

## California University of Pennsylvania Honors Program

### Addendum Form

Dear Professor,

As you may know, an addendum is an opportunity for an Honors student to earn Honors credits for a non-Honors course. It allows a student to gain a deeper understanding of the course content by independently pursuing a meaningful project that extends beyond the typical course work and has been mutually created by the student and the instructor.

A student who desires to enroll in a course for Honors Program credit (an addendum) must complete and return the attached form and proposal by the Friday of the fourth week of classes. If approved, the addendum form and proposal will be endorsed by the director or associate director and returned to the student. At the end of the semester, we will contact you to determine if the addendum has been satisfactorily completed. If so, the Honors student will receive Honors credit for your course.

A full description of and additional instructions for the addendum policy and a list of FAQs are available at the Honors Program website (URL [here](#)). As always, please do not hesitate to contact us with any questions.

Sincerely,

M.G. Aune, Director  
[aune@calu.edu](mailto:aune@calu.edu)

Craig Fox, Associate Director  
[fox@calu.edu](mailto:fox@calu.edu)

Instructor:

Student:

Student CWID:

Course name:

Call #:

Course #:

Credits:

Department:

Semester:

On an attached sheet please describe the content of the addendum. Be sure to include the deadline, the form (research paper, problem set, presentation, etc.), length/quantity of work, and at least three of the criteria listed below.

Criteria for Evaluation of Addendum (please circle the relevant numbers)

The addendum will allow the student to:

1. have greater participation in and engagement with the course.
2. meet higher performance expectations than regular students.
3. complete more advanced supplemental reading, especially from primary sources.
4. complete more opportunities for writing, and at a higher standard.
5. have more opportunities for presentations to the class or to campus audiences.
6. pursue greater enhancement of critical thinking skills.
7. explore the subject matter of the class in greater depth and/or breadth, especially requiring synthesis of different points of view.
8. have more opportunities for self-initiated research, engaging with current research in a discipline or field, via original work, conference attendance, or exchanges with authorities in the discipline or field.
9. use resources or consultants from beyond the campus, such as university libraries and community figures and so forth.
10. pursue opportunities for publication or public presentation of work in a journal and/or at local or national conferences.
11. integrate ideas from a variety of sources, particularly in interdisciplinary contexts.
12. participate in community-based experiences: interviews, cultural events, service learning.
13. explore classroom leadership: leading study groups, class discussion, assisting in preparation and delivery of instructional material.
14. socialize within the norms and expectations of a discipline or field.
15. \_\_\_\_\_ (create your own)
16. \_\_\_\_\_ (create your own)

Instructor Signature:

Date:

Student Signature:

Date:

Director / Associate Approval:

Date: