



Honors Committee Minutes

Monday, November 26, 2023
ZOOM Meeting
2:30-4:00 PM

Type of Meeting: *Regular*

Note Taker: Towana Catley

Please Review/Bring: Agenda Packet & Minutes

Committee members: (attendance is reflected in bold)

Towana Catley, Faculty Co-Chair

Dr. Darcy Wiewall, Faculty Co-Chair

Dr. Jedidiah Lobos, Dean MSE Administrative Member

Rae Agahari, Arts & Humanities

Nathasha Hong, Counseling

Dietra Jackson, Counseling

Elinda Parkinson, Health & Safety Sciences

Jacqueline Seekamp, Library

Kaitlin Bessinger, Math Sciences Engineering

Mike Pesses, Math Sciences Engineering

Pavinee Villapando, Math Sciences

Engineering

Greg Langner, Language & Communication

Arts

Dr. Matthew Jaffe, Social & Behavioral Sciences

David L. Adams, Social & Behavioral Sciences

Kevin North, At-Large

Dr. Rachel Jennings Tafarella, At-Large

Alberto Mendoza Gonzalez Larreynaga, Adjunct

John Vento, Ex-Officio

Colton Beardsley, ASO Representative

Rita Jarbanda, ASO Representative

Gem De Jesus, Honors TAP Representative

OPEN, Athletics & Kinesiology

OPEN, Career Technical Education

Items	Person	Action
I. Call to Order and Roll Call	Towana & Darcy	2:36pm
II. Open Comments from the Public		Student Handbook on the AVC website is outdated 2018-2019. There hasn't been a new/updated handbook. This has been brought to the attention of leadership at the Board of Trustees meeting in October.
III. Informational Items <ul style="list-style-type: none"> TAP Honors Syllabi Repository 2023-24 Subject Area Awards Memorandum 	Towana & Darcy	Dec 5 Darcy will attend the Deans and Directors Meeting to present about Subject Area Awards (SAA). Towana will attend to support as well.
IV. Approval of Minutes <ul style="list-style-type: none"> Approval of Minutes – October 23, 2023 	All	<p><u>Issues Discussed:</u></p> <p><u>Action Taken:</u> Greg motions to approve minutes from last meeting, Alberto seconds.</p> <p><u>Follow Up Items:</u></p>
V. Report <ul style="list-style-type: none"> None 	All	
VI. Action Item <ul style="list-style-type: none"> COMM 101 Honors Proposal \ Greg Langner 	All	<p><u>Issues Discussed:</u></p> <p><u>Action Taken:</u></p> <p><u>Follow Up Items:</u></p>

VII. Discussion

- COMM 101 Honors Proposal \ Greg Langner
- Marketing Sub-committee?
- Honors Option Contract System Revision Process
- Honors TAP Regalia
- MUS101 Honors

Issues Discussed:

COMM101 Honors Proposal presented by Professor Greg Langner. Personal narrative does not require IRB approval.

Action Taken:

Alberto moves to have MUS101 honors amendment to action and discussion item for today's meeting, David seconds.

COMM101 Honors Proposal:

Elinda motions to approve and Dean Lobos seconds. All voting members attendance are in favor.

MUS101 Honors Proposal:

Honors courses online are typically not accepted and somewhere in the google migration to Microsoft outlook and the former faculty no longer teaching the honors course, the faculty assigned to MUS101 never taught an honors option nor course, there is no honors proposal, and yet the course somehow up and posted in the class schedule. To date, there is only 4 students enrolled.

Committee agrees to remove the class as an honors course to honor the honors proposal process, but recommend the faculty to submit an honors option instead for this course.

Alberto and Dean Lobos bring up the idea of creating a process (emergency contingency plan) to be proactive in future incidents if this happens again. What this process could look like, possibly have an emergency honors committee meeting and a hard deadline for faculty to submit proposal so we can move forward and keep the course. Greg brings an idea of electronically signing to vote for emergency situations like these.

Dean Gary Heaton Smith was able to join the honors meeting. Dean Heaton-Smith will reach out to the instructor to see if they can submit an honors proposal so we can keep the MUS101 course as honors in the spring 2024. Emergency honors committee meeting to hear proposal will take place 12/4 at 2:30pm

*Marketing Sub
Committee:*

		<p>Involve the ASO student representatives and the Honors Social Media Handlers in this sub committee. Greg also expressed interests to join.</p> <p>Follow Up Items:</p>
<ul style="list-style-type: none"> • Adjournment 		3:18pm
<ul style="list-style-type: none"> • NEXT MEETING DATE: January 22, 2024 		



Honors TAP Option by Contract Instructor Proposal

INSTRUCTOR USE ONLY: By agreeing to offer an honors option to honors students, you agree to fulfill the high standards of the honors program and to sign all appropriate paperwork by the deadline in order for the student to get honors credit for your course. Your project must be approved by the honors coordinator/committee. The following criteria will help us to determine if the project meets honors option criteria and standards. Please be very detailed and specific in your responses. The form below will help you to design an appropriate proposal for consideration. Please fill out completely and with ample details. You only need to fill out this form once for a particular course. Honors Option projects do not figure into the grade for the course, but they should be done to a high standard. If an instructor wants to grade the project, CREDIT or NOCREDIT should be used. Students need not be earning an "A" in a course to do an honors option; however, their work in general must be honors quality. Instructors reserve the right to deny the opportunity of an honors option to any student in any course.

Course Name: English 102 Puente

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

- Option will provide content about the history or background of the field being studied.
 - Option will show an awareness of some of the field's major theories or current trends
 - Option will require students to perform a case study, field experience, or other application.
 - Option utilizes research methods including proper documentation for the discipline.
 - Option will help students to demonstrate critical thinking and/or meta-cognitive abilities.
1. Please provide an overview of the proposed option. Be sure to show how it differs from what other students do in your course. **Honors option students will be examining the indigenous history and culture of the Americas, the violent process of Spanish colonization, and indigenous resistance and survival. Honors students will look back thousands of years to consider indigenous civilizations, primarily in North America, and reconsider the understanding of the geographic and symbolic meaning of the term "America" as well as connections to contemporary Chicanx/Latinx culture. While non-honors students will research context directly related to the texts, this proposal aims to offer honors students a more comprehensive understanding of the historical background by examining the complex interactions between indigenous civilizations and colonizing powers and the connection to contemporary culture and class readings. After conducting their research, students will then integrate their findings with the texts read in class, demonstrating how the themes and issues raised in these texts connect to the history of colonization. By making these**



Honors TAP Option by Contract Instructor Proposal

connections, students will gain a deeper understanding of how the past has shaped the present and how the legacies of colonization continue to be reflected in contemporary literature. This will also enable students to analyze how authors from the 1900s to the present day have engaged with these themes and how perspectives evolve over time. Through this analysis, students will develop a more complex and nuanced understanding of the ongoing impact of colonization and its representation in literature.

2. Describe how the option will strive for a high degree of student participation and involvement. **Honors students will conduct independent research outside of classroom instruction and work, utilizing both primary and secondary sources to trace the history of indigenous civilizations and their encounters with colonizing forces. Research conducted by honors students will be presented in a research paper. Throughout this process, honors students and myself will have periodic meetings to discuss progress.**
3. List the specific meeting dates, deadlines and tasks. **Students will submit smaller assignments and updates on their research progress weekly to ensure they are on track and for me to provide feedback. Honors students and myself will meet bi-weekly for progress updates. The finalized research paper will need to be submitted May 3rd.**
4. What activities, assignments, or readings will provide greater depth and breadth of subject matter? **Readings/informational texts: Timeline: Latin America by Oxford Reference, 500 Nations Documentary, Harvest of Empire: A History of Latinos in America by Juan Gonzalez, When Worlds Collide Documentary, selected articles. Assignments: Defining “America,” reflections during the research process, reflections in identity, family, and personal history, geographical research, early indigenous civilization mapping and research, reading assignment responses.**
5. Describe writing assignments and discuss how the course will foster critical thinking. **Comparing and contrasting different sources during the research phase can help students develop their critical thinking, analysis skills, and allow them to develop their own interpretations and arguments based on the evidence they have gathered. Additionally, students must be able to evaluate the credibility and reliability of sources, as well as the effectiveness of different literary texts in representing and engaging with the themes and issues of colonization.**



Honors TAP Option by Contract Instructor Proposal

6. Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized. **Honors students will conduct research outside of class that will serve as the basis for an MLA formatted 6-page minimum research paper with a minimum of 4 sources, not including texts read in class. Primary and secondary sources will be used in a variety of ways to gain a deeper understanding of the historical context in the colonization of indigenous civilizations. Primary sources, such as historical documents, artifacts, and first-hand accounts, can be used to gain a more immediate understanding of the time period and the experiences of those who lived through it. Secondary sources, such as scholarly articles and books, can be used to provide context, analysis, and interpretation of the primary sources and to situate the texts within broader historical and theoretical frameworks.**

7. Overall, please describe how this honors option by contract project will benefit the honors student. **This proposal seeks to provide honors students with an opportunity to delve deeper into the historical context of the texts studied in class by conducting research on the history of indigenous civilizations and the impact of colonization. By examining this complex history, students will develop a more nuanced understanding of the contexts in which the texts were created and the ways in which they engage with the themes of colonization and its impacts.**



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Course Name:

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1. Please provide an overview of the proposed option. Be sure to show how it differs from what other students do in your course.
 2. Describe how the option will strive for a high degree of student participation and involvement.
 3. List the specific meeting dates, deadlines and tasks.
 4. What activities, assignments, or readings will provide greater depth and breadth of subject matter?
 5. Describe writing assignments and discuss how the course will foster critical thinking.



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6. Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized.

7. Overall, please describe how this honors option by contract project will benefit the honors student.



AVC Faculty Honors Option Contract Form 2021-2022

Student Name:
Student ID:
Course/CRN:
Semester/Year:

Faculty Mentorship Guidelines

Your role is to mentor and guide the student in the conception of the Honors Option project, develop the proposal, and then implement and complete the contract approval process. You should plan to meet frequently throughout the semester with the student to go over her or his progress, review drafts, and suggest avenues to pursue. It is imperative that you keep detailed records of scheduled meetings and assignment due dates. At the end of the semester, you will assess whether the student has fulfilled the terms of the Honors Contract to your professional standards and communicate with the Honors Coordinator whether the contract has been completed.

I. Describe the form / format the Honors Option project will take. (Check all that apply.)

- Research Paper
- Presentation
- Research Journal
- Computer Program
- Laboratory research
- Quantitative / Qualitative Research Project
- Creative Writing or Fine Arts Portfolio
- Film
- Volunteer work
- Other

II. Which of the following learning objectives will the student achieve through completion of this Honors project? (Check all that apply.)

- Provide content about the history or background of the field being studied
- Show an awareness of some of the field's major theories or current trends
- Practice an application, field experience, or case study

- Utilize research methods including proper documentation for that discipline
- Demonstrate critical thinking and/or meta-cognitive abilities (an example of demonstrating meta-cognitive ability is to keep a reflective journal)

III. Which of the following Institutional Learning Outcomes will this project support? (Check all that apply.)

- Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
- Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
- Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Sciences and Mathematics.
- Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy
- Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and an understanding of the role of diversity in modern society
- Identify career opportunities that contribute to the economic well-being of the community.

IV. Honors Option Summary and Guidelines

Instructor: Please attach a typed, 1-2 page summary which details the project or assignments you have designed for the Honors Contract. Projects may be student- or faculty-inspired. The summary must address all of the following areas:

1. Project Goal, Driving Question, and Thesis: What is the ultimate learning goal of this project? What question drives all the work on this project?
2. Project Outcomes: What will be the outcome and/or evidence of completion of this project? Be specific about quantity whenever possible.
3. Project Methods: What methods will the student use to complete this Honors activity? For instance, what are some of the sources (books, journals, personal interviews, etc.) a student will use as he/she completes the project? Be specific.
4. Project Process, Timeline, and Due Dates: Please detail the steps you will require a student to take to complete your Honors project or assignments along with a timeline for each stage of completion. Since you are required to have scheduled meetings with your student, indicate how often you and your student will meet. (If necessary, additional forms can be attached to this document.)

Tips for Successful Honors Options:

- Build the project around a guiding idea that has the right scope and depth.

- Be sure the project relates to and supplements the course material. It's okay to be creative but remember to keep the focus related to the course subject material. Remember, this is not an independent study project.
- Avoid "book report" type projects. This isn't about regurgitating information, but rather synthesizing it, creating something new, or looking at things from a unique perspective.
- Make the basics clear:
 - What will you have your student do?
 - Why are you doing this? What question are you trying to have your student answer? What skill(s) are you trying to develop?
 - What OUTCOME(s) will there be to this project? What evidence will there be that the work has been completed. Quantify and give details!
 - What METHOD(s) will you use?
 - What is the TIMELINE for the contract work? Break it down.
 - What RESOURCES will this student use in this project?

Attachment: Upload Contract File

Honors Option Contract Terms of Agreement

- Honors contracts are enacted voluntarily by both instructor and a student that is a member of the Honors program.
- Honors contracts are designed and proposed by the instructor and student and submitted by the 4th week of the semester (fall and spring) and the 2nd week of summer session. Exceptions may be made with permission from the Honors Coordinator.
- Honors contracts are approved by the Honors Coordinator and/or Honors committee members.
- Honors contracts must be completed by the end of the semester; there are no incompletes allowed for Honors contracts.
- An Honors contract is evaluated by the instructor solely on the basis of whether or not its requirements were completed satisfactorily, and the student maintains satisfactorily progress throughout the course.
- A student may choose to discontinue a contract at any time during the semester. However, if this occurs twice, a student may be subject to additional inquiry by the Honors Coordinator.
- Instructors are able to terminate contracts, especially if the student is not performing satisfactorily in the various course assignments and assessments.
- Honors Contracts are available for GE transfer-level courses only (3 units or higher).
- Notation on student's transcript = "(H)" will appear after the course title on the student's transcripts. For example: Political Science 101 (H)

I have read, and will comply with, all terms of the Honors Option Contract.