

HONORS COMMITTEE AGENDA

Monday, May 21, 2018

L-202

2:00PM

Type of Meeting: Regular

Note Taker:

Please Review/Bring: Agenda Packet

Committee Members:

John Vento, Faculty Chair

Dr. Tom O'Neil, Division Dean

Susan Knapp, Counseling

Angela Koritsoglou, RL Representative

Rae Agahari, AH Representative

Kathy Bingham, HSS Representative

Dr. Mark McGovern, MSE Representative

Pavinee Villapando, MSE Representative

Vacant, MSE Representative

Dr. Alexandra Schroer, MSE Representative

Dr. Matthew Jaffe - SBS Representative

CTE Representative

Library Representative

TAP Representative

Alpha Iota/ASO Representative

Items	Person	Action
I. Call to Order and Roll Call		
II. Opening Comments from the Chair	J Vento	
III. Open Comments from the Public		
IV. Approval of Minutes	ALL	a. February 16, 2018 Honors Minutes (attachment)
V. Old Business		
VI. Discussion Items	J Vento	a. Honors Convocation b. Subject Area Awards (attachment) c. Math 115 Honors Course Proposal – J. Bowers (attachment) d. Music 108 Honors Option Proposal – N. Dillon (attachment) e. Membership Change for Honors Committee: Past Chair f. Honors Option List (attachment)
VII. Action Items		a. Math 115 Honors Course Proposal – J. Bowers b. Music 108 Honors Option Proposal – N. Dillon c. Membership Change for Honors Committee: Past Chair
d. Other Business		
e. Adjournment		

HONORS COMMITTEE MINUTES

Monday, May 21, 2018
L-202
2:00PM

Type of Meeting: Regular
Note Taker: Dr. Mark McGovern
Please Review/Bring: Agenda Packet

Committee Members:

John Vento, Faculty Chair
Dr. Tom O'Neil, Division Dean - ABSENT
Susan Knapp, Counseling
Angela Koritsoglou, RL Representative - ABSENT
Rae Agahari, AH Representative
Kathy Bingham, HSS Representative - ABSENT
Dr. Mark McGovern, MSE Representative
Pavinee Villapando, MSE Representative

Vacant, MSE Representative - ABSENT
Dr. Alexandra Schroer, MSE Representative - ABSENT
Dr. Matthew Jaffe - SBS Representative
CTE Representative - ABSENT
Kim Thomas, Library Representative
TAP Representative - ABSENT
Alpha Iota/ASO Representative – ABSENT
Guests: Nate Dillion, Jane Bowers, Vejea Jennings,
Svetlana Deplazes, Tamira Palmetto

Items	Person	Action
I. Call to Order and Roll Call	J Vento	Meeting called to order at 2:19 pm.
II. Opening Comments from the Chair	J Vento	None
III. Open Comments from the Public		None
IV. Approval of Minutes	ALL	a. April 30 th Minutes
V. Old Business		None
VI. Discussion Items	J Vento	a. Honors Convocation The committee discussed the events that caused the convocation to be cancelled and attempts to recognize student achievements afterwards. Subject Area Awards (attachment) b. MATH 115 Honors Course Proposal – J. Bowers (attachment) c. MUSC 108 Honors Option Proposal – N. Dillon (attachment) d. Membership Change for Honors Committee: Past Chair e. Honors Option List (attachment) Updated list attached to the agenda.
VII. Action Items		a. Math 115 Honors Course Proposal – J. Bowers – APPROVED A follow-up in the fall was requested for additional details on this course. b. Music 108 Honors Option Proposal – N. Dillon - APPROVED c. Membership Change for Honors Committee: Past Chair – APPROVED
d. Other Business		The committee collectively recognized John for his past service to the Honors program. Susan spoke of her attempts to visit honors classes to speak about important counseling issues.

e. Adjournment		Meeting was adjourned at 2:48 pm.
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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: MATH 115 – Statistics (Bowers)

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 at the end of this document)**

As stated in the Course Description, “Statistics is a 4-unit introductory course in statistical procedure that includes the use of probability techniques, hypothesis testing, and predictive techniques to facilitate decision-making. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-square and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Applications using data from disciplines including business, social sciences, psychology, life science, health science, and education.”

In addition to the above topics, this section MATH 115 (H) will further develop an application of the knowledge of statistical concepts to everyday life. Students will be conducting two research projects: testing a claim about a population proportion, and conducting a hypothesis test of a claim made about two population proportions.

- 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.**

This course will be structured in a student-centered way, inquiry-based endeavor designing to provide meaningful, engaging and applicable statistical experience. The students will be introduced to the main concepts of statistics through the use of the flipped-classroom techniques. Students will be asked to



prepare definitions and vocabulary terms before the lesson, and then use those definitions to study particular topics.

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?

Besides the preparation assignments students will be given frequent short quizzes on the preparation topics to ensure students' readiness. Additionally, students will give a presentation on their projects. The students will have an opportunity to work on the group projects with their peers and learn from each other.

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.

Besides the required textbook ("Elementary Statistics" by Mario Triola), students will be encourage to explore statistical significance and reliance by reading some articles and deciding on the reliability of the sources. Statistics is a science that involves asking questions about the world and situations and finding answers to then in a scientific way. Students will discuss their findings and conclusions in class using critical thinking and statistical analysis.

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

Currently I am not planning to have any field trips or guest speakers in this course.

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

- General education requirement**
 Major requirement
 Elective only



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.

(Insert Course Number and Title here) (ex: English 101: Freshman Composition)

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

- X_ Option will provide content about the history or background of the field being studied.
- X_ Option will show an awareness of some of the field's major theories or current trends
- X_ Option will require students to perform a case study, field experience, or other application.
- X_ Option utilizes research methods including proper documentation for the discipline.
- X_ 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.

The honors option will require students to produce an original 3-5 song EP, featuring songs that represent at least three different Hip Hop musical movements (e.g. Old School, Conscious/Political, Trap etc.). The student will fill the role of producer. Royalty free royalty beats can be found and used online, or they can enlist talented friends for the project – just like in the music industry. The student act as producer, putting all of the elements together to form music within the project's guidelines of representing particular musical styles/movements. Along with the musical project, a five-page research paper (in MLA format) will be required that discusses the ways in which the songs best reflect the musical movements represented. The paper will need to have at least five credible sources from publications, as well as cite at least one album from each music movement represented as a way to compare song elements (beats, lyrics, etc.). The normal course does not require a practical recording element or corresponding paper.



Honors TAP Option by Contract Instructor Proposal

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

I think that students will be challenged on several different levels trying to put together a Hip Hop recording. Depending on their own talents, it will also have them collaborating and working with other students on campus to create art. I think this will add to the overall culture and community on our campus.

3. List the specific meeting dates, deadlines and tasks.

Week 2 – One-page proposal due stating which three music movements will be covered and how many songs will be produced. At least three credible research sources and two comparison albums will be cited in MLA format. Projects must be approved by the instructor to move ahead.

Week 7 – A draft of songs and five-page research paper will be due. By this time all five-research sources should be listed in MLA format as well as three comparison albums. The draft will be scored as if it were a final project and student will be given feedback on ways improve things before the final version is due.

Week 14 – Final draft of songs and paper is due.

4. What activities, assignments, or readings will provide greater depth and breadth of subject matter?
Creating an actual recording will give students a much deeper understanding of the Hip Hop music industry. Creating songs that fit within different musical movements will force students to explore a wider breadth from their own personal likes and dislikes in the field. The research paper that will accompany the paper will also allow students to gain a deeper understanding of the subject.

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

The writing assignment will be a five-page research paper, using information gathered to compare the music created to different musical movements within Hip Hop. It will provide students with an experience to critically dissect music movements into different sonic and lyrical elements that they can then use to arrange into original content that fits within those movements. Understanding works of art and being able to emulate that art within certain movements requires a high level of critical thinking.

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



Honors TAP Option by Contract Instructor Proposal

Students will be required to have at least five credible sources cited within their MLA formatted research paper. They will also be required to cite Hip Hop albums for use in comparison discussions with their own original content.

7. Overall, please describe how this honors option by contract project will benefit the honors student. I believe this will be an excellent option for honors students who want a deeper understanding of the Hip Hop music industry. It will give them a chance to analyze music critically, create their own product, and self-reflect on the results. For students wanting to explore music, it will allow them the chance to be the music.



Approved Honors Faculty for Honors Option Contracts
Spring – Summer- Fall
LAST UPDATE (5/4/18)
Honors Options by Contract

Note: Only approved honors faculty should be approached regarding this option.

Honors students may complete three of the six required honors sections of classes by enrolling in and fulfilling an honors option by contract in a 3 unit (or higher) transferable course. Contracts should be filled out completely, signed by student and instructor, and returned to the honors coordinator by the end of the **4th week** of the semester and **2nd** week during summer session. The grade in the course should in no way be affected by the completion or lack of completion of an honors option.

Before offering an honors option to a student, instructors must submit a proposal and receive approval from the Honors Committee/Coordinator. Instructors may use their discretion in deciding whether to offer an honors option for a particular course or student. Faculty who do not consistently meet the guidelines set forth by the Honors Committee may have their course approval revoked. Below is a list of approved faculty.

SUBJECT/COURSE	INSTRUCTOR
Accounting 201 & 205	S. Adams
Administration of Justice 206	D. Cummins & T. Lynski
Anthropology	D. Earl & D. Wiewall, S. Cranley
Art (3 units or higher transferable classes)	R. Agahari & C. Mugnolo
Astronomy	M. McGovern
Biology 101, 104, 110, 201 & 202 (3 units or higher transferable classes)	B. Fredette, J. Esdin, D. Feickert, S. Langjahr, Z. Nisani, M. Rainbow & N. Riley
Business Law 201	D. Adams
Chemistry 110, 120, 210 & 220	A. Schroer, J. Harper & D. Newman
Computer Information Systems (CIS) 111, 123, 161 & 173 (3 units or higher transferable classes)	R. Biritwum
Communications	N. Dixon, N. Kaseforth, K. Lee, T. McDermott, H. Rao & P. Reed
Dance (3 units or higher transferable classes)	C. Littlefield & K. Burnett
Deaf Studies 105	D. Humphrey
Earth & Space (3 units or higher transferable classes)	A Burd
Economics 101 & 102	I. Ganley & M. Kemp



<p align="center">English (3 units or higher transferable classes)</p>	<p align="center">J. Ahmad, S. Covell, T. Garcia, M. Hoffer, K. Heinzman, C. Hood, R. Jennings, V. Jennings, A. Koritsoglou, S. Lowry, S. Memmer, E. Martin, H. Martin , K. Mitchell, K. Oliveira, B. Palagallo, W. Rider, S.Tafarella, J. Toth, W. Vaughn H. Williams</p>
<p align="center">Film TV 101, 107, & 201</p>	<p align="center">A.Welsch, K. North & A Pirolini</p>
<p align="center">Foreign Languages</p>	<p align="center">L. Bohler, P. Poole & R. Ruckman</p>
<p align="center">Geology (3 units or higher transferable classes)</p>	<p align="center">A Burd & M. Pesses</p>
<p align="center">Geography (3 units or higher transferable classes)</p>	<p align="center">K. Duret & M. Pesses</p>
<p align="center">Health (3 units or higher transferable classes)</p>	<p align="center">K. Bingham</p>
<p align="center">History</p>	<p align="center">S. Burn, G. Guillen, M. Jaffe , R. Read, J. Robin, D, Roland, K. Shafer & N. Stepro</p>
<p align="center">Interior Design (3 units transferable classes)</p>	<p align="center">L. Baker</p>
<p align="center">Mathematics (Honors options are available for Math courses 115 or higher)</p>	<p align="center">D. Anderson, S. Brown, L. Enriquez, C. Hendrix, M. Martinez-Quijada, P. McLoughlin,R. Osawa, M. Tran & P. Villapando</p>
<p align="center">Music (3 units transferable classes)</p>	<p align="center">N. Dillon, E. Fewtrell, G. Heaton-Smith, P. Martindale & D. Newby</p>
<p align="center">Nutrition (3 units transferable classes)</p>	<p align="center">A Volk</p>
<p align="center">Philosophy 105, 106 & 110</p>	<p align="center">C. Gratton, A. Mendoza & Sherry Zhu</p>
<p align="center">Photography 125</p>	<p align="center">A. Maher & L. Karstein</p>
<p align="center">Physics 101 & 110</p>	<p align="center">J. Bowen, Mark McGovern & J. Towe</p>
<p align="center">Political Science 200, 202 & 203</p>	<p align="center">N. Bednar</p>
<p align="center">Political Science 101, 103 & 201</p>	<p align="center">J. Vento</p>
<p align="center">Psychology (3 units transferable classes)</p>	<p align="center">F. Aviles, I. Gat, D. Lewis L. Johnson & D. McCabe</p>
<p align="center">Sociology (3 units transferable classes)</p>	<p align="center">A. Ambartsumyan , A Andrada, D. Cervi, & C. Giorgi</p>
<p align="center">Theater (3 units transferable classes)</p>	<p align="center">C. Corona & J. Leighton & J. MacFie</p>



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