



Honors TAP Committee Agenda

Monday, March 23, 2026
Anthropology Lab, Uhazy Hall 223
2:30-4:00 PM

Type of Meeting: Regular

Please Review/Bring: Agenda Packet & Minutes

Note Taker: Towana Catley

Committee members:

Towana Catley, Faculty Co-Chair
Dr. Darcy Wiewall, Faculty Co-Chair
Dr. Jedidiah Lobos, Dean MSE, Administrative Member
Carla Corona, Arts & Humanities
Dietra Jackson, Counseling
Elinda Parkinson, Health & Safety Sciences
Jacqueline Seekamp, Library
Kaitlin Bessinger, Math Sciences Engineering
Mike Pesses, Math Sciences Engineering
Pavinee Villapando, Math Sciences, Engineering
Greg Langner, Language & Communication Arts

Dr. Matthew Jaffe, Social & Behavioral Sciences
David L. Adams, Social & Behavioral Sciences
Kevin North, At-Large
Dr. Rachel Jennings Tafarella, At-Large
Hannah Valencia, Adjunct Representative
Vejea Jennings, Ex-Officio
John Vento, Ex-Officio
Bianca Nichols, Honors TAP Student Representative

OPEN, ASO Student Representative
OPEN, Athletics & Kinesiology
OPEN, Aerospace, Industrial Arts & Applied Technologies

Items	Person	Action
I. Call to Order and Roll Call	Towana & Darcy	
II. Open Comments from the Public		
III. Approval of Agenda <ul style="list-style-type: none"> Approval of Agenda – March 23, 2026 	All	
IV. Approval of Minutes <ul style="list-style-type: none"> Approval of Minutes – November 24, 2025 and February 23, 2026 	All	Issues Discussed: Action Taken: Follow Up Items:
V. Informational Items <ul style="list-style-type: none"> Jack Kent Cooke Scholarship ~ 2 AVC students are semi-finalists SAA Updates Current Honors Student Numbers 	All	
VI. Report	All	Issues Discussed: Action Taken: Follow Up Items:
VII. Action Item <ul style="list-style-type: none"> Honors Option Proposals <ul style="list-style-type: none"> ASTR C1001, PHYS 110, 120 & 211 NF100 ECON 101 & 102 SOC 101 Honors Option Workshops Dates 	All	Issues Discussed: Action Taken: Follow Up Items:
IX. Discussion <ul style="list-style-type: none"> Honors Option Proposals <ul style="list-style-type: none"> ASTR C1001, PHYS 110, 120 & 211 NF100 ECON 101 & 102 SOC 101 	All	Issues Discussed: Action Taken: Follow Up Items:

<ul style="list-style-type: none">• Finalize Honors Mixer Apr 29 Planning• Honors Option Workshops Dates• Honors TAP Faculty & Student Handbook• Student Success Conference April 7, 8, 9		
<ul style="list-style-type: none">• Adjournment		
<ul style="list-style-type: none">• NEXT MEETING DATE: March 23, 2026		



Honors TAP Committee Minutes

Monday, November 24, 2025
Anthropology Lab, Uhazy Hall 223
3:30-5:00 PM

Type of Meeting: Regular
Note Taker: Towana Catley

Please Review/Bring: Agenda Packet & Minutes

Committee members: (bolded names reflect attendance)
Towana Catley, Faculty Co-Chair
Dr. Darcy Wiewall, Faculty Co-Chair
Dr. Jedidiah Lobos, Dean MSE, Administrative Member
Carla Corona, Arts & Humanities
Reina Burgos, Counseling
Dietra Jackson, Counseling
Elinda Parkinson, Health & Safety Sciences
Jacqueline Seekamp, Library
Kaitlin Bessinger, Math Sciences Engineering
Mike Pesses, Math Sciences Engineering
Pavinee Villapando, Math Sciences, Engineering
Greg Langner, Language & Communication Arts

Dr. Matthew Jaffe, Social & Behavioral Sciences
David L. Adams, Social & Behavioral Sciences
Kevin North, At-Large
Dr. Rachel Jennings Tafarella, At-Large
Hannah Valencia, Adjunct Representative
Vejea Jennings, Ex-Officio
John Vento, Ex-Officio
Bianca Nichols, Honors TAP Student Representative
Zolana Castillejo, ASO Student Representative

OPEN, Athletics & Kinesiology
OPEN, Aerospace, Industrial Arts & Applied Technologies

Items	Person	Action
I. Call to Order and Roll Call	Towana & Darcy	3:40
II. Open Comments from the Public		
III. Approval of Agenda <ul style="list-style-type: none"> Approval of Agenda – November 24, 2025 	All	Greg motions to approve. Elinda seconds. All in favor. Added SAA Revisions to Action Items. Elinda motions to approve. Jedi seconds. All in favor.
IV. Approval of Minutes <ul style="list-style-type: none"> Approval of Minutes – October 27, 2025 	All	Issues Discussed: None Action Taken: Elinda motions to approve. Greg seconds. Rachel, Jedi, and Kaitlin abstain. Follow Up Items: None
V. Informational Items <ul style="list-style-type: none"> Current Honors Student Numbers Honors Mixer 10.29.25 Update University Application Deadlines 	All	Honors Student Numbers: 252 as of June 2025 <ul style="list-style-type: none"> Honors Mixer: 5 faculty attended the Honors Mixer (not including us); 30 students attended, 9 were not in Honors and have been reached out to attend an honors orientation. University Application Deadline: Dec. 1 @ 11:59pm
VI. Report	All	Issues Discussed: None Action Taken: Follow Up Items:
VII. Action Item <ul style="list-style-type: none"> Honors Option Contract System Revisions SAA Revisions 	All	Issues Discussed: Action Taken: <ul style="list-style-type: none"> Honors Option Revisions: Dietra motions to approve. Kaitlin seconds. All in Favor.

		<ul style="list-style-type: none"> • SAA Revisions: Greg motions to approve. Matthew seconds. All in Favor. <p>Follow Up Items: None</p>
VIII. Discussion <ul style="list-style-type: none"> • Honors Option Contract System Revisions • SAA Revisions 	<i>All</i>	<p>Issues Discussed:</p> <ul style="list-style-type: none"> • Honors Option Revisions: Reviewed the recommended changes to HO contract system guidelines from the October meeting. Added wording to stress the expectations of the amount of time to meet with students over the course of the semester. • SAA Revisions: Discussed eliminating the 1 minute speech requirement; deadline to submit; nomination deadline. Email all faculty in January. <p>Action Taken:</p> <ul style="list-style-type: none"> • HO Revisions: Added wording “It is expected that faculty meet with the student(s) for at least 2 hours over the course of the semester for a minimum of 30 minutes each time.” • SAA Revisions: Cut out the 1 minute speech requirement; finalized 3-27-2026 deadline. <p>Follow Up Items: None</p>
<ul style="list-style-type: none"> • Adjournment 		4:48pm
<ul style="list-style-type: none"> • NEXT MEETING DATE: February 23, 2026 		

Minutes from Honors Committee Meeting on 2/23/26

Attendees:

1. Darcy Wiewall
2. David Adams
3. Elinda Parkinson
4. Pavinee Villaapando
5. Matthew Jaffe
6. Jedidiah Lobos
7. Kaitlin Bessinger
8. Jacqueline Seekamp
9. Dietra Jackson
10. Carla Carona
11. Greg Langner
12. John Vento
13. Rachel Jennings Tafarella

Call to Order

2:37

Opening Comments None

Approval of Agenda—

Motion by Elinda,

2nd by Carla

Approved

Approval of Minutes

Approval of 11/24/2026 Minutes tabled.

Current TAP Certifications

Darcy mentioned that currently there are 27 UCLA and 14 UCI certifications.

Conferences to Present Student Research

Darcy mentioned two different upcoming conferences to possibly register that provides a forum for students to present undergraduate research and to contact Darcy if interested in attending:

1. Honors Transfer Council of California, University of California, Riverside—March 28th
2. Western Regional Honors Council Las Vegas—April 9th-11th

Honors Option Contracts/Workshop Dates

Darcy stated that an email was sent on 2/12/26 to all current faculty who offer honors options to submit revised/new proposals. Darcy noted that we need to have some workshops to assist Honors Faculty in revising their Honors Contracts. It would be helpful if Committee members would assist by participating in workshops. A list of days/times was requested. It was determined that the next workshop could be held next Monday (3/2/26).

Honors Convocation-- Memo

Please encourage your divisions/departments to nominate qualified students ASAP.

There is no need to review the Graduation List to nominate for Subject Area Awards.

Honors Mixer

Discussed best date for the upcoming Honors Student Mixer. Wednesday, April 29th, Anthropology Lab UH 223 4-6pm with “headgear” as the theme was suggested.

Motion by John Vento

2nd by ??????

Approved

Honors Handbook

At some point, the Honors Handbook needs to be updated. We can utilize Handbooks from other California Community Colleges as a reference.

Meeting Adjournment

Motion by Elinda,

2nd by Greg

Approved

Meeting adjourned at 3:59.



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 submit all appropriate paperwork by the deadlines 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. Honors option work is intended to enrich the course content that encourages students to go above and beyond the course. If an instructor wants to grade the project, CREDIT or NO CREDIT should be used. Instructors reserve the right to deny the opportunity of an honors option.

Faculty Name: Dr. Mark McGovern

Course Title and Number: ASTRC1001 – Introduction to Astronomy

Check which of the following honors objectives will be met by the proposed course? Select all that apply.

- 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 research projects.
- 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.
- X Option will focus on performance activities.

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 major project for this honors option is for the student to conduct research on a recent significant astronomical discovery. This research will culminate in a six-to-eight-page paper and an eight-to-ten-minute classroom presentation with visuals. It differs from the standard course requirements by requiring deep independent research into the historical development, scientific principles, and data collection methods of a specific mission or experiment.

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

The student is responsible for selecting a research topic from a list of major discoveries or proposing their own. Upon the selection of the topic, the student will need to complete specific library tutorials on how to

use AVC's library facilities to conduct their research. The student will engage in at least five mandatory meetings with the instructor to review progress, research publications, and drafts of their work.

3. List specific meeting dates, deadlines and tasks [e.g., week#].

Week 3: Discuss topic selection and schedule future meetings.

Week 5: Review a list of publications selected for the research.

Week 8: Review an outline of the research paper.

Week 11: Discuss the first draft of the research paper.

Week 13: Discuss the draft of the classroom presentation.

Weeks 14-15: Classroom presentation of the research.

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

Students will move beyond general textbook knowledge by learning how to properly use library resources to search through journal articles for their research. Additionally, they will learn how to discern which internet sources are credible and are primary versus secondary sources of information.

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

The student will compose a six-to-eight-page research paper. Critical thinking is fostered by requiring the student to synthesize four distinct areas of their research: the historical context, the physics (scientific principles) involved, the technical operation of the experiment, and the broader relevance of the discovery to the field of astronomy.

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

The project emphasizes the use of primary versus secondary sources of information by requiring a formal review of research publications in Week 5. Students are trained via library tutorials to identify and utilize journal articles effectively. Documentation will be organized into a findings paper with a full list of references. MLA or APA format are both acceptable.

7. Do you intend to provide this honor option for an asynchronous class? If so, please explain how effective contact will take place.

The instructor will guide the student through the process via the minimum five required meetings via Zoom. These meetings are designed to provide direct feedback on outlines, publications, and drafts to ensure the student meets project deadlines.

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

This project benefits the student by developing professional research skills, improving scientific writing, and building public speaking confidence through the classroom presentation. It provides a deeper understanding of how modern astronomical missions operate and contribute to our knowledge of the universe.



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Faculty Name: Dr. Mark McGovern

Course Title and Number: PHYS 110 – General Physics

Check which of the following honors objectives will be met by the proposed course? Select all that apply.

- 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 research projects.
- Option utilizes research methods including proper documentation for the discipline.
- Option will help students to demonstrate critical thinking and/or meta-cognitive abilities.
- Option will focus on performance activities.

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 project consists of a series of three "context-rich" problem sets that require a more rigorous analysis and formal presentation than standard course examples. A context-rich physics problem is a complex, real-world scenario designed to move beyond the "plug-and-chug" nature of standard textbook exercises. Unlike traditional problems that clearly state which variables are given and what needs to be found, context-rich problems are presented as a short story or narrative where necessary information might require research and/or reasonable assumptions. The three problem sets cover kinematics, forces, and momentum and energy. Unlike standard assignments, these require both a written solution and a physical presentation to the instructor, followed by a typed, formalized solution that explains every step of the process.

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

Students must actively participate by meeting with the instructor at least twice per problem set; more if necessary. Students need to physically present their solutions and explain their methodology. During these presentations students will respond to instructor questions regarding variations to the problems. Afterwards the student will create typed, formalized documents that prioritize organization and clarity.

3. List specific meeting dates, deadlines and tasks [e.g., week#].

Initial Meeting: Must occur by Week 4 to discuss the project.

Problem Set 1 (Kinematics): Assigned Week 5; Discussions completed by Week 7; Formal solution due Week 8.

Problem Set 2 (Forces): Assigned Week 9; Discussions completed by Week 11; Formal solution due Week 12.

Problem Set 3 (Momentum and Energy): Assigned Week 12; Discussions completed by Week 14; Formal solution due Week 15.

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

Depth is achieved through the transition from raw problem-solving to formalized solutions. While standard students focus on finding the correct answer, honors students must master the underlying logic well enough to explain each step and discuss hypothetical variations to the problems.

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

Critical thinking is fostered through the requirement to rigorously analyze complex problems and explain the logic behind every step. The primary writing assignment is the creation of three typed, formalized solutions designed to foster professional-level organization and clarity.

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

Research occurs when students identify necessary information is not provided in the description of the problem. Examples include determining coefficients of friction for various substances, understanding banking angles for highway construction, strength tolerance for materials to determine maximum loads, etc. Students will learn to use equation editors and graphical tools in either Microsoft Word, Google Docs or Latex to create their formal solutions.

7. Do you intend to provide this honor option for an asynchronous class? If so, please explain how effective contact will take place.

Physics classes are not offered online.

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

The project helps students develop valuable workforce skills, specifically the ability to organize and clearly present complex technical work. It also ensures the student learns not just how to solve a problem, but how to effectively explain and defend their scientific reasoning.



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Faculty Name: Dr. Mark McGovern

Course Title and Number: PHYS 120 – General Physics

Check which of the following honors objectives will be met by the proposed course? Select all that apply.

- 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 research projects.
- Option utilizes research methods including proper documentation for the discipline.
- Option will help students to demonstrate critical thinking and/or meta-cognitive abilities.
- Option will focus on performance activities.

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 project consists of a series of three "context-rich" problem sets that require a more rigorous analysis and formal presentation than standard course examples. A context-rich physics problem is a complex, real-world scenario designed to move beyond the "plug-and-chug" nature of standard textbook exercises. Unlike traditional problems that clearly state which variables are given and what needs to be found, context-rich problems are presented as a short story or narrative where necessary information might require research and/or reasonable assumptions. The three problem sets cover electrostatics, circuits, and magnetism. Unlike standard assignments, these require both a written solution and a physical presentation to the instructor, followed by a typed, formalized solution that explains every step of the process.

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

Students must actively participate by meeting with the instructor at least twice per problem set; more if necessary. Students need to physically present their solutions and explain their methodology. During these presentations students will respond to instructor questions regarding variations to the problems. Afterwards the student will create typed, formalized documents that prioritize organization and clarity.

3. List specific meeting dates, deadlines and tasks [e.g., week#].

Initial Meeting: Must occur by Week 4 to discuss the project.

Problem Set 1 (Electrostatics): Assigned Week 5; Discussions completed by Week 7; Formal solution due Week 8.

Problem Set 2 (Circuits): Assigned Week 9; Discussions completed by Week 11; Formal solution due Week 12.

Problem Set 3 (Magnetism): Assigned Week 12; Discussions completed by Week 14; Formal solution due Week 15.

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

Depth is achieved through the transition from raw problem-solving to formalized solutions. While standard students focus on finding the correct answer, honors students must master the underlying logic well enough to explain each step and discuss hypothetical variations to the problems.

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

Critical thinking is fostered through the requirement to rigorously analyze complex problems and explain the logic behind every step. The primary writing assignment is the creation of three typed, formalized solutions designed to foster professional-level organization and clarity.

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

Research occurs when students identify necessary information is not provided in the description of the problem. Examples include determining resistivity and conductivity values for various materials, how power transmission occurs from plants to commercial areas, strengths of commercial and industrial magnets, etc. Students will learn to use equation editors and graphical tools in either Microsoft Word, Google Docs or Latex to create their formal solutions.

7. Do you intend to provide this honor option for an asynchronous class? If so, please explain how effective contact will take place.

Physics classes are not offered online.

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

The project helps students develop valuable workforce skills, specifically the ability to organize and clearly present complex technical work. It also ensures the student learns not just how to solve a problem, but how to effectively explain and defend their scientific reasoning.



Honors TAP Option by Contract Instructor Proposal

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Faculty Name: Dr. Mark McGovern

Course Title and Number: PHYS 211 – General Physics

Check which of the following honors objectives will be met by the proposed course? Select all that apply.

- 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 research projects.
- Option utilizes research methods including proper documentation for the discipline.
- Option will help students to demonstrate critical thinking and/or meta-cognitive abilities.
- Option will focus on performance activities.

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 project consists of a series of three "context-rich" problem sets that require a more rigorous analysis and formal presentation than standard course examples. A context-rich physics problem is a complex, real-world scenario designed to move beyond the "plug-and-chug" nature of standard textbook exercises. Unlike traditional problems that clearly state which variables are given and what needs to be found, context-rich problems are presented as a short story or narrative where necessary information might require research and/or reasonable assumptions. The three problem sets cover thermodynamics, optics, and relativity. Unlike standard assignments, these require both a written solution and a physical presentation to the instructor, followed by a typed, formalized solution that explains every step of the process.

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

Students must actively participate by meeting with the instructor at least twice per problem set; more if necessary. Students need to physically present their solutions and explain their methodology. During these presentations students will respond to instructor questions regarding variations to the problems. Afterwards the student will create typed, formalized documents that prioritize organization and clarity.

3. List specific meeting dates, deadlines and tasks [e.g., week#].

Initial Meeting: Must occur by Week 4 to discuss the project.

Problem Set 1 (Thermodynamics): Assigned Week 5; Discussions completed by Week 7; Formal solution due Week 8.

Problem Set 2 (Optics): Assigned Week 9; Discussions completed by Week 11; Formal solution due Week 12.

Problem Set 3 (Relativity): Assigned Week 12; Discussions completed by Week 14; Formal solution due Week 15.

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

Depth is achieved through the transition from raw problem-solving to formalized solutions. While standard students focus on finding the correct answer, honors students must master the underlying logic well enough to explain each step and discuss hypothetical variations to the problems.

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

Critical thinking is fostered through the requirement to rigorously analyze complex problems and explain the logic behind every step. The primary writing assignment is the creation of three typed, formalized solutions designed to foster professional-level organization and clarity.

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

Research occurs when students identify necessary information is not provided in the description of the problem. Examples include determining thermal conductivity of various substances, refractive properties of various transparent materials, intake and exhaust steps for different types of engines, etc. Students will learn to use equation editors and graphical tools in either Microsoft Word, Google Docs or Latex to create their formal solutions.

7. Do you intend to provide this honor option for an asynchronous class? If so, please explain how effective contact will take place.

Physics classes are not offered online.

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

The project helps students develop valuable workforce skills, specifically the ability to organize and clearly present complex technical work. It also ensures the student learns not just how to solve a problem, but how to effectively explain and defend their scientific reasoning.



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Faculty Name: Siobhan Goldberg

Course Title and Number: SOC 101: Introduction to Sociology

Check which of the following honors objectives will be met by the proposed course? Select all that apply.

- 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 research projects.
- Option utilizes research methods including proper documentation for the discipline.
- Option will help students to demonstrate critical thinking and/or meta-cognitive abilities.
- Option will focus on performance activities.

1. Please provide an overview of the proposed option. Be sure to show how it differs from what other students do in your course.

In addition to the regular course requirements, students completing the Honors Option will write a minimum ten-page double-spaced research paper on a sociological topic or social issue of their choice that is approved by the instructor. The project will involve compiling and analyzing existing research from peer-reviewed academic journal articles, scholarly books, and credible media sources to produce a concise literature review on the selected topic.

Students will be required to incorporate a minimum of four peer-reviewed academic journal articles as primary scholarly sources, which can be accessed through the AVC EBSCO database and other library resources. In addition to summarizing the research findings, students will be expected to critically evaluate the literature by discussing limitations, methodological concerns, and gaps within existing research related to their topic.

This project requires honors students to demonstrate higher-level analysis, research skills, and academic writing beyond the standard course assignments.

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

This Honors Option is designed to promote a high level of student participation and engagement through independent research, instructor mentorship, and peer collaboration.

Students will actively participate in the research process by selecting their own sociological topic, outlining their paper, identifying and evaluating scholarly sources relevant to their topic, developing the literature review, and revising their work based on feedback from both the instructor and their peers.

Throughout the semester, students will receive individualized guidance through scheduled meetings with the instructor in Zoom and/or in person to discuss their topic development, research progress, and draft revisions. Additionally, students will participate in a peer review process, where they will read and provide constructive feedback on another honors student's draft (or reflect on feedback from a NetTutor feedback if they are the only honors student that semester participating). This will encourage ongoing dialogue, critical engagement with the material, and collaborative learning while allowing students to develop their research project in stages.

3. List specific meeting dates, deadlines and tasks [e.g., week#].

Honors students will meet with me individually in Zoom throughout the semester as they are working on their research paper. They will also be responsible for reading and providing critical feedback to a peer's rough draft submission. Students will be responsible for drafting a rough draft in which they will receive my feedback, and their peers' feedback, to then use as they polish their paper for a final draft. Students will be asked to meet with me at least four times in Zoom. The tentative schedule is below:

- Weeks 1-4
 - Student will notify intent to complete the Honors Option. They'll review the assignment instructions in the Honors Option Canvas module in the course shell and submit contract in the portal.
- Week 6
 - Students submit their proposed research topic for instructor approval.
- Week 7
 - First individual meeting (30 minutes) with instructor to discuss research topic and go over how to locate articles, types of research material acceptable for the assignment, and brainstorm how the paper could be organized.
 - After the meeting students will continue looking for sources and begin organizing the structure of their essay.
- Week 8
 - Student will submit an annotated bibliography assignment for the three(3) sources at the time they feel confident in using for the paper along with an outline of the essay into Canvas. After the instructor reviews and provides feedback in Canvas I will meet with students in Zoom about progress on sources and commentary involving that feedback.
 - Second meeting (30 minutes) with student to discuss that feedback.
- Week 11
 - Students submit their rough draft to the instructor in Canvas.
 - Third meeting (30 minutes) with student after grading rough draft where we'll discuss those comments about their draft.

- Week 12
 - Students will be paired with one other student to review and critique the other's paper.
- Week 12-14
 - Fourth meeting (30 minutes) with student about revision feedback and review progress on final revisions.
- Week 15
 - Student will submit their final draft to Canvas where Turnitin.com will be utilized.

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

The literature review assignment requires students to engage more deeply with sociological research by locating, evaluating, and synthesizing scholarly literature on a specific social issue.

Students will independently locate academic journal articles, books, and other credible sources related to their topic. While the instructor may suggest possible sources or starting points, students are responsible for identifying and incorporating additional research to expand their understanding of the topic.

Students are encouraged to incorporate recent research (with the 4 minimum sources being from the last 10 years) and current events related to their topic to connect sociological theory and empirical findings to contemporary social issues.

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

The honors research paper requires students to engage in critical thinking at multiple stages of the research process. Students must develop a research question, identify relevant scholarly sources, evaluate the credibility of those sources, and synthesize research findings into a cohesive literature review. While I will pass along recommendations on articles and books that students may use, they are still required to find their own sources to utilize within the paper to highlight more recent additions to the field along with supporting theories to strengthen their claims. They will also be expected to analyze and critique the existing research by discussing limitations in methodology, scope, or theoretical perspectives.

Through drafting and revising their paper based on instructor and peer feedback, students will strengthen their analytical reasoning, academic writing, and argument development.

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

Within this literature review assignment students are expected to analyze and synthesize primary and secondary sources within their portrayal of the social issue chosen. Students are required to use at least four peer-reviewed academic journal sources in their analysis but are encouraged to go beyond that requirement to build a strong foundation for the different voices in academia about their chosen subject. Incorporating current events through recent publications in the media is also encouraged for added perspective and real-world development of that social issue. The

paper will be formatted into American Psychological Association (APA) style according to the 7th edition guidelines.

7. Do you intend to provide this honor option for an asynchronous class? If so, please explain how effective contact will take place.

Yes, students in the asynchronous class offering will be expected to have check-ins with me via email/Canvas message every other week to see their progress on the assignment . This is in addition to required one-on-one Zoom meetings or in person office hours on campus(depending on the students' preference) outlined earlier.

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

This project will allow the student to demonstrate their ability to conduct independent research gathering and vetting source material to be used within their paper. Students will be able to identify sources that are peer-reviewed and select those sources that are deemed credible whenever choosing to use additional secondary sources (from the news, film/documentaries, books, etc.). Within this APA formatted literature review they will draft original papers that highlight and incorporate various research findings and provide both critique and a deeper level of thinking on that social issue.

The assignment will enable students to hone their writing skills and gain more experience conducting research gathering which will help students, regardless of their major, in future projects where they will be tasked with doing independent research papers and serve as a sample paper for future college admissions/transfers. Additionally, the completed literature review can serve as a strong writing sample for university transfer applications, research opportunities, or future academic work.



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 submit all appropriate paperwork by the deadlines 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. Honors option work is intended to enrich the course content that encourages students to go above and beyond the course. If an instructor wants to grade the project, CREDIT or NO CREDIT should be used. Instructors reserve the right to deny the opportunity of an honors option.

Faculty Name: *Ibrahim Ganley*

Course Title and Number: *ECON 101. Principles of Macroeconomics.*

Check which of the following honors objectives will be met by the proposed course? Select all that apply.

Option will provide content about the history or background of the field being studied.

- YES. Option will show an awareness of some of the field's major theories or current trends.
- YES. Option will require students to perform a case study, field experience, or other research projects.
- YES. Option utilizes research methods including proper documentation for the discipline.
- YES. Option will help students to demonstrate critical thinking and/or meta-cognitive abilities.
- NO. Option will focus on performance activities.

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 pursuing the Honors Option of ECON 101 will have the opportunity to “stretch” themselves in terms of more deeply applying the knowledge learned in the course to real-world applications and in the process further develop their research, communication and analytical abilities. Students pursuing the Honors Option complete a research paper that their non-Honors peers do not do. As a part of this assignment, Honors Students learn how to access and interpret economic and financial data from the Federal Reserve System.

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

To encourage awareness of the Honors Option, the instructor highlights the Honors Option in the first session of class, explaining its purpose and structure. Likewise, this information is shared via email/class announcements in Week 1. Additionally, students are encouraged

to come to office hours to learn more about the Honors Option. Accordingly, students who may not have been aware of the Honors Option or may not have understood the Honors Option will be able to ask questions and then enroll if interested.

3. List specific meeting dates, deadlines and tasks [e.g., week#].

The Honors Option research paper is based upon macroeconomic data analysis. This paper is due on the last day of the semester. (Students may submit their work early if they would like feedback to revise and resubmit.) To support the student's work, in the weeks leading up the deadline/submission, the instructor is available before/after lectures and during office hours. Students are encouraged to come in to confirm their understanding of how to download the data as well as discuss their interpretation of the data and their write-up. The faculty is also available via email anytime during the semester.

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

The course instructor makes extra materials and readings available for students in the Honors Option. These are supplemental and additive and are designed to foster interest in economic concepts and their real-world applications.

Supplemental materials might also highlight past and current events that provide a case study for the examination of macroeconomic topics.

Sample topics might include:

- **The 1929-1933 great depression**
- **The 1973-1975 recession**
- **The 1981-1982 recession**
- **The Early 2000 recession and Nasdaq crash**
- **The 2007-2009 great recession**
- **The Covid pandemic recession**

Honors Students are urged to come to Office Hours or to reach out to the faculty via email to discuss and "sense make" around these topics and supplemental readings.

Students in the Honors Option can use these materials for their unique-to-Honors research paper. This paper is expected to conform to standard writing conventions and grammar as well as documentation and citations.

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

As noted above, Honors Students complete a research paper. As a part of this assignment, Honors Students learn how to access and interpret economic and financial data from the Federal Reserve System. This research assignment gives Honors Students the opportunity to develop their critical thinking skills through expository writing. It also develops their quantitative literacy and data analysis skills. This paper is expected to conform to standard writing conventions and grammar as well as documentation and citations.

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

Honors Students are exposed to supplemental materials, including both academic and popular press articles. For primary data, students are taught how to access and analyze data from the Federal Reserve System. The Honors research paper is expected to conform to standard writing conventions and grammar as well as documentation and citations.

7. Do you intend to provide this honor option for an asynchronous class? If so, please explain how effective contact will take place.

No.

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

Although all sections of ECON 101 strive to prepare its students for transfer into four-year institutions, Honors Students will be more prepared for such a transition because of the intellectual rigor associated with the Honors research assignment. The exposure to academic publications and data-driven research will be of particular help to those who are interested in pursuing a BA/BS in Economics, Business and/or Finance at competitive four-year institutions.



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 submit all appropriate paperwork by the deadlines 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. Honors option work is intended to enrich the course content that encourages students to go above and beyond the course. If an instructor wants to grade the project, CREDIT or NO CREDIT should be used. Instructors reserve the right to deny the opportunity of an honors option.

Faculty Name: *Ibrahim Ganley*

Course Title and Number: *ECON 102. Principles of Microeconomics*

Check which of the following honors objectives will be met by the proposed course? Select all that apply.

- YES. Option will provide content about the history or background of the field being studied.
- YES. Option will show an awareness of some of the field's major theories or current trends.
- YES. Option will require students to perform a case study, field experience, or other research projects.
- YES. Option utilizes research methods including proper documentation for the discipline.
- YES. Option will help students to demonstrate critical thinking and/or meta-cognitive abilities.
- NO. Option will focus on performance activities.

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 pursuing the Honors Option of ECON 102 will have the opportunity to “stretch” themselves in terms of more deeply applying the knowledge learned in the course to real-world applications and in the process further develop their communication and analytical skills. Students pursuing the Honors Option will be provided additional assignments as well as additional questions on the existing exams.

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

To encourage awareness of the Honors Option, the instructor highlights the Honors Option in the first session of class, explaining its purpose and structure. Likewise, this information is shared via email/class announcements in Week 1. Additionally, students are encouraged to come to office hours to learn more about the Honors Option. Accordingly, students who

may not have been aware of the Honors Option or may not have understood the Honors Option will be able to ask questions and then enroll if interested.

3. List specific meeting dates, deadlines and tasks [e.g., week#].

To support the student's work, in the weeks leading up the deadline/submission, the instructor is available before/after lectures and during office hours. Students are encouraged to come in to confirm their understanding of the concepts and assignments. The faculty is also available via email anytime during the semester.

The Honors Option has three honors-specific assignments:

- **Assignment #1 is due on the Sunday of Week 6 . Work is submitted via Canvas email.**
- **Assignment #2 is due on the Sunday of Week 12. Work is submitted via Canvas email.**
- **Assignment #3 is due on the Sunday of Week 15. Work is submitted via Canvas email.**

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

The course instructor makes extra materials and readings available for students in the Honors Option. These are supplemental and additive and are designed to foster interest in economic concepts and their real-world applications.

The supplemental materials/assignments will explore how microeconomic models are utilized to better analyze and understand everyday economic problems. For example, we use graphs and mathematical tools/techniques to understand major economic topics/issues such as consumer surplus, producer surplus, deadweight loss, the price controls, the burden of taxation, externalities and international trade. These explorations will provide the base for additional Honors-only questions on examinations.

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

This course will provide students the opportunity to develop both their written and quantitative literacy skills. Students will be asked to write explanations regarding how mathematical tools and models help economic policy makers when they try to address real-life problems. Such an exercise draws upon written communication, numeracy, and critical thinking. There will be an opportunity per each scheduled examination to engage in this type of analysis and problem-solving.

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

Honors Students are exposed to supplemental materials (generally covering topics featured in higher-level microeconomics courses). This provides Honors students with the opportunity to stretch their mathematical and graphical literacy skills. Additionally, students develop as a result of working with basic economic models and their policy implications. All work is expected to conform to standard writing conventions and grammar.

7. Do you intend to provide this honor option for an asynchronous class? If so, please explain how effective contact will take place.

No.

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

Although all sections of ECON 102 strive to prepare its students for transfer into four-year institutions, Honors Students will be more prepared for such a transition because of the intellectual rigor associated with the assignments and discussions. The exposure to mathematical and graphical modeling will be of particular help to those who are interested in pursuing a BA/BS in Economics, Business and/or Finance at competitive four-year institutions.

Honors Transfer Alliance Program (TAP) Handbook



www.avc.edu/honors

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About Antelope Valley College

Antelope Valley College is committed to providing a comprehensive education that supports student achievement, transfer success, workforce readiness, and lifelong learning. The college promotes academic freedom, critical thinking, and respect for human dignity while responding to the evolving needs of the diverse Antelope Valley community.

AVC Values, Equity, & Diversity

Antelope Valley College is grounded in a commitment to equity, diversity, and inclusion. The college recognizes the strengths and lived experiences students bring to the learning environment and promotes equitable access to education and support services.

The Honors Transfer Alliance Program reflects these values by creating inclusive academic spaces that foster leadership, research engagement, collaboration, and culturally responsive support.

About Honors TAP

The Honors Transfer Alliance Program (TAP) is a tailored initiative aimed at high-achieving and self-driven students who meet specific admission criteria. Honors TAP provides a valuable opportunity for these students to elevate their academic performance and readiness for transfer by engaging in challenging honors courses. Historically, participants in the honors program have shown remarkable success, frequently taking on leadership positions within both the campus and the broader community. This success can be attributed to their inherent motivation, the supportive collaborative learning environments, and the mentorship provided by honors professors, educators, and fellow students.

While traditional transfer students face an average 20% admission rate, AVC Honors TAP Scholars achieve an impressive 60-70% acceptance rate. Students who complete five honors courses, maintain a 3.0+ GPA, and finish transfer major preparation earn the Honors TAP Certificate of Completion and potentially the UCLA & UCI TAP Certification. These certifications grant students priority consideration for transfer to top universities through transfer agreements established by the [Honors Transfer Council of California \(HTCC\)](#).

Honors Transfer Council of California (HTCC)

HTCC is a consortium of more than 50 community college honors programs that supports enriched learning environments, research opportunities, and transfer partnerships. We provide a forum for honors directors and counselors to share experiences and successful practices in dealing with talented and motivated students.

<https://www.honorstransfercouncil.org/>

What does HTCC do for students?

- We hold an annual Honors Research Conference, where our students present their work to a statewide audience.
- We negotiate transfer partnerships with colleges, universities, and upper-division honors programs nationwide.
- We host virtual Honors Transfer Fairs to connect our transfer partners with our students, counselors, and directors.
- We award scholarships and research prizes to community college honors students.

How do community colleges join HTCC?

Full membership is available to California community colleges that have operating honors programs; guest membership is available to those developing or considering the development of honors programs. If you are interested in the membership of your transfer university or institution, please complete our [Application](#). For more information, see [New To Honors](#).

Eligibility

For current AVC students:

- 12 semester units
- 3.0 GPA minimum

For recent high school graduates:

- Completion of A-G requirements with "C" or higher grades
- Completion of Algebra 2 or higher with "C" or higher grade
- 3.25 unweighted GPA or 3.5 weighted GPA

Application

Applications are accepted throughout the entire academic year!

#1 - Complete the Honors Transfer Alliance Program (TAP) application here: [AVC Honors Application](#)

#2 - Once the application is processed, you will be invited via email to attend the honors online orientation. This orientation is required to complete onboarding.

#3 - After completion of the honors orientation, you will be admitted to the AVC Honors Transfer Alliance Program.

Requirements

- Maintain a 3.0 GPA
- Complete 5 honors courses
 - 3 of the 5 must be actual honors courses
 - To learn of the differences between an honors course and an honors option, click [here](#)
- Enroll in at least one honors course or option per semester (fall/spring)
- Complete the requirements of any honors option contract within the contracted term
- Meet with a [honors counselor](#) each semester (fall/spring)

Program Benefits

- Early priority enrollment
- Smaller classrooms
- Close interaction with peers and faculty
- Honors Counselors
- Honors Convocation
- Special recognition at AVC Commencement
- “Honors Scholar” notation on transcripts
- UCLA/UCI TAP Certification

Student Responsibilities

Students are expected to adhere to the Student Code of Conduct, which covers what is expected of students about academic honesty, behavior, computer use, substances and weapons, as well as Disciplinary Procedures to be followed if a student violates the code of conduct. Student Code of Conduct may be found at

<https://www.avc.edu/students/student-services/care/discipline>

In your final year, there are many things to keep track of beyond just completing your transfer coursework. To help you organize these tasks, please refer to the following helpful guides:

- [Transfer Timeline](#) *(for any AVC student transferring to university)*
- [Honors Graduate Roadmap](#) *(exclusively for scholars in the Honors Program)*

Honors Courses vs Honors Options

Honors Courses

Honors courses are open to all students at AVC and maintain university-level expectations. Completion of or concurrent enrollment in ENGL101/ENGL C1000 is strongly recommended. Courses are taught similar to a university style seminar with a max of 21 students.

Honors Options

Honors options are exclusive to students admitted to the AVC Honors Program.

The honors options listed reflect all courses that have been approved for honors option credit. Only approved honors faculty should be approached regarding honors option credit. Student must submit an honors option contract in the [Contract System](#) by week 4 in fall/spring or week 2 in summer.

Before offering an honors option to a student, instructors must submit a proposal and receive approval from the Honors Committee. 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.

Please contact the [Honors Co-Coordinators](#) for interests in joining the honors faculty and providing honors courses and/or options.

More information about honors courses and honors options are available at:
<https://www.avc.edu/honors/courses>

Honors Option Contract

Contracts should be filled out completely, signed by student **and** instructor, by the end of the 4th week of the fall/spring semester, and 2nd week during summer session.

- [Instructions for Honors Option Contract](#)

Honors Option Contract System:

The online contract system is accessible exclusively on campus. Access via mobile devices is not supported.

- [Student Honors Option Contract](#)
- [Faculty Honors Option Contract](#)

For Faculty: Honors Course & Option Proposals

Faculty interested in joining the Honors community and offering enriched courses or Honors options aligned with university-level rigor are warmly encouraged to connect with the Honors Co-Chairs.

The proposal process includes completing an honors proposal form (provided by the Honors Co-Chairs) and sharing a brief presentation with the Honors Committee. This collaborative step helps ensure the continued quality and integrity of the Honors Program, with an emphasis on exploratory learning, critical thinking, and engaging academic experiences that support students in deepening and elevating their learning.

Honors Counseling

Honors scholars are required to meet with a Honors Counselor once each fall and spring semester. Appointments with counselors can be made by any of the following ways:

- Call 661-722-6338
- In person at the front desk of the counseling office at the student services building

For the list of Honors Counselors, go to: <https://www.avc.edu/honors/contactus>

Honors Committee

The Committee is responsible for reviewing honors proposals, assisting the honors coordinator with scheduling honors classes and sections, and the development and success of the program. Further, it is responsible to: disseminate information about the honors program, and review such materials and invitations; maintain and updating electronic and/or print versions of honors materials, web pages, etc.; send a representative to TAP council meetings, and other honors conferences; plan and attending honors orientations, convocation, and other honors related events.

For more membership and meeting details, <https://www.avc.edu/honors/committee>

Honors Convocation

The AVC Honors Convocation is an exclusive, invitation-only event celebrating Honors Transfer Alliance Program graduates, Subject Area Award scholars, and permanent members of Alpha Iota. Held at the end of the spring semester, this special occasion complements the college-wide Commencement ceremony.

Honors Scholars

Honors Convocation celebrates the achievements of our Honors TAP Graduates, also known as "Honors Scholars". This title is reflected on their transcripts and may also be reflected on their degree.

Historically, Honors Scholars have shown remarkable success, frequently taking on leadership positions within both the campus and the broader community. This success can be attributed to their inherent motivation, the supportive collaborative learning environments, and the mentorship provided by honors professors, educators, and fellow students. Notably, while traditional transfer students encounter admission rates below 40% at local colleges and universities, AVC students who complete the Honors TAP enjoy an impressive acceptance rate of over 90%. Those who meet program requirements—completing five honors courses, maintaining a cumulative GPA of 3.0 or higher, and finishing transfer of major preparatory courses—are awarded the esteemed Honors TAP Certificate of Completion.

Subject Area Awards

Subject Area Awards are prestigious recognition given to high-achieving students in various fields of study. AVC instructors nominate students to represent their respective areas, making this a significant honor.

Alpha Iota Permanent Membership

[Alpha Iota](#) is our college's local chapter of the state-wide honors society in CA Community Colleges. The club's focus is to promote and recognize high scholastic achievement while also serving the community through service activities and volunteer work. Permanent members are recognized at the Honors Convocation and managed by the club and its faculty advisors.

Frequently Asked Questions

Are honors classes more difficult?

Students actually tell us they believe honors classes are better rather than harder - they are more fulfilling because of the close interaction among faculty and students.

Will my grade point average go down if I take honors classes?

The opportunities for writing, for discussion, for help and feedback can make it easier to do well. And as your writing, research, and thinking skills improve, you'll see the benefits in your other classes as well.

What other advantages are there to being a member of the Honors Program?

See the [benefits](#) page for more information.

When can I apply ?

The program has rolling admissions, which means you can apply anytime. To receive honors priority registration, all application steps must be completed by the priority registration deadline. For priority registration deadlines, go to [Enrollment Dates](#).

How do I notify the program that I will be graduating so I can attend Honors Convocation?

The Honors Coordinators will send email notifications, usually around November, directing you to complete a mandatory survey by a specified deadline. Those who complete the required tasks outlined in these notifications will receive further instructions for graduating from the Honors Program.

For UCI and UCLA TAP certifications, the completion of said survey is required. Be sure to check your emails regularly.

What is the difference between graduating as an "Honors Scholar" versus graduating with "College Honors"?

Specific to students who complete the [Honors Transfer Alliance Program \(TAP\)](#) and receive Honors TAP Certification are designated as "**Honors Scholars**". Honors Scholars are invited to join the [Honors Convocation](#), and receive honors scholar notation on their degree and/or transcript. They are gifted distinctive Honors TAP tassels, which may be worn with their cap and gown at [Commencement](#).

Any student- including Honors Scholars- are eligible to graduate with "**College Honors**", which is determined solely by the student's final graduating GPA. Students who earn

College Honors may purchase a gold tassel to wear with their cap and gown at [Commencement](#). College Honors distinctions are awarded as follows:

3.25-3.49 Cum Laude (honors)

3.50-3.74 Magna cum laude (high honors)

3.75-4.00 Summa cum laude (highest honors)

Contact Information

For questions or to connect with the Honors Program, please email honors@avc.edu or reach out directly to the Honors Co-Chairs. Their contact information can be found on the Honors Program website at www.avc.edu/honors.