



# Honors Committee Agenda

Monday, February 28, 2022  
ZOOM Meeting  
2:30-4:00 PM

**Type of Meeting:** Regular

**Note Taker:** Towana Catley

**Please Review/Bring:** Agenda Packet & Minutes

*Committee members:*

Towana Catley, Faculty Co-Chair  
Dr. Darcy Wiewall, Faculty Co-Chair  
Christos Valiotis, Dean MSE Administrative Member  
Rae Agahari, Arts & Humanities  
Amos Wellington, Athletics & Kinesiology  
David L. Adams, Career Tech Ed  
Tamira Palmetto Despain, Counseling & Ex-Officio  
Elinda Parkinson, Health & Safety Sciences  
Allison Burch, Library  
Dang Huyth, Math Sciences Engineering  
Paul Stahmann, Math Sciences Engineering

Pavinee Villapando, Math Sciences Engineering  
Greg Langner, Rhetoric & Literacy  
Dr. Matthew Jaffe, Social & Behavioral Sciences  
Kevin North, At-Large  
Dr. Patricia Palavecino, At-Large  
Alberto Mendoza, Adjunct Representative  
Vejea Jennings, Ex-Officio  
John Vento, Ex-Officio  
Isabella Minghelli, TAP Representative  
Angel Ramos Mendiola, ASO Representative

Items	Person	Action
I. Call to Order and Roll Call	Towana & Darcy	
II. Open Comments from the Public		n/a
III. Informational Items <ul style="list-style-type: none"> <li>Honors FPD Proposals 2022-2023</li> <li>Honor COR Development Status</li> </ul>	Towana & Darcy	
IV. Approval of Minutes <ul style="list-style-type: none"> <li>Approval of Minutes – 1.24.2022</li> </ul>	Towana & Darcy	<b><u>Issues Discussed:</u></b> <b><u>Action Taken:</u></b> <b><u>Follow Up Items:</u></b>
V. Action Item <ul style="list-style-type: none"> <li>2021-22 Subject Area Awards Memorandum</li> <li>Committee Member Proxy</li> <li>BIOL 201 Honors Option - Kaitlin Bessinger</li> <li>BIOL 201 Honors Option - Andrés Carrillo</li> <li>ENGL 227 Honors Option – Rachel Jennings</li> </ul>	All	<b><u>Issues Discussed:</u></b> <b><u>Action Taken:</u></b> <b><u>Follow Up Items:</u></b>
VI. Discussion <ul style="list-style-type: none"> <li>Honors Convocation April 8, 2022</li> <li>Process for New Honors Courses</li> <li>Process for New/Existing Honors Options</li> <li>Honor Course Section for AP&amp;P Handbook</li> <li>TAP Honors Syllabi Repository</li> </ul>	All	<b><u>Issues Discussed:</u></b> <b><u>Action Taken:</u></b> <b><u>Follow Up Items:</u></b>
VII. Adjournment		
<b>NEXT MEETING DATE: March 28, 2022</b>		



DATE: March 8, 2022

TO: Deans, Directors, Faculty

FROM: Isabelle Saber, VP Academic Affairs & Vejea Jennings, Honors Co-Coordinator

SUBJECT: NOMINATIONS FOR 2021-22 SUBJECT AREA AWARDS

---

Given the continued virtual nature of our campus, we have amended the Subject Area Awards process in hopes to still celebrate the incredible work of our students.

The following are directions for submitting nominations for Subject Area Awards:

1. Nominations for outstanding student academic achievement in subject areas and/or divisions must be made no later than the close of business on **Friday, March 26<sup>th</sup>, 2021.**

Faculty – please forward all nominations to your Dean for approval. Once approved, your Division Admin Assistant will submit nominations electronically using this link: [2020-2021 Nomination Collection Form](#)

Attached are the Subject Area Award Guidelines developed by the Honors Committee. Questions regarding these guidelines should be directed to Dr. Darcy L. Wiewall, [dwiewall@avc.edu](mailto:dwiewall@avc.edu) Office Extension 6902.

**Please note: We highly encourage you to set up a brief, celebratory Zoom meeting with all students you helped to nominate that are selected for a Subject Area Award. If you are comfortable, please allow Subject Area Award winners to invite family and friends to the Zoom meeting.**

2. Deans must submit the following information:

- Student Name/Nominee
- Student ID# (900)
- Subject Area Award/Major
- Student Address
- Student Email Address
- GPA
- Nominating Instructors
- Courses in Subject Area

**\*\*SEE REVERSE SIDE FOR REQUIREMENTS\*\***

Subject Area Award Requirements

The following apply for all Subject Area Award Recipients from all campus divisions.

Each recipient must fulfill the following:

1. Receive at least TWO instructor nominations (one of which must be from the Subject Area discipline).
2. Complete at least THREE courses in the relevant subject area.
3. Maintain a grade average of at least 3.5 in the relevant subject area and an overall grade average of at least 3.0 for all course work.
4. Have attended AVC for at least ONE year.
5. Complete or in the process of completing course work related to one of the following goals: AVC Certificate, AVC Degree and/or Transfer Readiness.
6. Must maintain good standing per AVC student code of conduct.
7. Must be receiving a Subject Area Award for the first time (a student may win only one award during their time at AVC).

Conditions: There should be no more than one recipient for each area; however, if two or more students are very close in the above factors, they may all receive awards. The faculty of each division will work with the dean to determine the subject areas for each department.

Exceptions: There may be areas in which the above requirements are not totally practical. The following may be exceptions to the standard requirements (in such cases consultation between the relevant division and the Honors Committee is required):

- Areas in which there may be only one instructor who can nominate students.
- Disciplines in which the three-course minimum is impossible to achieve. In such cases, at least 9 units worth of credit in the relevant subject area could be seen as satisfactory.
- Areas in which the 3.5 GPA is almost impossible for students to achieve. In such instances, top-scoring students should be selected.

NOTE: While the above standards should remain consistent campus-wide, separate divisions may wish to focus on special requirements unique to their departments. Some examples of such requirements might be attendance at seminars, outstanding sportsmanship, or completion of some special project.



## Honors Transfer Alliance Program Course Proposal

Instructions: Use this form to propose an honors section of a course. Honors sections of courses must fulfill all requirements of the Course Outline of Record, but they are distinguished from traditional courses in a number of ways:

- Innovative and active teaching learning method
- Depth and breadth of material
- Emphasis of critical thinking
- Use of technology, supplemental readings, practical applications

The following criteria will help the Honors committee to determine if the course will be distinguished from a non-honors course. **Please be very detailed and specific in your responses.**

Course Number and Title: BIOL 201 General Human Anatomy – Honor's Option

### Check which of the following honors objectives will be best by the proposed course?

- Course will provide content about the history or background of the field being studied.
- Course will show an awareness of some of the field's major theories or current trends.
- Course will require students to perform a case study, field experience, or other application.
- Course utilizes research methods including proper documentation for the discipline.
- Course will help students to demonstrate critical thinking and/or meta-cognitive abilities.

1. **Please provide an overview of your proposed course. Be sure to show how it differs from the traditional course. Please provide a copy of the syllabus for the traditional course (included it at the end of this document).**

This is an Honor's Option course for Biol 201. The student will complete all of the same coursework of the traditional course. In addition, the student will research and perform a dissection project to identify and study of all of the structures that compose a selected region of a cadaver. The student will write a proposal of the intended project, document their progress in a journal, and at the end of the dissection project, present their findings to the instructor and perhaps to the class as well.

2. **Explain how the course will be flexible in format and teaching methodologies. Describe how the course will strive for a greater degree of student participation and involvement.**

The student will perform all of the documentation of the project in the format that they choose. The dissection session schedule will be flexible and the dissection will be performed independently by the student, with the instructors guidance when requested. The student will meet with the instructor on a weekly basis to discuss plans, challenges, and progress, which will also be documented in the student journal.

3. **What activities, assignments, or readings will provide greater depth and breadth of subject matter? Describe writing assignments and discuss how the course will foster critical thinking?**

Prior to the dissection, the student must research and prepare a written proposal of the anatomy of the body region to be dissected, and their plan to reveal the structural components of the region. Each dissection session will be documented in a journal which will include written descriptions, photographs and/or diagrams. The journal will be submitted to the instructor at the conclusion of the project.



4. **What supplemental readings will be assigned and how will independent reading be determined and assessed? Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized.**

Anatomical atlases will be researched to write the project proposal and used to guide the student throughout their dissection. The journal will be written in the style selected by the student, but must clearly document each anatomical component encountered during the dissection.

5. **What ideas do you have for field trips, guest speakers, and opportunities to attend related cultural and social events, if applicable?**

Not applicable.

6. **The course fulfills which of the following (check all that apply):**

General education requirement

Major requirement

Elective only

**Honors Option for English 227: English Literature from 1750 to the Present**  
**Dr. Rachel Jennings, [rjennings@avc.edu](mailto:rjennings@avc.edu)**

**Overview**

English 227 is comparable to a buffet, as we sample a broad range of English literary texts from a long time span, covering a wide variety of authors and genres. The semester is split into three literary periods: The Romantic Period, The Victorian Age, and the Twentieth and Twenty-first centuries. Our encounters with authors (such as Mary Wollstonecraft, John Keats, Jane Austen, George Eliot, Charles Dickens, Alfred Tennyson, Christina Rossetti, Oscar Wilde, Virginia Woolf, Samuel Beckett, Nadine Gordimer, Seamus Heaney, Kazuo Ishiguro, Zadie Smith and many more), their texts, and surrounding contexts are, of necessity, often fleeting. In each of my class meetings, I introduce students to various approaches to literature. Over the course of the semester, we sample critical theories such as Russian formalism, psychoanalytic criticism, existentialism, stylistics, narratology, gender criticism, critical thinking, eco-criticism, and so on. We only have time to nibble at these theories and approaches. My aim is to expose students to a broad range of texts and approaches to develop their critical thinking tools, cultural capital, and self-awareness. The Honors Option is an opportunity to linger longer at the buffet and go into greater depth in reading and interpretation.

Honors students will become well-practiced in philosophical approaches to literature and will share their findings with the class. Philosophical approaches to literature explore the areas of metaphysics, epistemology, ethics, politics, and aesthetics. Through their extra work, honors students will develop research skills, close-reading skills, metacognitive skills, and increase self-awareness through pondering some of life's most poignant questions.

**Details**

Regular students in 227 are required to complete a range of readings of primary texts from fiction, poetry, and drama. They also produce one Commonplace Book of quotations, two research papers, one mid-term exam recitation, and one final project. In addition to these assignments, honors students will be required to listen to five podcasts (of their choice) on philosophy from the reputable BBC series, *In Our Time*. These podcasts consist of a host, Melvyn Bragg, who leads a discussion amongst three guest speakers, academics who specialize in the topic of the day. The podcasts are intellectually rigorous and accustom students to the atmosphere of academic communities. Examples of podcasts in the series on philosophy include, "The Muses," "The Philosophy of Love," "Free Will," "Existentialism," "Beauty," "The Philosophy of Solitude," "Imagination and Consciousness," "Authenticity," and "The Mind / Body Problem." Honors students will produce a three-part report on each selected podcast (including a summary, a set of useful questions that literature students can use to interpret literature, and a paragraph outlining how one or more of these questions illuminates one of our course readings). Towards the end of the semester, honors students will give a class presentation

on their findings. Additionally, honors students will meet with the professor outside class several times throughout the semester to discuss the option requirements, discuss the podcasts, and discuss the final presentation. These meetings will be held on Zoom and/or Pronto.

Minimum Tentative Meeting Schedule

Week 3: Orientation to Honors Option requirements

Week 5: Discussion of first *In Our Time* podcast

Week 9: Mid-semester check-in

Week 14: Discussion of final honors presentation

To be submitted to the Academic Policy & Procedures (AP&P) Committee for inclusion in the AP&P Standards and Practices Handbook.

## HONORS COURSE Requirements:

Through participation in the AVC Honors Transfer Alliance Program (TAP), high achieving students have the opportunity to take honors coursework at the college. However, honors coursework is not necessarily more work. Rather, honors courses should include objectives, course content and methods of evaluation which demand greater rigor, synthesis, and critical thought.

Faculty interested in developing honors sections of courses can contact the Co-Chair of Honors Transfer Alliance Program (TAP) for more information. The general guidelines are as follows:

1. The course should include an experience or experiences (e.g., methods of evaluation) that assure three of the following four criteria are met:
  - a. The student must show development of advanced writing skills through synthesis and original thought in expanded writing projects, research papers and critical essays. These should entail a minimum of ten pages in writing.
  - b. The honors experience should include substantially more reading and utilization of primary materials.
  - c. The student must show enhancement and enrichment through an outside- class activity or project.
  - d. The student must show development of oral communication skills, requiring a 15-minute minimum presentation to the class.
2. The course objectives from the original course must be included in the honors course, although it is possible that the objectives might be revised to included higher order skills (e.g. "analyze" rather than "describe"). Additional objectives may be added.
3. Additional texts or instructional materials which would be appropriate for the honors student should be added to the course outline, keeping in mind the honors experience will likely include substantially more reading and use of primary materials.
4. The course content from the original course must be included in the honors course, although additional course content may be added.
5. Students may take up to six Honors credits at another accredited community college or university, whether online or in a face-to-face class, as long as the remaining nine units are completed in face-to-face classes at Antelope Valley College.
6. Honors course Must be completed in a F2F format.

\*\*\*example\*\*\*

Honors courses can be offered in a distributed format on a limited basis. Students may take six of the required fifteen Honors credits in a hybrid or fully online format. The remaining nine credits must be completed in a face-to-face course at Crafton Hills College. The sense of community which is the goal of the College Honors Institute is accomplished through meaningful interpersonal contact. Any activities conducted at a distance should be supplemented by online interaction with other students and between students and faculty.