Searle (whole book) Write reflective paper.	2/21 - Discuss reading with professor
8	Read Dennett, chapters 1-5. Write reflective paper.	2/28 – Discuss reading with professor
9	Read Dennett, chapters 6-10. Write reflective paper.	3/6 - Discuss reading with professor
10	Read Dennett, chapters 11-15. Write reflective paper.	3/13 - Discuss reading with professor
11	Read Putnam, Books 1 and 2. Write reflective paper.	3/20 - Discuss reading with professor
12	Read Putnam, Book 3 Write reflective paper.	3/27 - Discuss reading with professor
13	Read Varela, chapters 1, 2, 7, 8, 10. Write reflective paper.	4/3 - Discuss reading with professor
14	Rough draft of main paper	4/10 – Discuss rough draft
15	Edit main paper	
16	Final draft of main paper	4/24 – Discuss final paper.

Student’s Signature: _____ Date: _____

Professor’s Signature: _____ Date: _____

Send a digital copy of this form to the Honors Coordinator, Eva Mo 209. 575-6105 moe@mjc.edu



Example Two
Honors Contract Proposal
Student name
Student email and phone
Term/Year

Earth Science
Professor name
Easci 161 - 1234

Project Title

1. Project Goal and Thesis:

In the past few decades, technology-driven science has widened the scope for the search of the processes involved in the origin of the Solar System. The mysteries of the Universe and its creation have stimulated scientist to speculate on known theories such as the prominent “Big Bang Theory.” Celestial samples collected from both manned and unmanned spacecrafts (NASA and ESA missions) have allowed scientists to piece together explanations for these processes. These samples, especially IDPs (Interplanetary Dust Particles) will be the focus of this research project. My goal is to show the connection between impact craters and natural resources, through the study of IDP research.

2. Evidence and Student Learning Outcomes:

- a) I will write a 12 to 15 page research paper.
- b) I will give an oral presentation (10 minutes) to the class .
- c) I will write three book critiques (minimum of 3 pages each).
- d) I will meet with my professor at least every three weeks to discuss my progress on the research.

3. Project Resource List:

Core Texts:

- Heide, F., 1964. *Meteorites* (Translated by Edward Anders and Eugene DuFresne). Chicago, The University of Chicago Press, 231 p.
- Hutchison, R. Graham, A., 1993. *Meteorites*. New York, Sterling Publishing Company, 60 p.
- Nininger, H.H., 1956. *Arizona's Meteorite Crater*. Denver, World Press, Inc., 232 p.

Secondary Texts:

Floss, C. Stadermann, J. Bradley, Z.R. Dai, S. Bajt, and G. Graham, 2004. “Carbon and nitrogen isotopic anomalies in an anhydrous interplanetary dust particle,” *Science* 303, 1355.

Sturdust Mission. Nasa-Jet Propulsion Labroatory/California Institute of Technology, 23 Apr 2010. *Site Manager: Whalen, Aimeee. Webmaster: Baakle, Ron.*

<http://stardust.jpl.nasa.gov/home/index.html>

Required Course Texts:

Tarbuck, E. (2013). *Earth: An Introduction to Physical Geology Plus MasteringGeology*, Jersey City, NJ: Pearson.



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4. Project Process and Timeline

Weeks	Process	Meeting Schedule and Outcomes
1	Meet with professor to discuss project	1/20 – work on project contract
2	Thesis Idea and discussion on goals for paper	1/27 – Finalize thesis statement with professor
3	Complete Contract and outline thesis proposal	2/2 – Submit contract and project timeline and resources
4	Read Nininger for critique #1	2/9 – Make notes on articles, expand research questions
5	Write critique #1	2/16 – Discuss reading and my critique with professor, submit critique to professor.
6	Read Heide, for critique #2	2/23 - Make notes on articles, refine research questions
7	Write critique #2	2/28 - Discuss reading and my critique with professor, submit critique to professor.
8	Read Hutchison, for critique #3	3/5 - Make notes on articles, refine research questions
9	Write critique #3	3/12 - Discuss reading and my critique with professor, submit critique to professor.
10	Read secondary texts	3/19 - Discuss reading with professor
11	Read secondary texts	3/20 - Discuss reading with professor
12	Expand research	
13	Draft extensive outline	3/27 - Discuss outline and goal with professor
14	Edit main paper	4/3 – Oral presentation to class
15	Edit main paper	4/10 – Discuss final paper with professor
16	Final draft of main paper	4/17 – Submit final paper to professor

Student's Signature: _____ Date: _____

Professor's Signature: _____ Date: _____

Send a digital copy of this form to the Honors Coordinator, Eva Mo 209. 575-6105 moe@mjc.edu



CONFERENCES

The Modesto Junior College Honors Program participates in three state and national Honors organizations: National Collegiate Honors Council, Honors Transfer Council of California, and the Bay Honors Consortium. Each one of these organizations provides excellent conference opportunities to the students of their member institutions. Participation or better yet, presentation, at an Honors Conference will not only provide you with the opportunity to meet and network across state and national lines, but also to build your academic resume. For the academic year of 2008-09, our Honors Program will facilitate participation in the Research Symposium at Stanford University.

Stanford and UC Berkeley: The Bay Honors Consortium invite you to participate in the Annual Northern California Community College Honors Research Symposium that alternates between UC Berkeley and Stanford. Meet honors students and faculty from Northern California community colleges and discover what other students are working on. Present your own research for major bragging rights and resume building. Attend the workshop on “Applying to Selective Private Universities” or “Applying to UCs” and gain insight on how to improve your chances on getting into “tough” and competitive universities like Stanford and UC Berkeley.

Research Proposals: Start thinking now about how to present your Honors research:

- Individual or Group 15-minute Presentations
- Participation on a Panel on a Specific Theme
- Debate on a Hot Topic

Proposal Due Date: usually by February 14

For Registration and Information: <http://www.losmedanos.edu/honors/research/info.asp>

National Collegiate Honors Council: The National Collegiate Honors Council invites you to attend their annual conference. Meet and network with honors students from across the nation as well as with honors faculty from universities.

For Information: <http://www.nchconference.com/>

U.C. Irvine: The Honors Transfer Council of California and U.C. Irvine invite you to their Ninth Annual Research Conference in February or March of 2011 at U.C. Irvine. Meet honors students and faculty from other California community colleges and discover what students are working on. Present your own research for major bragging rights and resume building.

For Information and Registration: <http://www.honorstcc.org/httcconference.htm>



WHO'S WHO IN THE HONORS PROGRAM

Honors Coordinator: Professor Eva Mo coordinates the Honors Curriculum and program details. She also initiates and maintains the program's ties with honors organizations and transfer partners state and nationwide. She is responsible for certifying student's honors work as well as Honors Scholar status. She will work closely with honors students in the transfer admission process. Any and all issues honors students have besides planning their academic schedules should be brought to her. She is happy to work with you, and answer all your questions. Please, don't be shy. Professor Mo is here to help you succeed and have an enjoyable and fruitful experience at Modesto Junior College.

Honors Counselor: Leticia Cavazos is the contact representative of the Counseling Department to the Honors Program. She works closely with the Honors Coordinator, Honors Advisory Board and the Counseling Department to help Honors Students choose classes at MJC that fit into their educational goals. She is also the Transfer Center Coordinator and as such, is an expert on transfer issues. Her main assignment is to counsel students. All honors students should try to meet with a counselor at least once per semester to ensure that they are on track to attain their goals. All honors students must have an educational plan on file with the program.

Honors Advisory Board: The Honors Advisory Board is made up of Modesto Junior College faculty, classified staff, students and administrators. Its role is to create policy and procedures, oversee admissions of students, select the honors courses and approve Honors Contract proposals.

Board Members:

Eva Mo: Honors Coordinator and History Professor
Patrick Bettencourt: Dean of Instruction and Student Learning
Jacqueline Faris: Mathematics Professor
Susan Kerr: Anthropology Professor
Deborah Martin: Anatomy Professor
Chad Redwing: Humanities Professor
Jason Wohlstadter: English Professor



HONORS STANDARDS OF CONDUCT

As an Honors Student, it is expected that you will conduct yourself in a manner becoming of someone who is held up as an example to other students. If you have questions about the rules of conduct, please feel free to talk to the Honors Coordinator. She would be happy to address your concerns as well as help you understand conduct expectations. The most common violation of the code of conduct is cheating. Cheating, including plagiarism, will not be tolerated and can be grounds for expulsion from the program. If you feel unsure of what constitutes cheating and/or plagiarism, look at the Academy site for specific help and explanation. And as always, your Honors Coordinator can help. Find reproduced below Modesto Junior College's conduct policy.

Modesto Junior College under the Yosemite Community College District Board Policy has specified those standards of student behavior which it considers essential to its educational mission and its campus life. These regulations are designed to represent reasonable standards of conduct. The Standards of Conduct governs the behavior of students and guests on campus and at college-sponsored activities. Violations of the codes may subject individuals to disciplinary action, which is consistent with the requirements of due process.

1. Causing, attempting to cause, or threatening to cause physical injury to another person.
2. Possession, sale or otherwise furnishing any firearm, knife, explosive or other dangerous object, including but not limited to any facsimile firearm, knife or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a district employee, which is concurred in by the college president.
3. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5
4. Committing or attempting to commit robbery or extortion.
5. Causing or attempting to cause damage to district property or to private property on campus.
6. Stealing, or attempting to steal district property or private property on campus, or knowingly receiving stolen district property or private property on campus.
7. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the college or the district.
8. Committing sexual harassment as defined by law or by district policies and procedures.
9. Engaging in harassing or discriminatory behavior based on

race, religion, creed, color, national origin, ancestry, disability, sex (i.e., gender), marital status or sexual orientation or any other status protected by law.

10. Willful misconduct which results in injury or death to a student or to college personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the district or on campus.
11. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel.
12. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty.
13. Dishonesty; forgery; alteration or misuse of college documents, records or identification; or knowingly furnishing false information to the district.
14. Unauthorized entry upon or use of college facilities.
15. Lewd, indecent or obscene conduct on district-owned or controlled property, or at district-sponsored or supervised functions.
16. Engaging in expression which is obscene; libelous or slanderous; or which so incites students as to create a clear and present danger of the commission of unlawful acts on college premises, or the violation of lawful district administrative procedures, or the substantial disruption of the orderly operation of the district.
17. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
18. Obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other college activities, including its public service functions, or any other authorized activities. Pagers, cellular telephones and other similar electronic devices must be turned off in classrooms and other campus sponsored events unless authorized by an appropriate faculty or staff member.

Reference: *Education Code Section 66300*



STUDENT RIGHTS AND GRIEVANCES

If you have a grievance, it is always best to go to the source. For example, if you find yourself in contention with your instructor, first talk to him or her in a calm and collected manner. Usually, this addresses the problem. If several attempts to talk to the professor do not solve the problem to your satisfaction, then there are procedures you can follow. First, make sure to document your grievance. Include dates, a record of your discussion and other appropriate documentation. Second, make an appointment with the next level up (the dean in a regular course, the honors coordinator in an honors course or contract...). Keep in mind that if you don't talk to the professor first, you will be asked to do so. The only exception would be if you feared for your physical safety. Find reproduced below Modesto Junior College's policy on student rights.

Academic Freedom

The Board of Trustees believes that students have the right to listen, the right to decide, the right to choose, the right to reject, the right to express and defend individual beliefs, and that the educational purpose of the District is best served by this freedom of expression. As members of an academic community, students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Institutional procedures for achieving these purposes may vary from campus to campus, but the minimal standards of academic freedom of students are essential to the purposes for which community colleges exist.

Students are free to take reasonable exceptions to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Student performance will be evaluated on a broad academic basis, not on opinions or conduct in matters unrelated to academic standards.

Student's Right to Inspect and Review Education Records

Students may inspect and review their education records upon request to the appropriate record custodian. Students should submit a written request to the Vice President of Student Services, which precisely identifies the record(s) to be inspected. Records will be made available within 48 hours.

Student's Right to Seek Amendment/Correction of Education Records:

Any student may file a written request with the appropriate custodian of records to correct or remove information recorded in his/her student record which he/she alleges to be inaccurate, an unsubstantiated personal conclusion or inference, a conclusion or inference outside of the observer's area of competence, or not based on the personal observation of a named person with the time and place of the observation noted. This does not provide the right to request a grade correction.