



Honors TAP Committee Agenda

Monday, May 18, 2026
Mesquite Hall (MH) - 246
2:30-4:00 PM

Type of Meeting: Regular
Note Taker: Towana Catley

Please Review/Bring: Agenda Packet & Minutes

<p><i>Committee members:</i> 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</p>	<p>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</p> <p>OPEN, ASO Student Representative OPEN, Athletics & Kinesiology OPEN, Aerospace, Industrial Arts & Applied Technologies</p>
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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 – May 18, 2026 	All	
IV. Approval of Minutes <ul style="list-style-type: none"> Approval of Minutes – April 27, 2026 	All	Issues Discussed: Action Taken: Follow Up Items:
V. Informational Items <ul style="list-style-type: none"> CCN Honors Courses Fall 2026 Honors Options Revisions & Workshop Status Committee Membership 2026-2027 	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"> COMM C1000 PHYS 101, 102, 110, 120, 211 ENGL 257 	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"> COMM C1000 PHYS 101, 102, 110, 120, 211 ENGL 257 Honors Convocation Debrief Committee Goals 2026-2027 	All	Issues Discussed: Action Taken: Follow Up Items:
<ul style="list-style-type: none"> Adjournment 		
<ul style="list-style-type: none"> NEXT MEETING DATE: August 24, 2026 		



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: Heidi Williams

Course Title and Number: ENGL 257: Ethnic Studies, Native American Literature

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 Option for ENGL 257 invites students to complete an independent, research-driven critical project that deepens their engagement with Native American literature, theory, and contemporary issues beyond the standard course requirements.

While all students complete writing projects and engage in discussion-based learning, honors students will complete a project that does the following things:

1. develop an extended research inquiry connected to course texts such as *There, There* or *The Marrow Thieves*, or another approved Indigenous text
2. Incorporate Indigenous theory, historical context, and contemporary issues
3. Produce a multi-layered final project that includes both critical analysis and reflective/metacognitive components

This option differs from the standard course by requiring:

1. Sustained independent research
2. Exposure to scholarly and/or Indigenous-authored critical sources
3. Faculty-guided development

4. A final product that demonstrates depth and original research beyond course expectations

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

The honors option is structured around active collaboration between student and instructor, as well as deeper engagement with course themes.

Students will:

1. Participate in individual conferences (minimum 4 meetings, 30 minutes each)
2. Develop their project through staged checkpoints (proposal, annotated bibliography, draft, revision)
3. Engage in dialogue-driven learning, where ideas are discussed, challenged, and refined

This process emphasizes:

1. Student agency in topic selection
2. Intellectual risk-taking
3. Reflection on their own thinking and learning process

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

Week 4: Honors contract submission + initial meeting (topic exploration)

Week 6: Proposal due (research question, scope, preliminary ideas). Discussion and instructor-led feedback will help refine the proposal.

Week 11: Draft of critical project + feedback meeting

Week 14/15: Final project submission and Class Presentation

Each meeting will last approximately 30 minutes, totaling a minimum of 2 hours of faculty-student contact over the semester.

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

Honors students will extend course learning through:

1. Additional scholarly articles related to Indigenous studies, sovereignty, settler colonialism, or literary theory
2. Optional inclusion of tribal-specific research not covered in class
3. Comparative analysis across texts or between literature and current events

Assignments include:

1. Annotated bibliography
2. Extended critical project (see below)
3. Reflective writing component

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

The central writing assignment is an annotated bibliography and PowerPoint Presentation that:

1. Develops a focused research question
2. Integrates textual analysis with scholarly research
3. Engages course themes such as sovereignty, resistance, identity, and decolonization

In addition, students will complete a metacognitive reflection (1-2 pages) analyzing:

1. How their thinking evolved
2. How their research challenged or deepened their assumptions
3. Their role as a reader and interpreter of Indigenous texts

Critical thinking is fostered through:

1. Synthesis of multiple perspectives
2. Application of theory to literature
3. Reflection on positionality and interpretation
4. Sharing their findings with the class

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

Students will:

1. Conduct research using academic databases and library resources
2. Incorporate both primary texts (course literature) and secondary scholarly or Indigenous-authored sources
3. Use MLA format for citation and documentation

Emphasis will be placed on:

1. Evaluating source credibility
2. Engaging ethically with Indigenous voices and scholarship
3. Understanding research as a process of inquiry rather than simple information gathering

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

N/A

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

This honors option provides students with the opportunity to:

1. Engage deeply with Native American literature and critical theory
2. Develop advanced research and analytical skills

3. Explore independent intellectual interests within a structured, supportive framework
4. Strengthen metacognitive awareness and academic confidence

Ultimately, the project prepares students for upper-division coursework and transfer-level expectations by emphasizing depth, rigor, and intellectual independence.



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Faculty Name: Dr. Jason Bowen

Course Title and Number: PHYS 101, PHYS 102, PHYS 110, PHYS 120, PHYS 211

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. See attached.
2. Describe how the option will strive for a high degree of student participation and involvement.
See attached.
3. List specific meeting dates, deadlines and tasks [e.g., week#].
See attached.
4. What activities, assignments, or readings will provide greater depth and breadth of subject matter?
See attached.
5. Describe writing assignments and discuss how the course will foster critical thinking.
See attached.
6. Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized. See attached.
7. Do you intend to provide this honor option for an asynchronous class? If so, please explain how effective contact will take place. See attached.
8. Overall, please describe how this honors option by contract project will benefit the honors student.
See attached.

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

Approximately twelve laboratory activities are scheduled to be completed by all students during the semester. Students participating in the PHYS 120 Honors Option will complete two additional laboratory assignments. These additional assignments consist of two primary components: a hardware manifest, and a problem statement. Given the preceding the student participating in the Honors Option will then compose a report consisting of: (1) The Problem Statement, (2) A Hypothesis, and (3) Detailed Experimental Procedures for testing (2) using only the items in the hardware manifest, (4) Potential Hurdles that may be encountered, (5) A short essay detailing the researcher(s) receiving credit for the associated discovery and the relevance of the discovery and the context in which it was made, and including: (1) the education background of the researcher, (2) the age of the researcher when he/she made the discovery, (3) the occupation of the parents, (4) prior occupations of the researcher, (5) date of birth of the researcher, (6) date of death of the researcher, (7) at least one other major scientific discovery made prior to the researchers own discovery and during his/her lifetime that may have had an effect on the researcher's work/discovery, (8) comment on the researcher's scientific career following the discovery, and (9) what makes the deepest impression on the student and why.

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

The student will receive the hardware manifest and problem statement with no additional materials. The student is expected to successfully compose experimental procedures that would, in principle, support the given hypothesis. Assistance is available during meetings and discussions with the instructor and additional research including textbook readings and/or other sources (including online sources, reference works, etc.). Completion of the Honors Option requires above average mastery of the subject material requiring focused attention in-class, during the completion of homework assignments, and during preparation for exams. Additionally, students completing this Honors Option will investigate the history and historical context of scientific contributions to the material presented in this course, requiring additional participation and involvement with the course material.

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

The deadline to submit the assignments is the last day of the semester.

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

The customary laboratory assignments/experiments are written with the primary goal of enhancing students' conceptual understanding of the course material with some emphasis on the Scientific Method. The Honors Option will also provide an enhancement of the students' understanding and appreciation of the Scientific Method through constructing an experiment that will test a given idea with only the relevant materials listed. Associated activities will include a closer inspection of the text and related textbooks, and reference materials to obtain an understanding of the historical context in which the relevant discovery was made. Successful completion of the Honors Option will also necessitate meetings with the instructor and collaborations with classmates.

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

The student will be required to complete four reports to fulfill the requirements of this Honors Option. Said reports require the cultivation of significant critical thinking skills. The student must understand the course material to such a degree as to successfully propose experimental procedures that will test an idea/law of physics given only a problem statement and hardware manifest. The student, in part, after reflection of the physical principles involved, will then proceed to write a report in the style of the Scientific Method, followed by an assessment of the historical context in which the experiment was performed, and in relation to other results/experiments performed at similar times. The historical assessment will be written in an essay format.

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

The student will consult the textbook for additional insights into the idea/law being tested. Following increased understanding of the relevant physical principle, the student will then consider the properties of the materials listed in the hardware manifest in relation to the relevant physical principle. Properties of materials may need to be obtained requiring the use of a periodic table or other tables listed online or additional texts. Once the Experimental Procedures have been determined the student will list these, step-by-step, and in great detail. The final written document will consist of a statement in the style of the Scientific Method with a short essay examining the relevance of the scientific idea and historical context.

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.

The customary laboratory assignments/experiments are written with the primary goal of enhancing students' conceptual understanding of the course material with some emphasis on the Scientific Method. This Honors Option will facilitate a greater understanding and appreciation of the Scientific Method and will lead to enhanced understanding of the course material. Additionally, the student will gain a historical perspective surrounding the discovery of the relevant idea/law and the nature of the human enterprise of science. Students will also improve their writing skills in a class where traditional writing is nearly nonexistent and will improve in their ability to articulate scientific ideas.



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Faculty Name:

Course Title and Number:

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

X Option will require students to perform a case study, field experience, or other research projects.

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.

In my COMM C1000 honors options, students will complete four extra assignments. The first is an outside speaker critique, and the assignment information page is attached.

The second assignment is an interview. Students will have to interview a person in their field of study and ask them about the impact of public speaking on their profession. The student is responsible for finding this person, generating relevant interview questions, submitting those questions to the advisor for approval, and setting up the conducting the interview. After the interview, the advisor and student will meet and discuss how the interview went and what the student learned not only from the interview, but also the networking to get the interview.

The third assignment is a self-critique. For each of the four assigned speeches, the student will be recorded. Then the student will view themselves after receiving feedback from the instructor. After each of the speeches, the student will write a 1–2-page reflection paper about their experience and set goals for the next speech.

The fourth assignment is something the student and I come up with together. The following is an example:

Persuasive Speech Surveys

For the persuasive speech about a media problem, students will be required to create a 10-question questionnaire about their subject. The surveys will consist of 4 fixed

alternative questions, 4 scale questions, and 2 open-ended questions. Students will be required to have 50 different AVC students and/or faculty (not including this instructor) complete the surveys. The goal of this assignment is for students to understand how to develop and create a professional looking survey and how to use this information for the construction, content, and delivery of a persuasive speech. Students will be required to create a power point slide to show the results of the surveys within their persuasive speech.

Other students have conducted a 15–20-minute presentation about a subject of their choice. They are leading the class in some sort of classroom discussion. The goal is to give students freedom and an opportunity to be creative.

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

By accomplishing the four additional assignments, the student will be participating at a much higher and deeper level than other students. An honors student that takes the opportunity to give a 15 - 20-minute presentation will be much more involved.

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

These will be variable depending on the semester. Generally speaking, there is one assignment per month.

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

The two assignments that provide greater breadth are the interview of a professional and the role that public speaking plays in their career. Here, the student will learn how the skills we learn in class are utilized in the real world. The second assignment that asks the student to go deeper is self-critique. Here, the student will observe and analyze their own work.

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

The outside speaker critique asks students to observe, comment and learn from a real-life example. I strongly encourage students to attend AVC's Faculty Professional Development presentations. First, because the presentations are free and generally on campus. Also, the assignment asks students to critique the speaker, and that aspect fosters critical thinking.

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

If students decide to choose the in-class survey, they are getting primary information and how it relates to their subject. The documentation style for all of my courses is American Psychological Association style (APA). All students are briefly taught how to use this style for their references page.

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

Currently, I do not teach online either synchronous or asynchronous. If I were to do so, I would set up zoom meetings with the student to ensure that effective contact takes place

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

Overall, this honors option will benefit the student by encouraging them to network with people that have achieved similar professional goals. Also, this honors option will allow the students to really focus on their speech delivery skills. Students learn a great deal about how they present themselves by watching themselves.

OUTSIDE SPEAKER CRITIQUE

Due _____

PURPOSE:

To give you an opportunity to apply the skills you have learned in the critical evaluation of oral messages.

DESCRIPTION:

In a three-to-four-page essay (typed, double-spaced, proofread), analyze a public speech that you attend outside of class. The speech must be live and you must be physically present in the audience. Be sure to include concepts and ideas learned in class into your paper.

SPECIFICS:

Your paper should at least address the following:

1. The introduction to the paper should include background information such as who spoke, when and where the speech took place, what the topic was and how large the audience was.
2. The body of the paper should include
 - a. An analysis of the structure of the speech. Did the speaker catch your attention? Was the speech easy to follow? Was there an organizational pattern to follow?
 - b. An analysis of the support or evidence used in the speech. Were the examples relevant? Were sources cited? Did the sources help or hurt the speaker's credibility?
 - c. An analysis of the speaker's delivery, including language use. Items such as eye contact, gestures, movement, vocal variety should be discussed in this area
 - d. An analysis of anything else you feel is pertinent to this review.
3. The conclusion of the paper should include a discussion of what it all means to you. In other words, what will you now do or not do as a result of this observation. Understand that this is the main purpose of this assignment. You should spend some time in this section.



Committee Information Sheet

Honors Program Committee 2025 – 2026

	Appointed By:	Name:	Term Length	Term Expiration
Faculty Co-Chair	Academic Senate	Dr. Darcy Wiewall	1 of 3	Day prior to first day of Fall 2027 semester
Faculty Co-Chair	Academic Senate	Towana Catley	1 of 3	Day prior to first day of Fall 2027 semester
Admin Co-Chair	V.P. Academic Affairs Designee	Dr. Jedidiah Lobos	Standing Member	Day prior to first day of Fall 2026 semester
Faculty Rep	Aerospace, Industrial Arts & Applied Technologies	OPEN	1 of 3	Day prior to first day of Fall 2026 semester
Faculty Rep	Arts & Humanities	Carla Corona	2 of 2	Day prior to first day of Fall 2027 Semester
Faculty Rep	Health & Safety Sciences	Elinda Parkinson	2 of 2	Day prior to first day of Fall 2027 semester
Faculty Rep	Health & Safety Sciences [formerly Kinesiology & Athletics]	OPEN	2 of 2	Day prior to first day of Fall 2025 semester
Faculty Rep	Library	Jacqueline Seekamp	1 of 2	Day prior to first day of Fall 2026 semester
Faculty Rep	Math, Science, & Engineering	Kaitlin Bessinger	1 of 2	Day prior to first day of Fall 2026 semester
Faculty Rep	Math, Science, & Engineering	OPEN	2 of 2	Day prior to first day of Fall 2025 semester
Faculty Rep	Math, Science, & Engineering	Pavinee Villapando	2 of 2	Day prior to first day of Fall 2027 semester
Faculty Rep	Language & Communication Arts	Gregory Langner	1 of 2	Day prior to first day of Fall 2026 semester
Faculty Rep	Social & Behavioral Sciences	Dr. Matthew Jaffe	1 of 2	Day prior to first day of Fall 2026 semester
Faculty Rep	Social & Behavioral Sciences	David L. Adams	2 of 2	Day prior to first day of Fall 2026 semester
Ex-Officio Faculty Rep	Social & Behavioral Sciences	John Vento	1 of 2	Day prior to first day of Fall 2026 semester
Adjunct Rep	Academic Senate	Hannah Valencia	1 of 2	Last day of Spring 2027 Semester
At-Large Rep	Academic Senate	Dr. Rachel Jennings	2 of 2	Day prior to first day of Fall 2026 semester
At-Large Rep	Academic Senate	Kevin North	1 of 2	Day prior to first day of Fall 2026 semester
EOPS, Honors TAP Counselor	Counseling	Dietra Jackson	Standing Member	Day prior to first day of Fall 2026 semester
TAP Student Rep	Transfer Alliance Program	Bianca Nichols	1 of 1	Last day of Spring 2026 Semester
Alpha Iota /ASO Student Rep	Alpha Iota	Zolana Castillejo	1 of 1	Last day of Spring 2026 Semester