

Honors Program Meeting
Tuesday, September 27, 2005
12:30 p.m., EW 205

Agenda

1. Elect an Honors Coordinator for 2005-2006
2. Review honors program applications
3. Fall 2005 Honors Program student/faculty mixer, with special presentation by John Stenger-Smith, something along the lines of "Entropy and *The Three Stooges*." Date and location to be announced. (Also be thinking of what we might do for the spring.)
4. UCLA TAP meeting November 4, 2005
We'll bring Honors Program students along. We've requested student development money but haven't heard back.
5. Trip ideas?
6. Budget information:
 - a. President's Scholarship: \$14,226
 - b. Faculty Scholarship: \$6,963
 - c. General: \$861
 - d. We will be selling See's candy to raise money for this general fund
7. Possible changes to scholarships for consideration:
 - a. Rename "President's Honors Scholarship" to the "Roe Darnell Honors Scholarship"?
 - b. Change amount and/or distribution time frame of this scholarship? (Currently \$500 per semester for four semesters, only given once every other year, to an incoming student)
 - c. Add a scholarship to support students who present at the yearly HTTC Student Research Conference? (UC Irvine offers scholarships to entering honors students who present at this conference, so it could pay off twice for the students)
8. Selection of two student reps for the Honors Program committee:
Shall I look for volunteers, have the Honors Program students nominate, or shall we solicit our choices?
9. Development of a tentative long-term schedule, fall 2006 through spring 2008
Consider what you would like to offer and when, e-mail me information for all four semesters, and I'll compile a list to bring back to the committee for final decision by the end of the semester, if possible. I'll send out an e-mail soon.

Honors Program Meeting
Tuesday, September 27, 2005
12:30 p.m., EW 205

Minutes

Attendance: Leo Girardot, Heather Ostash, Tom Foggia, Claudia Sellers, Corey Marvin, Cliff Davis, and Christine Swiridoff

1. Elect an Honors Coordinator for 2005-2006: **Decision:** Christine Swiridoff
2. Review honors program applications
Accepted: Ashley Harper, Michael Garrison, Ed Aralar, Julie Douglass
Deferred: Annette Moreau, Miranda Perales
3. Fall 2005 Honors Program student/faculty mixer, with special presentation by John Stenger-Smith, something along the lines of "Entropy and *The Three Stooges*." Date and location to be announced. (Also be thinking of what we might do for the spring.)
Location: Leo Girardot's home.
Date and time: a Friday evening in October (to be decided by John Stenger-Smith and Leo Girardot), perhaps 4:00-6:00 p.m. or 6:00-8:00 p.m.
4. UCLA TAP meeting November 4, 2005
We'll bring Honors Program students along. We've requested student development money but haven't heard back.
5. Trip ideas? Perhaps a tragedy play in L.A. to piggyback on Stenger-Smith's entropy presentation. I'll speak with Dave Miller about his Gem-a-rama trip to Trona in October. We'll ask Honors Program students what they would be interested in doing.
6. Budget information:
 - a. President's Scholarship: \$14,226
 - b. Faculty Scholarship: \$6,963
 - c. General: \$861
 - d. We will be selling See's candy to raise money for this general fund
7. Possible changes to scholarships for consideration:
 - a. Rename "President's Honors Scholarship" to the "Roe Darnell Honors Scholarship"? **Decision:** Retain the current name.
 - b. Change amount and/or distribution time frame of this scholarship? (Currently \$500 per semester for four semesters, only given once every other year, to an incoming student) **Decision:** Maintain the \$500 per semester amount for the President's Honors Scholarship but limit the scholarship to two semesters (instead of the current four), and give the President's Honors Scholarship every year (instead of the current every other year award).
 - c. Add a scholarship to support students who present at the yearly HTTC Student Research Conference? (UC Irvine offers scholarships to entering honors students who present at this conference, so it could

pay off twice for the students) **Decision:** Agreed. The Honors Program will pay all expenses for all Honors Program students presenting at the HTTC Student Research Conference (typically one night in a hotel, meals, and the conference registration fee) and call this a scholarship. Since submissions are due in early spring, we'll have to promote this opportunity to students in the fall. **Unresolved:** Need to name this new scholarship.

- d. **Decision:** Award two Faculty Honors Scholarships every year, one to a continuing student in the program and one to a transferring student; each a one-time award of \$500.

8. Selection of two student reps for the Honors Program committee:

Shall I look for volunteers, have the Honors Program students nominate, or shall we solicit our choices? **Unresolved.** (Note: TAP requires us to have at least one student rep.)

9. Development of a tentative long-term schedule, fall 2006 through spring 2008

Consider what you would like to offer and when, e-mail me information for all four semesters, and I'll compile a list to bring back to the committee for final decision by the end of the semester, if possible. I'll send out an e-mail soon.

Decision: Agreed. This should increase the number of students completing the Honors Program because they will be able to coordinate their G.E. with their 16 honors units.

10. **Additional business:** We need to promote the Honors Program and our transfer student success rates better. Parents and potential students should know that we have never had an Honors Program student apply to UCLA and not be accepted. Possible ideas discussed include advertise at the local movie theater, put articles in the Campus Communicator, and publish one student profile a semester in our two local newspapers.

Honors Program Meeting
Tuesday, March 7, 2006
12:30 p.m., EW 208

Agenda

1. Approve minutes of October 2005
2. Review honors program applications: Adam Clayson and Justin Cosner
3. Identify possible dates for the spring honors banquet
4. Develop tentative long-term schedule, fall 2006 through spring 2008
5. Phi Theta Kappa update: we're now the Beta Kappa Chi chapter of Phi Theta Kappa. Orientation and a chartering ceremony will be held this semester
6. Next meeting will be announced later in the semester. We'll review applications for the President's Scholarship and the Faculty Scholarships.

Honors Program Meeting
Tuesday, March 7, 2006
12:30 p.m., EW 208

Minutes

Attendance: Leo Girardot, John Stenger-Smith, Tom Foggia, Corey Marvin, Don Rosenberg, Ashley Harper, Brittany Smith, and Christine Swiridoff (chair)

1. Approve minutes of October 2005
Approved
2. Review honors program applications: Adam Clayson and Justin Cosner
Decision: both accepted
3. Identify possible dates for the spring honors banquet
Decision: no time conflicts for Saturday or Sunday afternoons
4. Develop tentative long-term schedule, fall 2006 through spring 2008
Decision: based on input, a draft will be completed and sent out for further review.
5. Phi Theta Kappa update: we're now the Beta Kappa Chi chapter of Phi Theta Kappa. Orientation and a chartering ceremony will be held this semester
6. Next meeting will be announced later in the semester. We'll review applications for the President's Scholarship and the Faculty Scholarships.
7. New business: CIC had questions about course outline for honors classes.
Christine and John will speak with CIC chair

Honors Program Meeting
Tuesday, April 11, 2006
12:30 p.m., EW 208

Agenda

1. Review applications for the President's Scholarship and the Faculty Scholarships

Honors Program Meeting
Tuesday, April 11, 2006
12:30 p.m., EW 208

Minutes

Attendance: John Stenger-Smith, Leo Girardot, Tom Foggia, Corey Marvin, Don Rosenberg, Heather Ostash, and Christine Swiridoff (chair)

1. Review applications for the President's Scholarship and the Faculty Scholarships

President's Scholarship: Iryna Putilina

Faculty Awards: Ashley Harper and Brittany Smith

2. Approve membership applications

Accepted:

Moriah Baker, Wendy Walding, Christopher Pruitt, Jordan Olson

Honors Program Meeting
September 7, 2006
12:30 p.m., EW 207
Agenda

1. Establish probation process

Honors Courses: Honors Program students must earn a C or better grade in all honors courses for these courses to apply to the total 16 units required for completion of the Honors Program.

Maintenance GPA: Students who fall below the maintenance GPA requirement of 3.25 are notified at the start of the next semester that they have one semester to bring their GPA back up to the minimum to remain in the program. If they do not raise their GPA that semester, they are removed from the program.

2. Update entrance requirements for new students

Current entrance requirements:

- attain a minimum 3.5 cumulative grade point average in all high school college prep and AP courses, with AP courses weighted according to UC standards
- achieve an ACT score of 25 or a SAT score of 1150
- score well enough on the English placement test to enter English 101

Proposed additions to entrance requirements:

AP Exams

- A 3, 4, or 5 on the AP Literature or Composition exam
- The successful completion of three AP exams in high school with a 3, 4, or 5.

Honors classes: The successful completion of two Cerro Coso honors courses with a grade of "B" or better

3. Review draft guidelines for honors courses for CIC:

"The catalogue course description of all honors courses must specifically state that the course covers topics above and beyond the level of the non-honors course.

All honors courses must have at least one additional student learning outcome specifically related to the honors course. This outcome must be separate, above and beyond the student learning outcome of the non-honors course.

All honors courses must have at least one additional topic in the detailed topical outline specifically related to the honors course. This topic must be separate, above and beyond the topics in the non-honors course.

All honors courses must have at least one additional assignment specifically related to the honors course. Honors assignment(s) must be separate, above and beyond the assignments of the non-honors course and may include but not be limited to research papers, field trips, presentations, homework assignments."

4. Review applications for membership

3. Establish probation process and definitions

Honors Courses: Honors Program students must earn a C or better grade in all honors courses for these courses to apply to the total 16 units required for completion of the Honors Program.

Maintenance GPA: Students who fall below the maintenance GPA requirement of 3.25 are notified at the start of the next semester that they have one semester to bring their GPA back up to the minimum to remain in the program. If they do not raise their GPA, they are removed from the program.

4. Update entrance requirements for new students (revised SAT scores, AP exams, etc.)

Current entrance requirements:

- attain a minimum 3.5 cumulative grade point average in all high school college prep and AP courses, with AP courses weighted according to UC standards
- achieve an ACT score of 25 or a SAT score of 1150
- score well enough on the English placement test to enter English 101

SAT

AP Exams

A 3, 4, or 5 on the AP Literature or Composition exam

Other subject exams

Honors classes: The successful completion of two Cerro Coso honors courses with a grade of "B" or better

5. Review draft guidelines for honors courses for CIC:

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Honors Program Meeting
September 7, 2006
12:30 p.m., EW 207
Minutes

Attendance: Anne Benvenuti, Cliff Davis, Leo Girardot, John Stenger-Smith, Tom Foggia, Corey Marvin, Don Rosenberg, and Christine Swiridoff (chair)

1. Establish probation process

Approved as amended:

Honors Courses: Honors Program students must earn a C or better grade in all honors courses for these courses to apply to the total 16 units required for completion of the Honors Program.

Maintenance GPA: Students who fall below the maintenance GPA requirement of 3.25 are notified at the start of the next semester that they have one semester to bring their GPA back up to the minimum to remain in the program. If they do not raise their GPA that semester, they are removed from the program. **Add:** Final semester cumulative GPA cannot be certified or applied to graduation.

2. Update entrance requirements for new students

Approved as amended:

Current entrance requirements:

- attain a minimum 3.5 cumulative grade point average in all high school college prep and AP courses, with AP courses weighted according to UC standards
- achieve an ACT score of 25 or a SAT score of 1150
- ~~score well enough on the English placement test to enter English 101~~

Proposed additions to entrance requirements:

AP Exams

- ~~A 3, 4, or 5 on the AP Literature or Composition exam~~
- The successful completion of three AP exams in high school with a 3, 4, or 5.

Honors classes: ~~The successful completion of two Cerro Coso honors courses with a grade of "B" or better~~

3. Review draft guidelines for honors courses for CIC:

"The catalogue course description of all honors courses must specifically state that the course covers topics above and beyond the level of the non-honors course.

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All honors courses must have at least one additional topic in the detailed topical outline specifically related to the honors course. This topic must be separate, above and beyond the topics in the non-honors course.

All honors courses ~~must~~ **ought to** have at least one additional assignment specifically related to the honors course. Honors assignment(s) must be separate, above and

beyond the assignments of the non-honors course and may include but not be limited to research papers, field trips, presentations, homework assignments."

4. Review applications for membership

Ashlee Bailey—approved

3. Establish probation process and definitions

Honors Courses: Honors Program students must earn a C or better grade in all honors courses for these courses to apply to the total 16 units required for completion of the Honors Program.

Maintenance GPA: Students who fall below the maintenance GPA requirement of 3.25 are notified at the start of the next semester that they have one semester to bring their GPA back up to the minimum to remain in the program. If they do not raise their GPA, they are removed from the program.

4. Update entrance requirements for new students (revised SAT scores, AP exams, etc.)

Current entrance requirements:

- attain a minimum 3.5 cumulative grade point average in all high school college prep and AP courses, with AP courses weighted according to UC standards
- achieve an ACT score of 25 or a SAT score of 1150
- score well enough on the English placement test to enter English 101

SAT

Old SAT 1150

New SAT ????

I totally don't understand the new system. The last two pages of this attachment show what I found for UC entrance requirements based on SAT, but I can't make sense out of them. And none of the TAP Honors Programs have anything for the new SAT. (I read every Honors Program web site linked on the TAP page looking for SAT, AP exam, and probation info. I found almost nothing that helps.)

Looking at it, I think we may just have to scrap this as an entrance option. Before it was just a straight score, now it looks like a composite. If you scored this on the SAT, you need a score of this on the UC subtest to qualify, etc. I do not think this will work for our purposes. Honestly, I am not sure that we ever had a student who used SAT or ACT for entrance into the program. It could be an issue for home schooled students, but since we have other options, like the placement test, it should not be an issue.

AP Exams

A 3, 4, or 5 on the AP Literature or Composition exam

I think this clears the UC Entry-Level Writing Requirement.

If placement into English 101 is sufficient, shouldn't testing out of English 101 via the AP exam also make a student eligible for admission to the Honors Program?

To me, this only makes sense.

Does a 3 on the AP English exam make one eligible to take English 101, making it equivalent to placing into English 101 via our placement test?

Here, we will count a 3 on the AP English for credit for English 101 and certify it for transfer. The CSUs and a number of the UCs will still accept this. We just warn the students that some UCs may still require them to take a Freshman Comp class, if they received a 3 on the exam. UCLA is one that will accept the certification of a 3 for entrance, but will require the student to take Comp when they get there.

Other subject exams

The successful completion of three AP exams in high school with a 3, 4, or 5.

Most universities grant GE credit for a 4 or a 5 but only units for a 3. Do we want to go with 3's or not?

We still certify 3s for GE Cert and IGETC. Again, letting students know that this may work for admissions purposes, but that they may be required to re-take classes met for cert purposes with an AP exam of 3. This is still the common practice of most community colleges, since there are many colleges that will still recognize 3s. For our purposes, I think maybe we could say that we would accept for entrance purposes a score of 3, 4, or 5. A passing AP student, I think, reflects the type of student we are looking for in the program, since AP would be a somewhat parallel high school equivalent to our Honors program.

Honors classes: The successful completion of two Cerro Coso honors courses with a grade of "B" or better

5. Review draft guidelines for honors courses for CIC:

"The catalogue course description of all honors courses must specifically state that the course covers topics above and beyond the level of the non-honors course.

All honors courses must have at least one additional student learning outcome specifically related to the honors course. This outcome must be separate, above and beyond the student learning outcome of the non-honors course.

All honors courses must have at least one additional topic in the detailed topical outline specifically related to the honors course. This topic must be separate, above and beyond the topics in the non-honors course.

All honors courses must have at least one additional assignment specifically related to the honors course. Honors assignment(s) must be separate, above and beyond the assignments of the non-honors course and may include but not be limited to research papers, field trips, presentations, homework assignments."

Honors Program Meeting
October 18, 2006
12:30 p.m., EW 207
Agenda

1. Two students needed for committee reps
2. UCLA transfer conference Tuesday, November 7
3. Honors Transfer Council of California Annual Honors Research Conference
 - Saturday, March 17, 2007 at UC Irvine
 - Specific information and tips for writing proposals and abstracts available at <http://www.honorstcc.org/httcconference.htm>
 - An Honors Program scholarship will be given to any student presenting at the student research conference to cover expenses, including travel, hotel, and conference registration.
 - You may also apply for one of the HTCC scholarships to be presented at the research conference, including a \$300 HTCC Exemplary Achievement Scholarship and a \$500 Director's Scholarship. Deadline January 12, 2007.
 - Presentations can be research, a creative production, or a performance, reflecting inquiry into the humanities, sciences, arts, social sciences, and pre-professional programs, or results of research into the honors experience.
 - Formats include:

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|--------------|--|
| Individual | 12-minute presentation followed by 5 minutes of discussion |
| Small Group | 20-minute panel presentation by two presenters |
| Large Group | 40-minute panel of three or more participants |
| Poster | Research posters displayed outside Lecture Hall |
| Performance | Student-created art, music, creative writing, drama, dance |
| Issues Forum | Selected panelists debate the assigned topic, "Blurred Boundaries: Exploring the Economic and Cultural Benefits and Challenges of Immigration" |
 - If you wish to present, please notify Christine Swiridoff and prepare a conference Registration and Application Form, which includes your 30-word Proposal Description and 100-word Abstract by Friday, December 10, 2006.
4. Application process for fall transfer
5. Suggestions for fun stuff or trips?

TAP/TRANSFER CONFERENCE
UCLA
Tuesday, November 7, 2006
9:00 a.m. - 3:00 p.m.

This is your opportunity to experience UCLA:

- Hear tips from UCLA transfer students, faculty, and staff
- Attend practical workshops
- Talk with UCLA academic counselors and student program representatives
- Tour the campus

9:00 – 9:00 a.m. Registration and continental breakfast

9:30 – 9:50 a.m. Welcome

9:50 – 10:20 a.m. Tips for Success at UCLA: Student Perspective

10:20 – 10:35 a.m. Tips for Success at UCLA: Faculty Perspective

MORNING WORKSHOPS

11:00 – 11:30 a.m. First Session

11:45 A.M. – 12:15 p.m. Second Session

- Academic Advancement Program: Excellence and Opportunity for Underrepresented and Low Income Students
- Becoming an Academic High Achiever at UCLA
- College Honors: Options for Transfer Students
- Financial Aid and Work-Study Employment
- Preparing to Transfer (First-Year Community College Students)
- Research Opportunities at UCLA
- Searching for Scholarships at UCLA
- Transfer Adjustment
- Transfer Application and Selection Process

12:15 – 1:30 p.m. Lunch – students will lunch on their own

1:00 – 3:00 p.m. Tours

- Campus
- College Library
- Housing
- Science Facility

1:30 – 2:30 p.m. Information Fair

AFTERNOON WORKSHOPS

1:30 – 2:00 p.m. First Session

2:15 – 2:45 p.m. Second Session

- Preparing for Careers in Business
- Preparing for Careers in Education
- Preparing for Law School
- Preparing for Medical School
- Internships and Post-Graduate Employment
- School of Arts and Architecture: Questions and Answers
- School of Nursing: Questions and Answers
- School of Theater, Film and Television: Questions and Answers

Honors Program Meeting
October 18, 2006
12:30 p.m., EW 207
Minutes

Attendance: Heather Ostash, Leo Girardot, John Stenger-Smith, Tom Foggia, Corey Marvin, Don Rosenberg, and Christine Swiridoff (chair)

1. Two students needed for committee reps
Elected: Ashlee Baker and Iryna Putilina
2. UCLA transfer conference Tuesday, November 7
Information shared. Christine and Heather will take interested Honors Program students.
3. Honors Transfer Council of California Annual Honors Research Conference
Christine and Heather will promote this to Honors Program students, as should other Honors faculty.

Vote passed: Approve to fund the cost to all students who present at conference, including conference fees, travel, hotel, and meals. Will call it a Faculty Honors Research Scholarship.

4. Applications
Heather Boberg—approved
Amy Cowie—approved
Donna Bell—deferred
5. Application process for fall transfer
Approved

Honors Program Meeting
Thursday, February 15, 2007
12:30 p.m., EW 203
Agenda

1. New applications

- Sam
- Marti
- Ian

2. Budget and Honors Program support of field trips

- \$2,000 budget
- Support honors class field trips?

3. Online honors

From Anne: "In a general way, I am really interested in trying to engage online students "outside the classroom" because so much of the higher ed experience takes place outside the classroom. I would be interested in seeing not just honors classes but other creative and interesting activities for online students. At present I only have one good idea, but I'd like to hear what others of you might come up with, if anyone else is interested in this."

4. Long-term schedule (on other side)

- Need additional class for fall 2007 and fall 2008

5. Possible dates for graduate luncheon

- Saturday, April 28
- Sunday, April 29
- Saturday, May 5
- Sunday, May 6
- Saturday, May 12
- Sunday, May 13

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|-------------|------------------|--|---------------|
| Fall 2006 | English C102H | Critical Thinking through Literature—Honors | Swiridoff |
| | History C103H | Western Civilization I—Honors | Rosenberg |
| | Math C121H | Elementary Probability and Statistics—Honors | Bernsten |
| | Psychology C101H | General Psychology—Honors | Benvenuti |
| Spring 2007 | English C102H | Critical Thinking through Literature—Honors | Swiridoff |
| | History C104H | Western Civilization II—Honors | Rosenberg |
| | Music C101H | Music Appreciation—Honors | Foggia |
| | Biology C111H | General Biology—Honors | Sellers |
| | Chemistry C113H | General Inorganic Chemistry II—Honors | Stenger-Smith |
| Fall 2007 | English C102H | Critical Thinking through Literature—Honors | Davis |
| | History C103H | Western Civilization I—Honors | Rosenberg |
| | Math C121H | Elementary Probability and Statistics—Honors | Bernsten |
| Spring 2008 | English C102H | Critical Thinking through Literature—Honors | Swiridoff |
| | History C104H | Western Civilization II—Honors | Rosenberg |
| | Chemistry C223H | Organic Chemistry II—Honors | Stenger-Smith |
| | Music C101H | Music Appreciation—Honors | Foggia |
| Fall 2008 | English C102H | Critical Thinking through Literature—Honors | Marvin |
| | History C103H | Western Civilization I—Honors | Rosenberg |

Honors Program Meeting
Thursday, February 15, 2007
12:30 p.m., EW 203
Minutes

Attendance: Corey Marvin, Cliff Davis, Leo Girardot, John Stenger-Smith, Heather Ostash, Tom Foggia, Don Rosenberg, and Christine Swiridoff (chair)

1. New applications

- Sam Irving
- Marti Gano
- Ian Chafin

All approved

2. Budget and Honors Program support of field trips

- \$2,000 budget
- Support honors class field trips?

Discussion: yes, support field trips on a first-come-first-served basis, giving preference to those with more honors program students. Music and biology approved.

3. Online honors

From Anne: "In a general way, I am really interested in trying to engage online students "outside the classroom" because so much of the higher ed experience takes place outside the classroom. I would be interested in seeing not just honors classes but other creative and interesting activities for online students. At present I only have one good idea, but I'd like to hear what others of you might come up with, if anyone else is interested in this."

Discussion: Concern over maintaining quality of honors experience in online setting, especially as it cannot duplicate what the program can offer outside of classes. Would be possible to run one or two honors classes online, but what's the point of an incomplete offering. No online students could graduate with such a small offering.

Decision: No honors classes online at this time

4. Long-term schedule (on other side)

- Need additional class for fall 2007 and fall 2008

Discussion: Started planning. Will finish via e-mail and publish online for students

5. Possible dates for graduate luncheon

- Saturday, April 28
- Sunday, April 29
- Saturday, May 5
- Sunday, May 6
- Saturday, May 12
- Sunday, May 13

Discussion: Various conflicts. May is best.

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|-------------|------------------|--|---------------|
| Fall 2006 | English C102H | Critical Thinking through Literature—Honors | Swiridoff |
| | History C103H | Western Civilization I—Honors | Rosenberg |
| | Math C121H | Elementary Probability and Statistics—Honors | Bernsten |
| | Psychology C101H | General Psychology—Honors | Benvenuti |
| Spring 2007 | English C102H | Critical Thinking through Literature—Honors | Swiridoff |
| | History C104H | Western Civilization II—Honors | Rosenberg |
| | Music C101H | Music Appreciation—Honors | Foggia |
| | Biology C111H | General Biology—Honors | Sellers |
| | Chemistry C113H | General Inorganic Chemistry II—Honors | Stenger-Smith |
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| | History C103H | Western Civilization I—Honors | Rosenberg |
| | Math C121H | Elementary Probability and Statistics—Honors | Bernsten |
| Spring 2008 | English C102H | Critical Thinking through Literature—Honors | Swiridoff |
| | History C104H | Western Civilization II—Honors | Rosenberg |
| | Chemistry C223H | Organic Chemistry II—Honors | Stenger-Smith |
| | Music C101H | Music Appreciation—Honors | Foggia |
| Fall 2008 | English C102H | Critical Thinking through Literature—Honors | Marvin |
| | History C103H | Western Civilization I—Honors | Rosenberg |

Honors Program Meeting
Tuesday, April 17, 2007
12:30 p.m., MB 236
Agenda

1. Review applications for President's Scholarship
2. Review applications for Honors Faculty Scholarship

Honors Program Meeting
Tuesday, April 17, 2007
12:30 p.m., MB 236
Minutes

Attendance: Corey Marvin, Cliff Davis, Leo Girardot, John Stenger-Smith, Heather Ostash, Tom Foggia, Don Rosenberg, and Christine Swiridoff (chair)

1. President's Scholarship:
Carrisa Cash

Also accepted for membership:
Leah Lauritzen
Traci Heston
Lawrence Price

2. Honors Faculty Scholarship:
Justin Cosner
Michael Garrison

Honors Student Meeting
Tuesday, October 9, 2007
12:30 p.m., EW 205
Agenda

1. Select two student reps for the Honors Program committee
2. UCLA Transfer Conference, Tuesday, November 13
<http://www.college.ucla.edu/up/tap/conference.htm>
3. UCI Research Conference and honors scholarship, Saturday, March 1, 2008
<http://honorstcc.org/>
4. Possible events/trips
5. Transfer applications

Plays

Third

Geffen Playhouse, through October 28

As a professor at one of New England's most prestigious universities, Laurie Jameson (Christine Lahti) has seen her share of young, entitled athletes. So when Woodson Bull III approaches her regarding conflicts due to his sports schedule, she assumes she has him pegged. To her shock, Third (as he is known) turns in a paper on King Lear that is nothing short of literary genius. Her prejudices lead her to pursue a case of plagiarism, and what she discovers is that his "third generation" life of privilege is far less blinding than her so-called liberal ideals.

Written by Wendy Wasserstein, starring Christine Lahti, Jayne Brook, M. Emmet Walsh, and Matt Czuchry

The History Boys

Ahmanson Theatre, November 7 – December 9

A hugely successful, sold-out hit at the National Theatre of Great Britain and on Broadway, this brilliant comedy follows the senior year of eight history students in the north of England as they try to crack admission to Oxford and Cambridge. Unruly, bright, talented and amusing, these boys are in natural pursuit of sex, sport and a place at a good university. Their pursuits are guided by their overeager Headmaster, a maverick teacher, and a new instructor whose mandate is to get the boys to think outside the box to get noticed. Very funny and deeply moving, *The History Boys* explores the anarchy of adolescence, the nature of history, and the methods and aim of education. Winner of six 2006 Tony Awards, including Best Play.

The Color Purple

Ahmanson Theatre, December 13 – March 9

Oprah Winfrey presents *The Color Purple*, a soul-stirring musical based on the classic Pulitzer Prize-winning novel by Alice Walker and the moving film by Steven Spielberg. It is the unforgettable and inspiring story of a woman named Celie, who finds her unique voice in the world.

Nominated for eleven Tony Awards, *The Color Purple* is a landmark theatrical event, a celebration of love and a Broadway phenomenon. With a joyous Grammy-nominated score featuring jazz, gospel and blues, *The Color Purple* is capturing the hearts of young and old, and uniting audiences in a community of joy.

Sweeney Todd

Ahmanson Theatre, March 11 – April 6, 2008

Innovative, intimate and ingenious, this revolutionary new production of *Sweeney Todd* originated in London and was the most talked-about show by Broadway audiences last year. Directed by Tony Award-winner John Doyle, this dazzling reinvention of a magnificent musical thriller—where the band of devilish characters are all musicians—is set to stun Ahmanson and Mark Taper Forum theatergoers as never before. The legendary demon barber, hell-bent on revenge, takes up with his enterprising neighbor in a delicious plot to slice their way through London's upper crust. Justice will be served—along with lush melody, audacious humor and bloody good thrills.

Museum

Getty

Music for the Masses: Illuminated Choir Books, through October 28, 2007
Classical Connections: The Enduring Influence of Greek and Roman Art

Concert

Bobby McFerrin with Mendelssohn Symphony

3:00 p.m., January 12 at Orange County Performing Arts Center, Costa Mesa

Opera

Don Giovanni

2:00 p.m., Sunday, December 2 and Saturday, December 15

La Boheme

1:00 p.m., Sunday, November 25, December 9, and December 16

Honors Student Meeting
Tuesday, October 9, 2007
12:30 p.m., EW 205
Minutes

Attendance: Corey Marvin, Don Rosenberg, Cliff Davis, John Stenger-Smith, Tom Foggia, Heather Ostash, and Christine Swiridoff (chair)

1. Select two student reps for the Honors Program committee
[Iryna Putilina and Annette Moreau](#)

2. UCLA Transfer Conference, Tuesday, November 13

<http://www.college.ucla.edu/up/tap/conference.htm>
Information only: promote to students

3. UCI Research Conference and honors scholarship, Saturday, March 1, 2008

<http://honorstcc.org/>
Information only: promote to students

4. Possible events/trips
Discussion only

5. Transfer applications
Approved

Honors Program Meeting
Tuesday, October 23, 2007
12:30 p.m., EW 205
Agenda

1. Student applications
2. Long-term schedule (reverse)
3. Possible changes to application and admissions:
 - We will include promotion in schedule of courses and would like to consider something on college application: check a box if interested, check box if applying, or something else?
 - Now have 3.5 GPA or passing score on three A.P. exams. Should we also include a 3.25 GPA with two A.P. exams?
4. Possible online and/or iTV honors classes
5. Upcoming events for students:

UCLA Transfer Conference, Tuesday, November 13

<http://www.college.ucla.edu/up/tap/conference.htm>

UCI Research Conference and honors scholarship, Saturday, March 1, 2008
and corresponding faculty scholarship (give to all who present)

<http://honorstcc.org/>

Possible trips:

Plays

The History Boys
Ahmanson Theatre, November 7 – December 9

Sweeney Todd
Ahmanson Theatre, March 11 – April 6, 2008

Opera

Don Giovanni
2:00 p.m., Sunday, December 2 and Saturday, December 15

La Boheme
1:00 p.m., Sunday, November 25, December 9, and December 16

Pair with faculty presentation at student-faculty mixer?

Honors Course List—Master
Courses Submitted and Approved for IGETC

| | | | |
|------|-------|------|-------|
| ART | C106H | GEOG | C131H |
| BIOL | C101H | HIST | C103H |
| | C105H | | C104H |
| | C111H | | C131H |
| | C112H | | C132H |
| CHEM | C111H | MATH | C121H |
| | C113H | | |
| ENGL | C101H | MUSC | C101H |
| | C102H | PHIL | C101H |
| | C111H | | |
| | C221H | POLS | C101H |
| | C222H | PSYC | C101H |
| | C231H | | |
| | C232H | | |
| | C235H | | |
| | C241H | | |
| | C242H | | |
| | C245H | | |
| | C249H | | |

| | | | |
|-------------|-----------------|---|---------------|
| Spring 2008 | English C102H | Critical Thinking through Literature—Honors | Swiridoff |
| | History C104H | Western Civilization II—Honors | Rosenberg |
| | Chemistry C223H | Organic Chemistry II—Honors | Stenger-Smith |
| | TBA | TBA | TBA |
| Fall 2008 | English C102H | Critical Thinking through Literature—Honors | TBA |
| | History C103H | Western Civilization I—Honors | Rosenberg |
| | Music C101H | Music Appreciation—Honors | Foggia |
| | TBA | TBA | TBA |
| Spring 2009 | English C102H | Critical Thinking through Literature—Honors | TBA |
| | History C104H | Western Civilization II—Honors | Rosenberg |
| | Chemistry C113H | General Inorganic Chemistry II—Honors | Stenger-Smith |
| | Music C101H | Music Appreciation—Honors | Foggia |
| Fall 2009 | English C102H | Critical Thinking through Literature—Honors | TBA |
| | History C103H | Western Civilization I—Honors | Rosenberg |
| | TBA | TBA | TBA |
| | TBA | TBA | TBA |

Spring 2010

Honors Program Meeting
Tuesday, October 23, 2007
12:30 p.m., EW 205
Minutes

Present: Claudia Sellers, Corey Marvin, Cliff Davis, Don Rosenberg, Heather Ostash, John Stenger-Smith, Tom Foggia, Dean Bernstein, Anne Benvenuti, John Tittle, Rachel Winston, Iryna Putilina, and Christine Swiridoff.

Absent: Shannon Bliss and Annette Moreau.

1. Student applications

Amy Cowie – accepted
Heather Boberg – accepted
Donna Bell – deferred until grades are in

2. Long-term schedule

- The long-term schedule needs to be finalized and adhered to so that students can plan their path through the honors program.
- Updates made: moved Music 101H from spring to every fall; added Math 121H to each fall.
- John will e-mail Christine with options for spring social and behavioral science classes, and Christine will poll the honors program students about which spring honors course and times they would take.

3. Possible changes to college application:

- Not an option on the paper application because this is a huge, lengthy process.
- There is an efficiency problem.
- Seems good to have a box for students to check if they are interested in more information.

4. Possible changes to admissions:

Decided on a sliding scale:

- 3.5 GPA – no AP exams required
- 3.375 – 1 AP exam passed
- 3.25 – 2 AP exams passed
- Any GPA – 3 AP exams passed

5. Possible online and/or iTV honors classes

Online: Anne surveyed 120 students and 25% responded
Ultimately decided that we would have to wait on this:

- Need TAP/HTCC approval before making such substantive changes to the program
- Should wait until we get through the TAP site review

6. Faculty presentation at student-faculty mixer:

Some possibilities:

- Alternative fuels – John
- Something music? – Tom
- Neuroscience and social issues – Anne
- Egyptian, Babylonian, and Chinese math – Rachel

Honors Program Meeting
Tuesday, February 5, 2008
12:30 p.m., EW 205
Agenda

1. Approve previous minutes
2. Possible changes to application and admissions
3. Student applications
4. Long-term schedule
5. Upcoming events

Honors Program Meeting
Tuesday, February 5, 2008
12:30 p.m., EW 205
Minutes

1. Approve previous minutes

Approved

2. Possible changes to application and admissions:

A. GPA—sliding scale:

- 3.5 GPA – no AP exams required
- 3.375 – 1 AP exam passed
- 3.25 – 2 AP exams passed
- Any GPA – 3 AP exams passed

B. 12 transfer units

3. Student applications:

Approved all

- Leah Laritzen
- Jessica Cash
- Diana Reyes
- Michael Metcalf
- Donna Bell

4. Long-term schedule:

Information: Remember to follow it when developing fall 08 schedule and department's long-term schedule. Send me any updates, such as instructor changes, a.s.a.p., but please try not to change the schedule.

5. Upcoming events:

Information:

UCI Research Conference and honors scholarship, Saturday, March 1, 2008: Faculty scholarship will go to Annette Moreau and Sam Irving to cover costs (<http://honorstcc.org/>)

Student-faculty mixer: need faculty volunteer, date, and location

Graduate banquet: need date and location

Scholarships: need an April meeting to select recipients (TBA)

Honors Program Committee Meeting

Tuesday, October 12, 2010

12:30-1:20 p.m.

Agenda:

1. **Entrance requirements:** 3.25 GPA and English 101 eligibility for high school graduates?

When we changed the entrance requirements last spring from a 3.50 GPA to a 3.25 GPA plus English 101 eligibility, we did not discuss if this applied to both Cerro Coso and high school students. I assumed it did but wanted to double check the committee's intent.

Previous high school requirements:

To be eligible for the Honors Program, a graduating high school student must do one of the following:

- attain a 3.50 cumulative GPA in all high school college-prep and AP courses, with AP courses weighted according to UC standards
- attain a 3.37 cumulative GPA and pass one AP exam with a 3, 4, or 5
- attain a 3.25 cumulative GPA and pass two or more AP exams with a 3, 4, or 5

2. **Graduation requirements:** add a requirement for students to apply for Honors program graduation? The current process is that I hunt them down to find out if they are graduating.

3. **SLO's** for the Honors Program and classes

As a starting point for discussion, here is a drafted version of SLO based on our previous conversation:

Demonstrate understanding and analysis of a topic relevant to the course subject in much greater depth above and beyond the scope of the normal class. The topic should be pursued through assignments that are more challenging than the non-honors sections and that clearly reflect university-level readings, vocabulary, analysis, and intellectual autonomy. This would be scored either by a rubric applied to the student's Honors written report and additional measures, such as the student's oral presentation, as appropriate, or by exam.

We should also discuss how to implement committee's suggestion to provide examples of assignments in all discipline areas.

4. **Contract procedure:** an updated proposed version

Honors Program Committee Meeting

Tuesday, October 12, 2010

12:30-1:20 p.m.

Minutes:

1. Entrance requirements:

Approved change to 3.25 GPA and English 101 eligibility for high school graduates and Cerro Coso students

2. Graduation requirements:

Approved a requirement for students to apply for Honors program graduation. Christine will draft a simple application.

3. SLO's for the Honors Program and classes

Demonstrate understanding and analysis of a topic relevant to the course subject in much greater depth above and beyond the scope of the normal class. The topic should be pursued through assignments that are more challenging than the non-honors sections and that clearly reflect university-level readings, vocabulary, analysis, and intellectual autonomy. This would be scored either by a rubric applied to the student's Honors written report and additional measures, such as the student's oral presentation, as appropriate, or by exam.

4. Contract procedure: an updated proposed version

- A minimum number of meeting hours? (Some require eight hours, others six meetings) **If we are giving 1 credit hour I would say 18 hours of meetings. Documentation at least.**
- Projects?
 - Ten-page paper, plus annotated bibliography
 - Independent research project with lab work that produces demonstrable results
 - Portfolio (creative writing, art, photography, etc.)
 - Two field trips, each accompanied by a four-page paper
 - Design and implement a community outreach project
 - Generally good to allow flexibility and creativity while maintaining honors quality **Good.**
- Grant an additional unit or honors credit only? In no additional unit, to calculate the 15-unit minimum on transfer agreements, we would count the number of units in the course. This would mean that students taking the honors course would earn one more unit than a student doing a contract. **No preference, except do whatever is best.**

- Need something on the transcripts
- Independent CRN for honors class
- Concurrent enrollment in regular course only, or can contract be completed semester after?
 - Somewhat strongly feel that should be concurrent.
 - Concurrent (exceptions in extreme cases)
 - Only one contract the first semester at CC, then max two
- Would the honors contract factor into the course grade, or only earn honors credit? Minimum grade in course required? Mixed feelings. I incorporate honors grade as 20% of total course grade.
- Final approval process: coordinator only or whole committee? Should go through a CIC-like process I think the whole committee. I won't insist.
 - Committee of three, subcommittee of honors committee to approve projects
 - Approve contract, and committee suggests revisions
 - Approve proposal only, no review of projects since we don't do that in the classes. Leave it entirely up to the instructor
 - Maybe we should submit the students' final projects in our honors courses, not just in the contracts
- Courses: any transfer-level course or approved for honors only? Onsite and online and all sites? Leaning towards any transfer level course.
 - Approved honors courses only
- Open to all faculty? Sure
 - Full-time only
 - Heather: do we need to formalize who teaches honors classes? Or continue to leave it up to the dept. chair? Additional training? Resources? SLO's will accomplish some of this. Formalizing the e-mail I send to new faculty, esp. for contracts. Make sure everyone has the same understanding and expectations. SLO's will help establish this further. The lack of communication between dept. chairs and me is problem (no discussion of who teaches honors). Basic skills might be a model: particular skills needed to teach basic skills, provide some training as best practice. Some subcommittee decision.
- Do we need department chair's and/or vice president's approval? Instructors are not paid, so contracts do not factor into load. Need clarification on this

Honors Program Committee Meeting

Tuesday, October 19, 2010

12:30-2:00 p.m.

MB 229 (no connection with KRV)

Agenda:

1. **Student application:** Abigail Homer

2. **SLO's** for the Honors Program and classes

a) Revised version of SLO, written at the last meeting and revised by Cliff:

Analyze a topic appropriate for intensified study beyond the scope of the non-honors class, using university-level readings and vocabulary and demonstrating intellectual autonomy. This project will result in a research paper or oral presentation based on research—both scored by a rubric—or a graded exam.

b) How to implement committee's suggestion to provide examples of assignments in all discipline areas

c) How to collect artifacts (exams and projects completed in courses and contracts)

3. **Contract procedure:** an updated proposed version

Honors Program Committee Meeting

Tuesday, October 19, 2010

12:30-2:00 p.m.

MB 229 (no connection with KRV)

Minutes:

1. **Student application: Abigail Homer approved**

2. **SLO's** for the Honors Program and classes

Approved revised version of SLO, written at the last meeting and revised by Cliff:

Analyze a topic appropriate for intensified study beyond the scope of the non-honors class, using university-level readings and vocabulary and demonstrating intellectual autonomy. This project will result in a research paper or oral presentation based on research—both scored by a rubric—or a graded exam.

3. **Contract procedure:** an updated proposed version

Discussion:

- Concern about approval of final project. It does not match what we do in honors classes, or any other classes. However, quality control is still a concern. Decision to have committee approve proposal. Decision not to have coordinator or committee to approve final project. Rely solely on instructor's final approval.
- Decision not to require an A or B grade in class. Rather, passing is sufficient and matches what is done in honors classes.

Honors Program Committee Meeting

Tuesday, November 2, 2010

12:30-1:30 p.m.

LRC 733 and KRV 2 (videoconference)

Agenda:

1. Honors Program Contracts

Honors Program Committee Meeting

Tuesday, November 2, 2010

12:30-1:30 p.m.

LRC 733 and KRV 2 (videoconference)

Minutes:

Attendees: Christine Swiridoff (chair), Claudia Sellers, Corey Marvin, Cliff Davis, Tom Foggia, Jon Tittle, Penny Talley, Debra Rundell (via videoconference)

1. Honors Program Contracts

Final process approved as follows and will be put into place for the spring 2011 semester college-wide:

Cerro Coso Honors Contract Information

What a Contract Is

An alternative to Honors courses as a way to earn honors units, an Honors Contract is a signed agreement between an Honors Program student and an instructor in a non-honors course, outlining an independent program of study designed by the student and instructor. The contract is completed concurrently with a non-Honors course. As in the Honors courses, students explore a specific topic in greater depth and/or breadth. Honors Contracts function like an independent study, allowing students to work with a mentoring instructor to complete a substantial project as the centerpiece of the contract. Upon completion and approval of the project, the student earns honors credit toward completion of the Honors Program.

Requirements

1. Proposal: completed and approved contract request outlining specific honors-level objectives, tasks, and culminating project in addition to the objectives and assignments of the regular class.
2. Meetings and project: Honors contracts may vary in format, but all require regular meetings with the course instructor and culminate in some tangible evidence of the student's additional effort, demonstrating greater breadth and/or depth of the course subject. This evidence must be in addition to, not an extension of, a paper or an assignment already given in the course. The contract project must be a ten-page research paper or an equivalent project.
3. Grading: To earn honors credit, the student must maintain at least a 3.25 GPA, maintain contact with the instructor, satisfactorily complete the contract requirements, and earn a passing grade in the regular course.

To complete the Honors Program, students must complete at least 16 honors units, either through courses, contracts, or a combination. Honors courses earn an additional unit beyond the non-honors course, and for the purposes of the Honors Program, the units of honors credit through contracts will be counted the same

way, e.g., a three-unit non-honors course will count as four units of honors credit toward the required 16 honors units, even though only three units appear on the student's transcript.

Who Can Enroll

Contracts are limited to students who have been accepted to the Honors Program, have at least a 3.25 cumulative GPA, and are currently enrolled in the course associated with the contract.

Classes Eligible for Contracts

Any Cerro Coso courses listed on IGETC and on the CSU GE are eligible for honors contracts. The IGETC and CSU GE lists are available at <http://www.cerrocoso.edu/student-services/transfer>.

How to Enroll

First find an instructor willing to work on an honors contract. Then submit a completed Honors Contract Request application to the Honors Program Coordinator. Successful applications will describe a project of sufficient rigor, give detailed plans to complete the project, and list scheduled meeting dates for the semester.

When to Enroll

Contract requests are due before the end of third week of the fall or spring semester and the end of the first week during the summer session.

Limit on Contracts

Because of the amount of work required, students are limited to two contracts per fall or spring semester and one contract during summer session.

Contract Completion

Students must complete all tasks outlined on the approved contract request, receive the mentoring instructor's approval for contract completion, and forward the final project and signed completion form to the Honors Program coordinator.

Cerro Coso Honors Contract Request

The student must submit this request to the Honors Program coordinator by the end of the third week of the semester, or end of the first week of summer session. Honors contracts may vary in format, but all require regular meetings with the course instructor and culminate in some tangible evidence of the student's additional effort. This evidence must be in addition to, not an extension of, a paper or assignment already given in the course. To earn honors credit, the student must be a member in good standing in the Honors Program, with at least a 3.25 GPA, maintain contact with the instructor, complete 54 hours of work, satisfactorily complete the contract requirements, and earn a passing grade in the regular course.

Student: _____ Student ID: @ _____

Phone: (____) _____ CC E-mail: _____

Mentoring Instructor: _____

Course Number and Title: _____

CRN: _____ Units: _____ Term (circle): Fall / Spring / Summer Year: _____

Course location (circle): IWV / KRV / Bishop / Mammoth / SK / Online

Objectives: _____

Meeting dates, times, and formats (office hour, e-mail, phone, online contact), with at least five meetings:

_____ Total hours = _____

Assignments:

Be specific when describing honors project and assignments (e.g., titles of books, number of sources, number of pages required). The final project must be a ten-page research paper or equivalent. Meeting times and the hours to complete the assignments must total 54 hours.

| Assignment | Hours to complete | Due date |
|------------|-------------------|----------|
|------------|-------------------|----------|

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
|-------|-------|-------|

| | | |
|------------|-------------------|----------|
| Assignment | Hours to complete | Due date |
|------------|-------------------|----------|

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
|-------|-------|-------|

| | | |
|------------|-------------------|----------|
| Assignment | Hours to complete | Due date |
|------------|-------------------|----------|

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
|-------|-------|-------|

| | | |
|------------|-------------------|----------|
| Assignment | Hours to complete | Due date |
|------------|-------------------|----------|

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
|-------|-------|-------|

Continued on reverse

| | | |
|--------------------------------|-------------------|----------|
| Assignment | Hours to complete | Due date |
| _____ | _____ | _____ |
| Assignment | Hours to complete | Due date |
| _____ | _____ | _____ |
| Assignment | Hours to complete | Due date |
| _____ | _____ | _____ |
| Assignment | Hours to complete | Due date |
| _____ | _____ | _____ |
| Assignment | Hours to complete | Due date |
| _____ | _____ | _____ |
| Assignment | Hours to complete | Due date |
| _____ | _____ | _____ |
| Culminating Project Assignment | Hours to complete | Due date |
| _____ | _____ | _____ |
| _____ | | |
| _____ | | |
| _____ | | |
| _____ | | |

To earn honors credit, the combination of meeting times and the hours to complete the assignments must total at least 54 hours:

Total proposed assignment hours = _____

Total proposed meeting hours = _____

Signatures for approval indicating all parties agree to the requirements of this proposal and its terms:

| | |
|----------------------------|------|
| Student | Date |
| Mentoring Instructor | Date |
| Honors Program Coordinator | Date |

| | |
|---|------|
| Honors Program Committee Representative | Date |
| Honors Program Committee Representative | Date |

Cerro Coso Honors Contract Completion

Student must submit this form along with the final honors project to the Honors Program coordinator to receive credit for Honors.

Student: _____ Student ID: @ _____

Phone: (____) _____ CC E-mail: _____

Mentoring Instructor: _____

Course Number and Title: _____

CRN: _____ Units: _____ Term (circle): Fall / Spring / Summer Year: _____

Course location (circle): IWV / KRV / Bishop / Mammoth / SK / Online

Final project description (attach final project): _____

The combination of meeting times and the hours to complete the assignments must total at least 54 hours.

Meeting dates, times, and formats (office hour, e-mail, phone, online contact), with at least five meetings:

_____ Total hours = _____

Assignments completed: _____

_____ Total hours = _____

To be completed by mentoring instructor after student's satisfactory completion of contract requirements

| | |
|---|------|
| Mentoring Instructor | Date |
| Student's grade in course | |
| The honors contract work is <input type="checkbox"/> satisfactory <input type="checkbox"/> unsatisfactory | |
| If unsatisfactory, explain briefly: | |

To be completed by the Honors Program Coordinator after student's satisfactory completion of contract requirements

Equivalent number of honors units =

Honors Program Committee Meeting

Tuesday, April 19, 2011

12:30-1:20 p.m.

Agenda:

1. Select President's Scholarship recipient
2. Select Faculty Transfer Scholarship recipients
3. Plan Honors Banquet: Saturday, April 30 at 12:30

Honors Program Committee Meeting

Tuesday, April 19, 2011

12:30-1:20 p.m.

Minutes

Attendees: Christine Swiridoff (chair), Claudia Sellers, Corey Marvin, Cliff Davis, Don Rosenberg, John Stenger-Smith, Tom Foggia, Jon Tittle, Debra Rundell, Karee Hamilton

1. Select President's Scholarship recipient

Brian Moore

Also approved for membership:

Cherish Pich

Krista Kenny

Austin Olgivie

Kimberly Polinsky

Brian Gross

Megan Hyatt

Jennifer Jones

Catalino Abrego

Deferred:

Ryan Howell

Seth Rash

Daniel Lathrop

2. Select Faculty Transfer Scholarship recipients

Morgann Havig

Michelle Pope

3. Plan Honors Banquet: Saturday, April 30 at 12:30

Will make final plans via e-mail. Need faculty speakers.



Honors Program Committee

August 30, 2011

EW 207

12:30-1:30

AGENDA

- I. Contract procedure: possible changes and feedback**
- II. Long-term schedule: updates needed for next four semesters**
- III. SLO's and revisions: updates needed**
- IV. Adjournment**



Honors Program Committee

August 30, 2011

EW 207

12:30-1:30

MINUTES

Attendees: Christine Swiridoff (chair), Claudia Sellers, Cliff Davis, Donald Rosenberg, Tom Foggia, Debra Rundell, Penny Talley, Karee Hamilton

I. **Contract procedure: possible changes and feedback**

The process is very successful. Several students have been debriefed and provided some suggestions.

Decision to allow students not yet in Honors Program to participate in contracts, which matches what we allow in honors classes, but only on a case-by-case basis and only those students who are likely to complete the Program.

II. **Long-term schedule: updates needed for next four semesters**

Will be posted for students online.

III. **SLO's and revisions: updates needed**

Discussion only:

- Pursue topic of independent research
- More in-depth study of a particular area, something typical of the focus of an upper-division course, something students are not exposed to in a regular class
- Step-up to transfer-level work
- Kinds of assignments more challenging: types of readings, oral and written presentations, more research, more demanding critical analysis, level typical of upper-division-level work, expanded vocabulary, deeper analysis, more student driven and intellectual curiosity expected, intellectual autonomy

For the honors segment, students will pursue topics for intensified study, beyond the scope of the non-honors course, as appropriate—for example, learn how different critical approaches to literature are shaped by different premises and underlying assumptions.

Stiffen up with better Bloom words, like analysis.



Honors stats: an entire year of stats (extra chapters, extra problems, more difficulty)
Artifact: assessed by an exam

Program SLO's
One of the following four means

Course SLO's can be more specific

As far as SLO's, I'd like to present some generic guidelines for honors classes:

Provide lots of examples from various disciplines

A 100 Level Honors class:

Demonstrate understanding and analysis of a topic above and beyond the scope of the normal class, or perform and present an analysis of a topic in much greater depth—again above and beyond the scope of the normal class. This would be scored by a rubric applied to either the student's Honors written report, or the student's oral presentation, or both.

For example: Student analyzes and presents the use of supercritical carbon dioxide for use in secondary and tertiary power generation in geothermal plants.

A 200 Level Honors class:

Demonstrate understanding and analysis of a topic above and beyond the scope of the normal class, or perform and present an analysis of a topic in much greater depth—again above and beyond the scope of the normal class. In addition, the topic should be advanced enough, and far enough from the scope of the normal class that it presents material that is new (or unfamiliar) to the instructor. This would be scored by a rubric applied to either the student's Honors written report, or the student's oral presentation, or both.

For example: Student gives a seminar on the topic of Epigenetics. A brief tutorial on what Epigenetics is, some of the molecular biology that occurs during genetic expression, and the implications for disease causes and prevention. For example, are many of the diseases today (cancers) due to the fact that our grand-parents and great-grandparents smoked cigarettes?

IV. Adjournment



HONORS PROGRAM COMMITTEE

October 22, 2011

MB 212

12:30-1:30

AGENDA

- I. Program Learning Outcome Assessment**
- II. Online or Hybrid Honors Classes**
- III. Adjournment**



HONORS PROGRAM COMMITTEE

October 22, 2011

MB 212

12:30-1:30

MINUTES

ATTENDEES: Corey Marvin (VP of Academic Affairs), Suzie Ama (SLO Coordinator), Claudia Sellers, Cliff Davis, Don Rosenberg, Dean Bernstein, Debra Rundell, YihFen Chen, Penny Talley, Karee Hamilton, Matt Jones, Tom Foggia, Christine Swiridoff (chair)

I. Honors Program Outcomes Assessment

Corey: Each honors course is assessed by its department, but program learning outcomes must be established and assessed by Honors Program Committee.

Suzie: Our PLO's have already been established. We should assess the PLO via a rubric. Each honors class and contract can be used. All taken together, they will provide the data required to assess our PLO.

Final decisions:

- Coordinator will draft assessment rubric and send it out to Honors Program Committee members to review.
- Honors Program Committee members will work with discipline area faculty chairs to complete program assessment of each honors course

II. Online or Hybrid Honors Classes

Approved linking onsite honors section with online course

III. Adjournment at 1:35



HONORS PROGRAM COMMITTEE

April 17, 2012

MB 236

12:30-1:30

AGENDA

- I. Selection of President's Scholarship**
- II. Selection of Faculty Honors Scholarship**
- III. Honors Program Outcomes Assessment**
- IV. Adjournment**



HONORS PROGRAM COMMITTEE

April 17, 2012

MB 236

12:30-1:30

MINUTES

ATTENDEES: Claudia Sellers, Cliff Davis, Don Rosenberg, Dean Bernstein, Penny Talley, Karee Hamilton, Matt Jones, Tom Foggia, Christine Swiridoff (chair)

I. Selection of President's Scholarship

Zachary Bell

Accepted for membership:

- Asia Brown
- Emily Hoffman
- Sarah Askew
- Armando Contreras
- Christal Hoang
- Kelsey McClure
- Cassidy Northrup
- Lori Pope

II. Selection of Faculty Honors Scholarship

David Santiago
Tammy Kinnan

III. Honors Program Outcomes Assessment

Draft shown, but decided to be too complex. Streamlining needed:

Our previously approved Honors Program Course of Record Statement:

Analyze a topic appropriate for intensified study beyond the scope of the non-honors class, using university-level readings and vocabulary and demonstrating intellectual autonomy. This project will result in a research paper or oral presentation based on research—both scored by a rubric—or a graded exam.



Honors Program Learning Outcomes (PLO):

Students completing the Cerro Coso Honors Program should feel secure in their academic preparedness for upper-division-level coursework and intellectual autonomy:

- Demonstrate preparedness for upper-division courses
- Pursue topic(s) of independent research

| Exiting Honors Program Students: | Outstanding/Proficient | Unsatisfactory |
|--|------------------------|----------------|
| Demonstrated preparedness for upper-division-level coursework | | |
| Pursued topic(s) of independent research, working beyond topic and/or level or non-honors course study | | |

Honors Course/Contract Student Learning Outcomes (SLO):

Students completing a Cerro Coso Honors class or contract should

- Complete more in-depth study of a particular area, something typical of the focus of an upper-division course, and something students are not exposed to in a regular class, including one or more of the following areas:
 - types of readings (assessed through syllabus/contract and exam, paper, or oral presentation)
 - oral and written presentations (assessed through syllabus/contract and paper or oral presentation)
 - more research (assessed through syllabus/contract and paper or oral presentation)
 - more demanding critical analysis (assessed through syllabus/contract and paper or oral presentation)
 - expanded vocabulary (assessed through exam, paper, or oral presentation)
 - deeper analysis (assessed through syllabus/contract and exam, paper, or oral presentation)
 - more student driven and intellectual curiosity expected (assessed through syllabus/contract and paper or oral presentation)
 - intellectual autonomy (assessed through syllabus/contract and paper or oral presentation)



- and do at least one of the following:
 - Articulate clearly a sound argument, in either written or oral form (assessed through paper or oral presentation)
 - Synthesize and analyze information from a variety of sources (assessed through paper, oral presentation, or exam)
 - Demonstrate effective research skills (assessed through paper or oral presentation)
 - Demonstrate transfer-level quantitative reasoning (assessed through exam)

| In each Honors class/contract, student demonstrated competent transfer-level work beyond the level/scope of the regular class at least one of the following: | Outstanding/Proficient | Unsatisfactory |
|--|------------------------|----------------|
| Types of readings | | |
| Quality and depth of research | | |
| More demanding critical analysis | | |
| Expanded vocabulary | | |
| Deeper analysis | | |
| Intellectual autonomy | | |

| In each Honors class/contract, student demonstrated competent transfer-level work in at least one of the following: | Outstanding/Proficient | Unsatisfactory |
|---|------------------------|----------------|
| Articulating a sound argument | | |
| Synthesizing and analyzing information from a variety of sources | | |
| Effective research skills | | |
| Quantitative reasoning | | |

IV. Adjournment at 1:30