



**ANTELOPE VALLEY COLLEGE
HONORS COMMITTEE MEETING
AGENDA
March 30, 2015
2:00 p.m.
L-201**

To conform to the open meeting act, the public may attend open sessions

1. CALL TO ORDER AND ROLL CALL
2. OPENING COMMENTS FROM THE CHAIR
3. OPEN COMMENTS FROM THE PUBLIC
4. APPROVAL OF MINUTES
 - a. February 9, 2015 Honors Meeting (attachment)
 - b. February 23, 2015 Honors Meeting (attachment)
5. OLD BUSINESS
6. DISCUSSION ITEMS
 - a. Bio 201 Honors Option Dr. Nikki Riley (attachment)
 - b. French 101 Honors Option Professor Kapeles (attachment)
 - c. History 107 Honors Option Professor Read (attachment)
 - d. Subject Area Awards Update
 - e. Dr. Mistry Award Update
7. ACTION ITEMS
 - a. Bio 201 Honors Option Dr. Nikki Riley
 - b. French 101 Honors Option Professor Kapeles
 - c. History 107 Honors Option Professor Read
8. OTHER BUSINESS
9. ADJOURNMENT

NON-DISCRIMINATION POLICY

Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (1) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities, or events.

HONORS COMMITTEE MINUTES

March 30, 2015

2:00 p.m.

Library 201

To conform to the open meeting act, the public may attend open session

1. CALL TO ORDER AND ROLL CALL
 - a. Member present: Kathy Bingham, Angela Koritsoglou, Tom O'Neil, Bassam Salameh, Pavinee Villapando, John Vento, Matthew Jaffe and Elizabeth Wells
 - b. Members absent: Rae Agahari, Mark McGovern, Susan Knapp, Michael Pesses
 - c. Guests: Alex Nelms, Leshaeveon Rowe
 - d. Meeting was called to order by Mr. John Vento, Chair at 2:04 p.m. a body part and con
 - e. duct

2. OPENING COMMENTS FROM THE CHAIR
 - a. None.

3. OPEN COMMENTS FROM THE PUBLIC
 - a. None.

4. APPROVAL OF MINUTES
 - a. February 23, 2015 Honors Committee meeting
 - i. Motion approve
 - ii. Motion passed

5. OLD BUSINESS
 - a. None.

6. DISCUSSION ITEMS
 - a. Biology 201 Honors Option
 - i. Ms. Nikki Riley presented the contract.
 - ii. Ms. Nikki Riley explained that her Honors Biology 201 Honors option students are required to select a body part and conduct an independent cadaver investigation and dissection outside the classroom while non-honors option students are not.

b. History 107 Honors Option

- i. Dr. Mathew Jaffe like the course proposal very much. Other committee members expressed their need for the verification of the oral examination.
- ii. Mr. John Vento would discuss these concerns with Mr. Robert Read.

7. ACTION ITEMS

a. Biology 201 Honors option: Ms. Nikki Riley

- i. Motion to approve the Honors option, motion seconded
- ii. Approved unanimously

b. French 101 Honors option

- i. Motion to approve the Honors option, motion seconded
- ii. Approved unanimously

8. OTHER BUSINESS

- i. Subject area awards nomination went well.
- ii. Mr. John Vento asked the committee to score students for Dr. Mistry Academic award and he will email the members with complete instructions.
- iii. Next meeting is on April 27, 2015.

9. Adjournment

- i. Meeting adjourned at 2:30 p.m.

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.

(Biology 201: General Human Anatomy 1) –For Dr. Nikki Riley's Class

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.

Students will participate (independently) in the dissection of a predetermined area of a human cadaver. Students will attend a mandatory orientation meeting about this project. Students are required to have and maintain a 75% or better average in the General Human Anatomy 1 course. This option is only offered for extra credit for regular course students, under the same guidelines and parameters.

2. Describe how the option will strive for a high degree of student participation and involvement.

The student conducts an independent cadaver dissection. He or she will review a listing of available un-dissected or partially dissected regions and determine the area of the body in which they would like to conduct an in-depth exploration.

Honors TAP Option by Contract Instructor Proposal

3. What activities, assignments, or readings will provide greater depth and breadth of subject matter?

Once the student has selected a body region/part for further study and dissection, the student will obtain a copy of *Grant's Dissector* (the currently used laboratory guide). The student will read the related pages to develop their individual dissection plan.

Additionally, the student may be assigned anatomically based readings or discussion of medical imaging research studies to place his or her project in the appropriate context and to encourage a working knowledge and application of anatomical terminology. Further, the student submits a written proposal of the dissection routine and will record the dissection's progress in a journal.

4. Describe writing assignments and discuss how the course will foster critical thinking.

The student will record the progress of their dissection in a journal. Additionally, they will present their dissection to the course instructor and Anatomy class upon completion of the project.

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

The student will have the opportunity to conduct an in-depth examination of a specific body region or organ using a dissection atlas of the highest caliber. This will assist the student in developing a dissection project outline and proposal. The review of medical journals will enable the student to observe the context of how various anatomical regions/organs/structures are imaged, assessed and studied within a clinical and applied context.

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

An honors student will have the privilege of conducting an independent cadaver investigation and dissection. This is applied and (hands-on) project will supplement the student's theoretical experience while taking the General Human Anatomy 1 course. The student can take advantage of studying the instructional resources and established anatomical specimens/resources that are part of the tradition and well-regarded Human Anatomy curriculum and program at Antelope Valley College.

Honors TAP Option by Contract Instructor Proposal

Project Timeline

- Week 2-The student will attend a mandatory orientation meeting to discuss the preparation and execution of a project proposal.
- Weeks (3-4)-The student will review a list of available dissection regions on the cadaver and decide which region will suit their project needs and interests for further exploration.
- Week 5-The student will obtain a copy and review the relative pages of *Grant's Dissector*, in relationship to their project of interest and selected region of dissection.
- Weeks (5-6)-The student will submit a written proposal describing their project and the proposal will be reviewed by the instructor.
- Weeks (6-7)-The student will meet with the instructor to become oriented to the cadaver, dissection procedures and the rules of laboratory etiquette.
- Weeks (6-12)-The student will work on the dissection project during regular laboratory hours, when an instructor is present. The timeline will be discussed with the supervising instructor, so that guidance can be provided if need be. The student will record the progress of the dissection in their journal. The journal will be submitted to the supervising at the conclusion of the project. All dissection work should be completed by the 12th week.
- Weeks (13-15)-The student will present their dissection project to their supervising instructor and their respective laboratory class.

Honors TAP Option by Contract Instructor Proposal

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French 101- Elementary French I

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 the students do in your course.

Students will expand their already required 5-7 minute in-class Francophone cultural presentation in two ways. First, they will speak about their approved topic of choice in class for 10 minutes. Secondly, they will develop a 10 page minimum paper that delves into the topic in greater detail and includes sections of comparisons and contrasts, analysis, and reflection based on their research and personal contact with and/or impressions of the Francophone culture(s) in question.

2. Describe how the option will strive for a high degree of student participation and involvement.

The student will go above and beyond the combined 15 hours of class time and recommended homework time per week by attending meetings with the instructor throughout the semester in order to facilitate the research and writing processes.

Honors TAP Option by Contract Instructor Proposal

Schedule:

- Week 4: Meeting to discuss research topic
- Week 5: Meeting to finalize research topic
Student begins research
- Week 7: Meeting to discuss research progress
- Week 9: Outline of paper due to instructor
Student begins writing rough draft
- Week 11: Student gives in-class presentation
- Week 13: Rough draft of paper due to instructor
Meeting to discuss rough draft
- Week 16: Final draft of paper due to instructor

3. What activities, assignments, or readings will provide greater depth and breadth of subject matter?

The student will complete topical research using academic journals, book, approved Internet sites, and if applicable, primary-source correspondence with members of the Francophone culture(s) in question.

4. Describe writing assignments and discuss how the course will foster critical thinking.

After completing a paper outline, the student will complete a 10 page minimum research paper on their approved chosen topic. In the paper, they will be required to present their findings, make comparisons and contrasts, analyze information, and conclude with reflections that tie together their research and personal contact and/or impressions of the culture(s).

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

The student is required to include a Works Cited page in MLA style with a minimum of 7 sources, 6 of which must be from academic journals, books or approved Internet sites. In-text citations are also required in MLA style. Students are encouraged to use primary sources such as correspondence with members of the culture(s) in question if possible.

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

This project will allow the student to gain a deeper foundational and critical understanding of a specific topic of interest about the Francophone world as it relates to their own personal

Honors TAP Option by Contract Instructor Proposal

experiences or impressions. They will also have the opportunity to share a portion of their findings with classmates during the presentation.



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: (Insert Name and Course Number)

History 107 (CRN 34924) – U.S. History: 1607-1877 – Spring 2015 semester
Instructor: Robert Read, M.A.

Check which of the following honors objectives will be met 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)**

The student will conduct a detailed study of political partisanship and “post-partisanship” during the early years of the American republic and will use as a case study the often-acrimonious relationship between John Adams and Thomas Jefferson. She will look specifically at three phases of the relationship between the two Founding Fathers: (1) their collaboration during the era of the Second Continental Congress; (2) their confrontational relationship during the Adams Administration, especially during the presidential campaign of 1800; and (3) their reconciliation through their voluminous correspondence during their post-presidential years. In fulfillment of the requirements for the honors option, the student will complete additional reading of secondary sources and will use primary sources in the course of her research. She will write an 8- to 10-page research paper (plus footnotes and bibliography) and will present a brief (approximately ten-minute) oral presentation on her findings (her presentation to be followed by a few oral questions from the instructor).

The work required differs from that of the regular course in that the student is required to examine primary sources in the conduct of her research (regular students are required to write research papers but normally only consult secondary sources). In addition, the student will be required to make an oral presentation before her instructor (including an optional PowerPoint presentation) and to sit for a brief “mini-oral examination” -- two activities that are not required of regular students who are enrolled in the course.



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 meet on several occasions with the instructor to discuss research design, secondary and primary sources. She will read at least two secondary-source monographs and will consult additional sources (primary and secondary) as needed based upon her discussions with the instructor.

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?

The student will read David McCullough's biography of John Adams as well as portions of Dumas Malone's multi-volume biography of Thomas Jefferson, and she will consult other sources as to be determined both by her subsequent discussions with the instruction and the evolution of her research.

In addition to her specific research on the age of Adams and Jefferson, the student will be free to draw comparisons to political partisanship in other eras of American history as well as the nature of partisanship in contemporary America.

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.

In addition to the above-referenced works by McCullough and Malone, the student will consult a variety of secondary sources (including Asa Martin's 1951 monograph After the White House). In the course of her research, she will examine the actual correspondence between Adams and Jefferson.

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

No specific field trips, guest speakers, and social are events are applicable, as all primary and secondary source materials that the student needs are available both online and in printed works available through local libraries.

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

- General education requirement
 Major requirement
 Elective only