



Honors TAP Committee Agenda

Monday, April 27, 2026
Mesquite Hall (MH) - 246
2:30-4:00 PM

Type of Meeting: Regular
Note Taker: Towana Catley

Please Review/Bring: Agenda Packet & Minutes

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| <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 |
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| 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 – April 27, 2026 | <i>All</i> | |
| IV. Approval of Minutes <ul style="list-style-type: none"> Approval of Minutes – March 23, 2026 | <i>All</i> | Issues Discussed: Action Taken: Follow Up Items: |
| V. Informational Items <ul style="list-style-type: none"> Student Success Conference Update CCN Honors Courses Fall 2026 Honors Options Revisions & Workshop Status Honors TAP Faculty & Student Handbook | <i>All</i> | |
| VI. Report | <i>All</i> | Issues Discussed: Action Taken: Follow Up Items: |
| VII. Action Item <ul style="list-style-type: none"> May 2026 Honors TAP meeting date Honors Option Proposals <ul style="list-style-type: none"> ECON 101 & 102 rev BIOL 104 ERSC 101, GEOL 101, 102 THA 101, 239 Honors Convocation Planning | <i>All</i> | Issues Discussed: Action Taken: Follow Up Items: |
| IX. Discussion <ul style="list-style-type: none"> May 2026 Honors TAP meeting date Honors Option Proposals <ul style="list-style-type: none"> ECON 101 & 102rev BIOL 104 | <i>All</i> | Issues Discussed: Action Taken: Follow Up Items: |

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| <ul style="list-style-type: none">• ERSC 101, GEOL 101, 102• THA 101, 239• Honors Mixer Donations & Attendance Apr 29• Honors Convocation Planning | | |
| <ul style="list-style-type: none">• Adjournment | | |
| <ul style="list-style-type: none">• NEXT MEETING DATE: May TBD, 2026 | | |



Honors TAP Meeting Minutes

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

Type of Meeting: Regular
Note Taker: Towana Catley

Please Review/Bring: Agenda Packet & Minutes

Committee members: (bold names reflects attendance)
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
 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

Lyudmila Michael, Proxy for Pavinee, Math Science, Engr
Siohban
Dr. Mark McGovern, Guest presenter for Physics and Astronomy Honors/Honors Option Proposal

| Items | Person | Action |
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| I. Call to Order and Roll Call | Towana & Darcy | 2:35pm |
| II. Open Comments from the Public | | n/a |
| III. Approval of Agenda <ul style="list-style-type: none"> Approval of Agenda – March 23, 2026 | All | Dean Lobos moves for agenda approval, Elinda seconds, all in favor |
| IV. Approval of Minutes <ul style="list-style-type: none"> Approval of Minutes – November 24, 2025 and February 23, 2026 | All | <p>Issues Discussed: November 24, 2025 Minutes correction of name. February Minutes updates to Honors Mixer information.</p> <p>Action Taken: Update to November minutes approved by John, Dean Lobos seconds, all in favor. Update to February minutes approved by Rachel motions, Dean Lobos seconds, all in favor.</p> <p>Follow Up Items:</p> |
| 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 | <p>JKC Scholarship Semifinalists: Reported the names of 2 Honors TAP students who are semifinalists to this prestigious scholarship. The selections will be announced in April. Discussed last year's recipient from AVC Kaylie Brehm.</p> <p>SAA Updates:</p> |

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| | | <p>Reported the error made by a division where the grad list was sent to all faculty in the division. Discussed the Memo and the detailed instructions. Co-Chairs will meet with Interim Dean of A&R for future list access and potentially using Canvas as a means to mitigate the list and uphold FERPA. Also discussed removing the step in Memo where Dean of Division needs to sign off on nomination (since the Grad List and canvas will be used for future SAA). "Advisor" menu option in myAVC dashboard has been removed in a recent update. Discussion in having that access again or at least have it for the Honors TAP Committee members so they can potentially assist with verification of SAA. Another idea is asking Honors Counselors to do this verification as they already have the "Advisor" access. Co-Chairs reported their plans to meet with Interim Dean of A&R for argos access and use Canvas for future SAA process.</p> <p><u>Current Honors Numbers/Data:</u> 29 UCLA TAP Certified 14 UCI TAP Certified 40 Honors TAP Scholars These reflect the final numbers of this graduating/Fall 2025 transfer class. UCI has changed their guaranteed admissions to priority consideration and have made the 3.7 GPA by fall before transfer a hard criteria.</p> |
| VI. Report | <i>All</i> | <p><u>Issues Discussed:</u> <u>Action Taken:</u> <u>Follow Up Items:</u></p> |
| 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 | <i>All</i> | <p><u>Issues Discussed:</u> <u>Action Taken:</u> ASTROC1001, PHYS110, 120 & 211 H.O. Proposal: Elinda motions, Lobos seconds, all vote in favor. Honors Options approved. NF100 H.O.: Elinda motions, Lobos seconds, all vote in favor. Honors Option approved. ECON101 & 102 H.O. Proposal: John motions to approve with as long as with the recommended changes and to please email the updated proposal, Elinda seconds, all in favor. Honors Options approved pending completion of updates. SOC101 H.O. Proposal: Elinda motions, Dietra seconds, all in favor. <u>Follow Up Items:</u></p> |

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| <p>IX. Discussion</p> <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 | <p style="text-align: center;"><i>All</i></p> | <p><u>Issues Discussed:</u> <u>ASTR C1001, PHYS110, 120, & 211 H.O.</u> <u>Proposal</u> By Dr. McGovern</p> <ol style="list-style-type: none"> 1) ASTR C1001 <ul style="list-style-type: none"> • Paper 5-8 pages and classroom presentation 2) PHYS110, PHYS 120, PHYS 211 <ul style="list-style-type: none"> • All the same work but just different concepts/topics specific to that course <p>Comments: Darcy compliments Mark and thankful that he kept to the proposal template schedule of dates. Question came up if he will teach online—hasn't done it but doesn't feel it would be different as the class if. Sounds very interesting.</p> <p>Elinda motions, Lobos seconds, all vote in favor.</p> <p><u>NF100</u> By Ann Volk Comments: Does the HO start in Week 4? Darcy communicates that she can start earlier than week 4 as oppose to waiting for the HO contract deadline. Many students are not in honors yet was her thinking.</p> <p>Elinda motions, Lobos seconds, all vote in favor.</p> <p><u>ECON101 & 102</u> By Ibrahim Ganley Question by instructor: Honors courses as observed from other honors classes and traditional classes do not have difference.</p> <p>Comments: Honors courses and options are different hence the requirements are illustrated in the Honors Option Template. For question 3 in template for ECON 101 and 102, please detail the specific meeting date. Ganley spoke about how many economics students in CCC are not prepared for the UC so he seeks to be sure his students in honors option are prepared.</p> <p>John motions to approve with as long as with the recommended changes and to please email the updated proposal, Elinda seconds, all in favor.</p> |
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| | <p><u>SOC101</u> By Siobhan Goldberg Comments: the proposal is exemplary and ideal as a great sample. Per Siobhan this is for in person only.</p> <p>Elinda motions, Dietra seconds, all in favor.</p> <p><u>Action Taken:</u> <u>Follow Up Items:</u></p> |
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| <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 | | <p><u>Honors Mixer:</u> Honors Mixer will be April 29th at 4-6 UH223</p> <p><u>Honors Option Workshop Dates:</u> New dates will be emailed to all honors. There will be no recording available but live online workshops through zoom with Dr. Wiewall.</p> <p><u>SSC:</u> Student Success Conference during spring break will have an honors table at the resource fair. We have 3 honors student ambassadors to manage the table. Outreach seeks student volunteers which Co-Chairs already made an announcement for.</p> <p><u>Honors TAP Handbook:</u> Draft was sent out to committee members via email. Request was for committee to review and bring back feedback for next meeting. A request was made to add the “Best Practices” for Faculty to be added in the handbook.</p> |
| <ul style="list-style-type: none"> Adjournment | | 3:52pm |
| <ul style="list-style-type: none"> NEXT MEETING DATE: March 23, 2026 | | |

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| | | <ul style="list-style-type: none"> • SAA Revisions: Greg motions to approve. Matthew seconds. All in Favor. <p>Follow Up Items: None</p> |
| <p>VIII. Discussion</p> <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 | | |



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: Carla Corona

Course Title and Number: THA 101: Introduction to Theatre

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 the general Introduction to Theatre course, students are introduced to the fundamental elements of theatre, including acting, directing, design, and theatre history. Students analyze plays, explore the collaborative nature of performance, and examine how theatre reflects social and cultural contexts. They attend live performances when possible, complete critical and creative responses, and participate in discussions and group projects that emphasize observation, interpretation, and analysis.

The Honors option builds upon this foundation by requiring deeper critical inquiry, independent research, and leadership. In addition to standard coursework, Honors option students complete a research project analyzing a theatre company, artist, or theatre movement, facilitate a student-led seminar, and complete more advanced written analyses. These components require students to move beyond introductory understanding to actively shaping discussion, synthesizing research, and connecting theatre to broader cultural and societal contexts.

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

The Honors option promotes a high degree of student participation by positioning students as active contributors and leaders in the classroom. Honors option students facilitate a student-led workshop, guiding peer discussion and engaging the class in critical analysis of fundamental areas of theatre, such as performance, design, and production.

In addition, students complete a research project examining a theatre company, artist, or theatre movement, allowing them to connect foundational course concepts to contemporary practice and contribute informed perspectives to class dialogue. Ongoing written analyses and reflective responses further support active engagement by requiring continuous critical thinking and clear articulation of ideas.

Together, these components foster a collaborative, student-centered learning environment in which Honors students actively shape discussion, inquiry, and exploration.

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

Instructor will have group meetings with honors options students on Week 2, 6, 10, & 14. The academic benchmarks are as follows:

- Week 2: Students meet with instructor to discuss journal entries.
- Week 6: Students submit journals and meet with instructor.
- Week 8: Students submit ideas for final presentation/paper, theatre critiques on performances attended (at least 1).
- Week 10: Students will submit an outline of final paper and meet with instructor.
- Week 12: Students will submit draft of final project to instructor and submit journal.
- Week 14: Students will submit theatre critiques on performances attended (at least 2) and meet with instructor.
- Week 15/16: students will submit final project.
- Week 15/16: students will deliver a 15-20 minute presentation in class (along with the general class groups); students will submit final journal.

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

Students will read, discuss, and view a wide range of theatrical works to explore how theatre functions as both an art form and a reflection of institutional, social, cultural, interpersonal, and personal dynamics.

Honors option students will complete a research-based project examining a theatre company, artist, or movement, with particular attention to its mission, development, and impact on the field. Students will investigate how the work contributes to contemporary theatre practice, including considerations of representation, innovation, and audience engagement.

Beyond foundational research, students will move from description to critical evaluation by analyzing how theatre can challenge dominant narratives, reflect diverse perspectives, and engage with current social issues. Students will support their analysis through the integration of primary texts, scholarly

research, and industry-based sources such as Theatre Communications Group or American Theatre Magazine.

Students will also maintain a reflective journal throughout the semester, responding to plays, performances, and course topics. These reflections support ongoing critical thinking, personal connection, and the development of analytical skills.

Together, these components reinforce Honors level expectations by requiring students to synthesize research, engage in critical inquiry, and articulate the role of theatre within broader cultural and societal contexts.

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

The Honors option includes multiple writing assignments and submissions:

- Journal submissions (collected 3 times over the semester, includes plot progression analysis and play script analysis)
- Three theatre performance critiques
- Final Project

The writing assignments for the THA 101 Honors options will provide analysis and evaluation of plays in terms of their themes, characters, and social commentary. Also, writing assignments foster discussion with peers and instructor reinforcing Honors option expectations by requiring students to move beyond summary into critical analysis and thinking.

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

Honors option students will apply course research expectations through a Critical Theatre Analysis Project that examines a play, playwright, or theatre company within the context of intercultural and/or women's theatre. Using assigned plays as primary sources, students will develop a focused argument that situates the work within broader social, cultural, and historical frameworks.

Students will be required to integrate a range of sources, including national theatre organizations (such as Theatre Communications Group or Americans for the Arts), academic scholarship, and credible industry perspectives. Emphasis will be placed on evaluating the credibility, perspective, and relevance of each source, as well as synthesizing research to support original analysis.

In addition, students will connect their research to contemporary theatre practice by engaging with live or recorded performances and examining the work of current theatre companies and artists.

This project reinforces Honors-option expectations by requiring students to move beyond summary into critical analysis, interdisciplinary thinking, and applied understanding of theatre as a dynamic force in society.

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.

Honors option students will facilitate a student-led seminar designed to deepen class engagement with intercultural and women's theatre. In this role, students will guide critical discussion, challenge their peers to think beyond surface-level interpretation, and connect theatrical works to larger cultural and societal contexts.

This experience emphasizes leadership, intellectual risk-taking, and the ability to engage in meaningful dialogue, reinforcing the Honors-level expectation that students not only analyze material, but actively shape the learning environment.



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Faculty Name: Carla Corona

Course Title and Number: THA 239: Intercultural & Women's Theatre

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 the general THA 239: Intercultural and Women's Theatre course, students explore ethnic diversity in American theatre, including works by Latinx/Chican@/x, African American, Asian American, and Native American playwrights, as well as women and LGBTQ+ playwrights. The course introduces the history of multicultural theatre in the United States, examines the roles of women in theatre, and investigates representations of gender and sexuality on stage. Students are also exposed to emerging playwrights, new works, and theatre's broader social and cultural functions.

Students attend live theatre performances and complete both critical and creative responses. They collaborate on a final group project focused on a theatre technique or style, such as docudrama, *acto*, or realism. Class discussions emphasize dialogue, questioning, and engagement with course materials, while in-class writing assignments support ongoing reflection and analysis.

The Honors option builds upon this foundation by requiring students to engage in deeper critical inquiry, independent research, and leadership within the classroom. In addition to standard coursework, Honors option students complete a research project analyzing a theatre company committed to diversity and inclusion, facilitate a student-led workshop that guides peer discussion, and produce more advanced written analyses. These components require Honors option students to move beyond participation to actively shaping class dialogue, synthesizing research, and connecting course content to broader cultural and societal contexts.

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

The Honors option promotes a high degree of student participation by putting students as active contributors and leaders in the classroom. Honors students facilitate a student-led workshop, guiding peer discussion and engaging the class in critical analysis of intercultural and women's theatre.

In addition, students complete a research project examining one theatre company's commitment to diversity and inclusion, allowing them to connect course concepts to contemporary practice and contribute informed perspectives to class dialogue. Ongoing written analyses and reflective responses further support active engagement by requiring continuous critical thinking and articulation of ideas.

Together, these components foster a collaborative, student-centered learning environment in which Honors option students actively shape discussion, inquiry, and exploration.

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

Instructor will have group meetings with honors options students on Week 2, 6, 10, & 14. The academic benchmarks are as follows:

- Week 2: Students meet with instructor to discuss journal entries and meet with instructor.
- Week 6: Students submit journals and meet with instructor.
- Week 8: Students submit ideas for final presentation/paper, theatre critiques on performances attended (at least 1).
- Week 10: Students will submit an outline of final paper and meet with instructor.
- Week 12: Students will submit draft of final project to instructor and submit journal.
- Week 14: Students will submit theatre critiques on performances attended (at least 2) and meet with instructor.
- Week 15: students will submit final project.
- Week 16: students will deliver a presentation in class (along with the general class groups); students will submit final journal.

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

Students will read, discuss, and watch a diverse range of theatre to pose questions and stimulate dialogue related to institutional, social, cultural, interpersonal and personal relationships with theatre.

Honors option students will complete a research-based project examining a theatre company that demonstrates a sustained commitment to diversity, equity, and inclusion in its programming and practices. Students will investigate the company's founding, mission, and leadership, as well as its stated goals related to representing diverse cultural, ethnic, and gender identities. Beyond foundational research, students will critically analyze the company's impact on the field of American theatre, considering how its work challenges dominant narratives, expands representation, and engages with contemporary social issues.

As part of this project, students will be expected to move beyond description to evaluation by addressing the broader question: *Why is it essential for theatre companies to produce diverse work?* Students will support their analysis through the integration of primary texts, scholarly research, and industry-based sources (such as Theatre Communications Group or American Theatre Magazine).

This assignment reinforces Honors-level expectations by requiring students to synthesize research, engage in critical inquiry, and articulate the role of theatre as a vehicle for representation and social change.

Students will keep a journal throughout the semester writing and exploring their reflections on plays read, characters discussed, or topics introduced.

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

The Honors option includes multiple writing assignments and submissions:

- Journal submissions (collected 3 times over the semester, includes plot progression analysis and play script analysis)
- Three Theatre critiques (3-5 pages each)
- Final Paper (3-5 pages)

The writing assignments for the THA 239 Honors options will provide analysis and evaluation of plays in terms of their themes, characters, and social commentary. Also, writing assignments foster discussion with peers and instructor reinforcing Honors-option expectations by requiring students to move beyond summary into critical analysis and thinking.

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

Honors option students will apply course research expectations through a Critical Theatre Analysis Project that examines a play, playwright, or theatre company within the context of intercultural and/or women's theatre. Using assigned plays as primary sources, students will develop a focused argument that situates the work within broader social, cultural, and historical frameworks.

Students will be required to integrate a range of sources, including national theatre organizations (such as Theatre Communications Group or Americans for the Arts), academic scholarship, and credible

industry perspectives. Emphasis will be placed on evaluating the credibility, perspective, and relevance of each source, as well as synthesizing research to support original analysis.

In addition, students will connect their research to contemporary theatre practice by engaging with live or recorded performances and examining the work of current theatre companies and artists.

This project reinforces Honors-option expectations by requiring students to move beyond summary into critical analysis, interdisciplinary thinking, and applied understanding of theatre as a dynamic force in society.

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.

Honors option students will facilitate a student-led seminar designed to deepen class engagement with intercultural and women's theatre. In this role, students will guide critical discussion, challenge their peers to think beyond surface-level interpretation, and connect theatrical works to larger cultural and societal contexts.

This experience emphasizes leadership, intellectual risk-taking, and the ability to engage in meaningful dialogue, reinforcing the Honors-level expectation that students not only analyze material, but actively shape the learning environment.



Honors TAP Option by Contract Instructor Proposal

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Faculty Name: Aurora Burd

Course Title and Number:

ERSC 101: Introduction to Earth Science

GEOL 101: Physical Geology

GEOL 102: Historical Geology

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.
- 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 will go on two self-scheduled Earth science (for ERSC 101) or geology (for GEOL 101 or GEOL 102) field trips outside of class time, with an end result of a 4-5 page typed summary of each trip. The field trips will cover interesting geological phenomena in Southern California.

Students may select from a list of pre-existing options that I've already vetted, including local and low-cost options (e.g. Prime Desert Woodland Preserve and Vasquez Rocks are both free) and some that are more distant or expensive (e.g. Santa Monica State Beach, Rio Tinto Borate facility), or work with me to select other field trip locations using the field trip guides I have in my office.

The normal ERSC 101, GEOL 101 (and GEOL 102) classes do NOT have field trips, but my GEOL 101L (and GEOL 102L) classes do, so I will ensure the honors option students do NOT use my typical GEOL 101L and GEOL 102L destinations if they are concurrently enrolled or if there is a possibility they will take those courses in the future.

For each trip, the student will complete a logistics assignment to plan the trip, a waiver, a critical reading assignment based on the field trip guide for that location, the trip itself, and the final write-up.

Students who do not have reliable transportation and/or mobility concerns can either use virtual field trips (prepared by myself for certain Antelope Valley destinations or by other geoscience instructors and researchers for other destinations), but most students should plan to attend the trips in person.

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

Other than trip destinations that I have already used or scouted for other classes, students must plan and execute their own trips (based on the field trip guides). Additionally, students will focus on a different aspect of geoscience on each trip. For instance, students planning two desert destinations need to find a different theme for each trip (e.g. geologic history and water in deserts).

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

Below are sample due-dates for a typical 8-week GEOL 101 course (built on Spring 2026 calendar):

- Sunday, April 26th – Logistics Assignment
- Sunday, May 3rd – Critical Reading #1 & Field Trip Waiver #1
- Sunday, May 10th – Field Trip #1 Write-up due in Canvas
- Sunday, May 17th – Critical Reading #2 & Field Trip Waiver #2
- Sunday, May 24th – Field Trip #2 Write-up due in Canvas
- Saturday, May 30th – Revised Field Trip Write-ups due in Canvas (not necessary if previous write-ups were good enough)

Below are planned meetings (30 minutes each):

- Monday, April 20th – 1:00 pm – look at trip guides, plan destinations
- Monday, April 27th – 1:00 pm – review logistics assignment submission
- Monday, May 4th – 1:00 pm – review critical reading #1, discuss trip preparation & safety
- Monday, May 11th – 1:00 pm – review field trip write-up #1, review logistics in case 2nd trip needs to be changed
- Monday, May 18th – 1:00 pm – review critical reading #2, discuss trip preparation & safety
- Monday, June 1st – 1:00 pm – review field trip write-up #2 (cancel if both write-ups are acceptable quality)

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

For each of the two field trips, the main activity will be the field trip itself, as seeing actual geoscience in the field (as opposed to reading about it in a book) is critical to deepen understanding of the subject

matter. Additionally, by focusing on the geoscience of specific local or semi-local destinations, students will gain greater depth into the geoscience of our area.

To support each trip, students will do a reading & writing assignment based on the geology field trip guide-books I have available in my office. Titles include “Geology Underfoot in Southern California,” “Roadside Geology of Southern California,” “GSA Field Guide 70: From Coastal Geology to Magmatism – Guides to GSA Connects 2024 Field Trips in Southern California and Beyond,” etc. Each field trip guide is a chapter of the guide-books listed above, and is a dense document usually 4 – 20 pages in length, with geologic maps, cross sections, discussion of the geologic history of the area, and depiction of the current geologic features visible to someone at the location. Reading the field trip guide is typically out-of-reach of non-Honors students and requires students to use many of the vocabulary words and concepts introduced in the course, plus be willing to look up additional words or work with me during office hours to cover topics not covered in their course (e.g. GEOL 101). This results in students gaining either greater depth in course topics or greater breadth across the geosciences in general.

After each field trip, students prepare a summary of the trip that summarizes their geologic observations and experiences on the trip and compares what they observed to what they read in the field trip guide (e.g. did they see what the guide said they’d see?). Additionally, for some field trips, I have specific prompts that students must answer in their write-up (e.g. use the principles of stratigraphy to put the three major rock units in this location in order from oldest to youngest and explain your answer). This write-up typically includes MLA format citations as well as student-provided photos, sketches, and captions.

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

As noted above, students will do a reading and writing assignment for each trip based on the geology field trip guide(s). This assignment will push students outside their comfort zone with geology as they must recognize and understand geoscience words and concepts in a non-instructional context and be ready to go beyond the words & concepts of their coursework to learn about the geology specific to their field trip location.

Also as noted above, students will prepare a written summary of the trip that not only summarizes their observations and experience but compares their observations to the field trip guide. Additional prompts force students to use the formal principles of stratigraphy (which are basically the underlying logic/reasoning of geology) to determine the relative ages of different rock units or events (e.g. faults, unconformities) and try to piece together the geologic “story” of the area. This write-up should foster critical thinking.

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

As noted above, the first assignment for each trip is a simple template where students will respond to several prompts for their selected field trip guide. They will also prepare an MLA format citation of their source for later use in the eventual field trip write-up.

The capstone assignment for each trip is the write-up which will be written in MLA format and make use of the student’s own observations and the field trip guides.

For this discipline, I’m not sure the traditional description of primary/secondary sources makes sense. I suppose the “primary” sources could be the original geologic maps of each area and geologic history

(plus research) as documented in peer-reviewed journals, but these are usually not available to students (or faculty) due to extreme pay-walls and are also usually far too advanced for introductory non-major students. Some field trip guides could be considered “secondary” sources, but some of the less commercial guides (e.g. the GSA Field Guides and Field Guides produced by smaller organizations) may be closer to primary sources.

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 will be required to meet with me during my f2f or Zoom office hours or by appointment, with all meeting dates pre-planned for the entire term (as shown in the draft schedule above). Students who are not available to meet with me will not be able to complete the honors option.

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

Students who complete this option will gain additional depth and breadth of knowledge in the geosciences. Those interested in majoring in geosciences will have a much better readiness for upper-division geoscience coursework than students who have not seen geology *in situ*.



Honors TAP Option by Contract Instructor Proposal

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Faculty Name: Debra Feickert

Course Title and Number: Biology 104 (OL)

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 student will volunteer with an established organization (e.g. Heal the Bay, Cities of Lancaster or Palmdale, CA State Parks) at an event aimed at helping to clean up or preserve a habitat, such as a beach, desert, or state park. They will complete registration and release of liability forms, and they will complete training and duties as assigned. This opportunity is offered to Honors Option students only.

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

This project involves research, planning, coordination, and advocacy. The student will take and share photos of their experiences at the cleanup, discuss the historical/environmental/ecological importance of the service day, and explain their contributions to and reflections on the efforts in a

photo and informational slide-show presentation (10-12 slides). This presentation will be the basis of the course discussion posts for the student's Biology 104 classmates during Week 15 of the semester.

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

Week 2-4 Meet to discuss project expectations (30 minutes)
Week 6 Meet to discuss progress (30 minutes)
Week 10 Meet to discuss upcoming cleanup (30 minutes)
Week 13 Meet to discuss final preparations of presentation (30 minutes)

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

The volunteer activity and the preparation of slide show presentation will provide greater depth and breadth of the subject matter.

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

The student is expected to reflect on their volunteering experience and apply what they have learned to other contexts, including leading a class discussion, documenting the insights, achievements, and challenges of the volunteer effort.

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

In preparing the presentation, the student may use, but is not limited to, the following resources:

- healthebay.org
- coastal.ca.gov
- oceanconservancy.org
- mdlt.org (Mojave Desert Land Trust)
- calparks.org (California State Parks)
- Environmental Science for a Changing World, Karr, Macmillan Learning, 4th edition, 2021

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

Regular and effective contact between students and instructor shall include, but not be limited to, four, 30-minute Zoom meetings. During these meetings, the student and instructor will discuss the requirements of the project, details of the class presentation, progress being made in the preparation of the presentation, and the student's experience with the volunteer effort.

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

The student will gain first-hand knowledge of environmental concerns discussed in lecture and apply the information obtained in lecture and textbook readings to a real-life, hands-on experience. The student will positively impact local ecosystems and practice effective

presentation preparation skills. All of this will help the student deepen their understanding, enhance their creativity, and transfer skills to their personal or academic life.



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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: Saturday of Week 16 by 11:59pm, submitted via Canvas email. (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 will be 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.

Additionally, there are specific meetings that are provided to Honors students to support their Honors' Research Paper:

- **Instructor will meet with the students on the Thursday of Weeks 5, 10, and 14 to discuss this assignment, offer support/instruction, and provide encouragement. Each session will be during a 90-minute block from 2-3:30pm (in the Spring semester) or 3:30-5pm (in the Fall semester). If a student can't make this time, they can schedule a separate meeting that meets their schedule.**
 - **Week 5's foci: how to download data from the Federal Reserve System website and generate graphs related to the gross domestic product and the personal consumption expenditures. Instruction will be given on how to label these graphs and how to analyze the data in the context of the U.S. business cycles.**
 - **Week 10's foci: how to download data from the Federal Reserve System website and generate graphs related to the consumer price index (CPI) and the civilian unemployment rate. Instruction will be given on how to label these graphs and how to analyze the data in the context of the U.S. business cycles.**
 - **Week 14's foci: how to download data from the Federal Reserve System website and generate graphs related to the crude oil prices, the real M2 money stock, the effective federal funds rate, the nominal broad US dollar index and the University of Michigan consumer sentiment index. Instruction will be given on how to label these graphs and how to analyze the data in the context of the U.S. business cycles.**

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.



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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 will meet with honors students before/after lectures and during office hours. Students are encouraged to come in to confirm their understanding of the models/concepts and assignments. The faculty is also available via email anytime during the semester.

Additionally, there are specific meetings that are provided to Honors students to support their Honors' Assignments:

- Assignment #1 is due on the Sunday of Week 6 by 11:59pm, submitted via Canvas email. Assignment #1 involves quantitative modeling of price controls (price ceiling such as rent control; price floor such as minimum wage). Instructor will meet with the students on the Thursday of Week 4 to discuss this assignment, offer support/instruction, and provide encouragement. There will be a 90-minute block provided for this purpose from 2-3:30pm (in the Spring semester) or 3:30-5:00pm (in the Fall semester). If a student can't make this time, they can schedule a separate meeting that meets their schedule.***
- Assignment #2 is due on the Sunday of Week 12 by 11:59pm, submitted via Canvas email. Assignment #2 involves quantitative modeling of production and cost functions and tax incidence. Instructor will meet with the students on the Thursday of Week 10 to discuss this assignment, offer support/instruction, and provide encouragement. There will be a 90-minute block provided for this purpose from 2-3:30pm (in the Spring semester) or 3:30-5:00pm (in the Fall semester). If a student can't make this time, they can schedule a separate meeting that meets their schedule.***
- Assignment #3 is due on the Sunday of Week 15 by 11:59pm, submitted via Canvas email. Assignment #3 involves quantitative modeling of market structures such as perfect competition and imperfect competition/monopoly. Instructor will meet with the students on the Thursday of Week 13 to discuss this assignment, offer support/instruction, and provide encouragement. There will be a 90-minute block provided for this purpose from 2-3:30pm (in the Spring semester) or 3:30-5:00pm (in the Fall semester). If a student can't make this time, they can schedule a separate meeting that meets their schedule.***

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 microeconomic topics/issues such as consumer surplus, producer surplus, deadweight loss, the price controls, the burden of taxation, production and cost, market structure, 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.