

2020 - 2021



# STUDENT HANDBOOK



**MSJC**  MT. SAN JACINTO COLLEGE

Honors Enrichment Program

*“Far better it is to dare mighty things, to win glorious triumphs even though checkered by failure, than to rank with those poor spirits who neither enjoy nor suffer much because they live in the gray twilight that knows neither victory nor defeat.”*  
—Theodore Roosevelt

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Dear Student,

Welcome to the Honors Enrichment Program at Mt. San Jacinto College. This handbook will provide you with the opportunities, benefits, and expectations of our organization. Furthermore, this handbook gives you the resources to help you get the most out of your honors courses and your overall honors experience. Taking the time to seek out this program, reading this handbook and taking even one honors class suggests that you put a high value on your education. Of course, we hope your first class leads you to others. As you read on, you will learn how participating in the Honors Program can benefit you.

The Mt. San Jacinto College Honors Enrichment Program community is comprised of student scholars and faculty who share a passion for learning and the desire to expand their personal and academic horizons. We hope that you will enjoy the personal contact with faculty, exploring academic subjects in more depth, and engaging in a variety of unique intellectual challenges. Honors classes make it possible for you to stretch yourself intellectually, work actively with fellow students and faculty in an environment that encourages you to improve your critical thinking and communication skills, and cultivate an understanding of diverse points of view. Perhaps the most valuable aspect of the Honors Program will be the enthusiastic learning environment you will help to create, an environment we hope benefits not only honors students and faculty, but the college and greater community as well.

As a student in an honors class, you are a vital member of our learning community. But besides your academic contribution, you have another important function—sharing your gifts with us to help us grow. Since we're a relatively small group, you can play a significant role in enhancing the program and its reputation. So as you become familiar with our program, begin thinking about the contributions your special talents can give us and taking on student leadership positions available within the program.

While you are with us, take advantage of our enrichment activities. Workshops, orientations, lectures, and cultural events provide you with additional opportunities to learn and grow, and you'll have a great time participating—we always do. This program offers opportunities to learn something you could not have learned any other way.

This handbook should answer many questions. If others occur to you, feel free to come talk to us or contact our honors counselors on either campus. On behalf of all the honors faculty and students, we welcome you and wish you the best.

Erik Ozolins, Coordinator, Menifee Valley Campus  
Professor of Anthropology

Christina Yamanaka, Coordinator, San Jacinto Campus  
Associate Professor of History

*“Learn from the past, set vivid, detailed goals for the future, and live in the only moment of time over which you have any control: now.”*

—Denis Waitley

*“The Past: Our cradle, not our prison; there is danger as well as appeal in its glamour. The past is for inspiration, not imitation, for continuation, not repetition.”*

—Israel Zangwill

# AN OVERVIEW OF THE HONORS ENRICHMENT PROGRAM

Mt. San Jacinto College's Honors Enrichment Program serves over 200 students and aims to empower them with the academic skills necessary for achieving transfer success at four-year universities. Since its launch over twenty years ago, the program has accomplished this goal by focusing on nurturing students with personalized and small group instruction and counseling. Our faculty and administrators provide abundant resources to Honors Enrichment students seeking greater academic rigor and enhanced scholarship. This has resulted in the Honors Enrichment Program becoming one of the most successful programs at our college.

The Honors Enrichment Program spans the breadth of academic disciplines and IGETC (Intersegmental General Education Transfer Curriculum) area standards and provides students with numerous avenues for academic enrichment. Honors courses are offered on our two campuses as well as at different satellite centers in the district. Course development has focused on all five areas of the IGETC transfer agreement and Honors students are challenged with pedagogies that demand development of the research, communication, critical thinking, and writing skills expected from four-year institutions. The program is also connected with numerous student-centered support services and encourages a well-balanced academic experience that promotes participation in the college community along with increased civic engagement and social awareness.

The on-going, one-on-one interaction between students, counselors, and faculty is one of the strongest aspects of our program, providing a plethora of benefits to students. For example, faculty and counselors are able to write strong and highly personalized letters of recommendation for deserving honors students due to the close academic relationships they develop with them. These letters have helped our honors students in achieving greater financial freedom in pursuing their academic dreams, as evidenced through the impressive number of scholarships and grants our students have received. Many of our students have received UCLA TAP as well as Phi Theta Kappa scholarships, and alumni have received the prestigious Jack Kent Cooke Undergraduate Transfer Scholarship (up to \$40,000 per year after transfer to a four-year university). These financial awards serve as testaments to the success of the program's personalized strategy.

Additionally, the college's administration provides stipends for faculty to work with Honors students, as well as a conference budget for students and faculty to attend and present original research at the annual Honors Research Conference at UC Irvine, Western Regional, and National Honors conferences. The Honors Enrichment Program also provides conduits for students to publish their work annually in conference publications such as *Building Bridges* and scholarly journals like *Scribendi* and *The Palouse Review*.

Commuter colleges face challenges in developing a sense of community among students. Despite this, Mt. San Jacinto College's Honors Enrichment Program has been successful in developing strong bonds among the students and faculty. Students first develop a sense of connection to the honors community through academic advisement provided by the honors coordinators and designated honors counseling faculty. We provide honors orientations in an informal atmosphere that enables new and prospective honors students to meet and develop working relationships with the honors coordinators, faculty, counselors, and fellow honors students.

Each honors section at Mt. San Jacinto College is typically limited to five openings, thereby facilitating collaboration among honors students in seminar-style learning environments. By embedding honors sections within traditional sections, the program discourages feelings of elitism among honors students and promotes the sharing of knowledge with non-honors peers. In order to complete the program, an

honors student must complete at least five Honors classes (including the Honors Seminar) for letter grades in three separate academic disciplines while maintaining a 3.3 cumulative grade point average and a 3.0 cumulative grade point average in their honors coursework. Honors students are also expected to meet with an Honors counselor once a semester to stay on track with their academic and transfer goals. They also must complete 200 Honors Activity Points based on their attendance and participation in Honors orientations, workshops, volunteerism, and other events held throughout the year.

The Scholars Workshop Series offered by faculty and staff at the San Jacinto and Menifee Valley Campuses provides honor students an opportunity to fine-tune their research, critical thinking, writing, and oral communication skills to help students become more successful in their honors classes. Workshops also focus on identifying and applying for scholarships, interviewing, preparing for Honors conferences, student leadership, and more. Additionally, the Honors Mentor Program allows experienced honors students an opportunity to serve as liaisons between Honors Coordinators and the larger honors student body as well as organize events to promote academic exchange and fellowship amongst program members and the college community. At the conclusion of each academic year, students completing the program are recognized at the college's Honors Program Recognition Night. Overall, the program affords students multiple scholarly, fellowship, and leadership opportunities to be successful while at Mt. San Jacinto College and in their academic and career goals after they graduate.

*“Nothing is a waste of time if you use the experience wisely.”*

*—Auguste Rodin*

# MISSION STATEMENT

The mission of the Honors Enrichment Program is to create a community of scholars that embody the values of inclusivity, engagement, academic research and rigor, leadership, positive transgressive behavior and holistic well-being. The program provides opportunities for personal growth through engagement and critical reflection. Graduates become culturally aware citizens who are leaders, innovators and advocates.

## CORE VALUES OF HEP

- ◆ Inclusivity
- ◆ Leadership
- ◆ Academic Rigor and Research
- ◆ Engagement
- ◆ Holistic Well Being
- ◆ Positive Transgressive Behavior (as evidenced by creativity, innovation, risk-taking, challenging norms and standard narratives)

## HONORS ENRICHMENT PROGRAM GOALS

### OUR GOALS FOR STUDENTS

- ◆ Engage in intellectually challenging coursework.
- ◆ Actively participate in a learning community that supports their educational endeavors.
- ◆ Develop the skills necessary to complete their educational objectives.
- ◆ Encourage transfer to regional and national institutions.

### OUR GOALS FOR FACULTY

- ◆ Support and encourage innovative teaching strategies.
- ◆ Create a learning community with motivated and creative students.
- ◆ Offer regional and national connections to other faculty involved in similar endeavors.

### OUR GOALS FOR THE PROGRAM

- ◆ Maintain the traditional values of higher education.
- ◆ Create a positive image for the institution.
- ◆ Promote institutional integration.
- ◆ Foster campus leadership.
- ◆ Increase student enrollment and retention.
- ◆ Enhance student transfer rates.

## HONORS PROGRAM BENEFITS

All students who meet the prerequisites and enjoy academic rigor are welcome to join the Honors Enrichment Program. A full-fledged member of the program qualifies to take honors classes and participate in the honors seminar. Taking honors classes is a terrific idea, but there are many more benefits to participating in the Honors Enrichment Program:

- ◆ One-on-one mentoring and help from the honors coordinators and faculty in preparing applications for university admissions and scholarships. Our honors counselors will give you major assistance and key information about classes and teachers as well as career goals and opportunities.
- ◆ Transfer workshops to help you prepare applications and essays for transfer applications.
- ◆ Cultural activities, college visits, and field trips. Take advantage of any out of class excursions and events the program offers students.
- ◆ Honors students experience a rich variety of learning approaches: small classes, seminars, guest speakers, field trips, films, computer applications, experiments, group projects, essays, peer critiques, student presentations and community service.
- ◆ Leadership opportunities. You may be given a chance to serve on the Honors Faculty Committee and become an Honors Student Mentor. There will also be opportunities to hone leadership skills in your honors classes through group discussions and projects.
- ◆ Honors students receive opportunities to participate in student research conferences where students get to present original work (hosted by the Honors Transfer Council of California during the spring semester) and have an abstract of their research published in the conference publication *Building Bridges*. This is an excellent opportunity to become a published author, and having a conference presentation on your resume looks fantastic at application time! Work with your faculty to identify and then prepare your abstracts, and check the Honors Enrichment Program Canvas site for periodic updates.
- ◆ Honors students who meet the eligibility criteria can apply for the Honors Scholarship, which is only open to Honors students at our college. Three scholarships worth \$500 each are given out every year to Honors students who demonstrate academic excellence, leadership, and who have made important contributions to the Honors Program.
- ◆ As an honors student, you qualify to apply for scholarship support from the HTCC (Honors Transfer Council of California). Each spring, the HTCC awards over a dozen stipends to the winning applicants, who must be members of honors programs belonging to the HTCC.
- ◆ As an honors student, you receive an early registration date at Mt. San Jacinto College, allowing you to select those courses that most benefit your educational plan. Please note there are some exceptions and some honors students may not qualify for early registration.
- ◆ Program members can utilize the designated Honors Spaces at the San Jacinto and Menifee Valley Campuses to study, participate in review sessions, use the computers, meet with Honors Mentors, and enjoy the fellowship of your honors colleagues.
- ◆ And quite likely—you will make life-long friends who share your ambition and interests.

# BENEFITS OF BECOMING AN HONORS PROGRAM GRADUATE

When you have fulfilled all program requirements, you qualify to be designated as an Honors Graduate. (That's different from graduating with honors, which you probably will accomplish as well.) Your academic transcript will show that you have completed all the required honors classes and have graduated from the MSJC Honors Program--an esteemed honors program recognized as meeting all the HTCC (Honors Transfer Council of California) standards. In academic circles, that achievement earns respect. There are even more benefits to completing the MSJC Honors Enrichment Program:

- ◆ As an Honors Graduate, you will receive special recognition at graduation.
- ◆ You will be recognized at the Honors Program Recognition Night held at the end of the spring semester.
- ◆ Honors Graduates receive recognitions such as a completion certificate, a plaque, and special honors cords that can be worn at graduation.
- ◆ Your personal résumé and curriculum vitae will be enhanced.
- ◆ Graduation from our Program means you will be given special consideration when transferring to institutions with which MSJC has honors agreements. You may be sought after by prestigious private and public four-year colleges and universities.
- ◆ Honors students are often candidates for special scholarships. Universities such as UC Irvine and UCLA have numerous scholarships for transfer Honors Graduates. One scholarship specifically for honors student graduates is the Honors Transfer Council Scholarship, which is awarded to several honors students at the HTCC Conference held in the spring. Several MSJC Honors Graduate students have received these scholarships over the past several years.

*“Become addicted to constant and never-ending self-improvement.”*

*—Anthony D’Angelo*

## ELIGIBILITY REQUIREMENTS

### **Applying for membership in the Program just takes a few steps**

First, pick up an application at any campus counseling office, the Learning Resource Center, the Office of Instruction, or from the Honors Enrichment Program coordinators. Applications are also available at [www.msjc.edu/honors](http://www.msjc.edu/honors). If you would like to consider the program as it fits in with your whole course of study, email or meet with our honors counselors Rosalva Amezcua (SJC), Miranda Angeles (MVC), Debra Gleason (SJC), Heather Pomerence (MVC), Tatiana Somers (MVC), April Vrtis (MVC), Renisha Warren (SJC), and Escarlet Wirth (SJC).

### **All applications must include:**

1. Transcripts (unofficial college or official high school)
2. Personal statement
3. Education Plan or list of several classes that the student can take as honors
4. Evidence of enrollment in or completion of English 101 (via transcript) or signed pledge indicating planned enrollment in English 101 during the first semester in the program (included at the end of the application).

## Application Options to Apply to Honors:

### Recommendation and Meeting Option

- A letter of recommendation from a teacher, counselor or principal familiar with your academic work. The letter should specifically reference your critical thinking skills.
- A brief meeting with one of the Honors Co-Directors.

### Portfolio and Meeting Option

- Portfolio of work that includes a minimum of 3 items that demonstrate your academic potential. Items in the portfolio may consist of (but are not limited to) writing samples, artwork, performance pieces, news reports, multimedia presentation, etc.
- A brief meeting with one of the Honors Co-Directors.

### Qualifying GPA and Contact Names

- Transcript must indicate qualifying GPA (3.5 or better unweighted GPA for High School, or 3.3 GPA for College-level coursework), or SAT 1890 (out of 2400), or SAT 1260 (out of 1600) or ACT 28 (out of 36).
- Names and contact information of two MSJC faculty members who will comment on behalf of your application to the program (letters of recommendation not required)

### Veteran Status

- Veteran or Active Duty in the US Military.
- Signature of or email from MSJC Veterans Center Staff or Faculty verifying your status

### By the way. . .

If you have friends as bright and motivated as you, why not encourage them to apply, too? They can further their educational goals, strengthen our program, and add to your own enjoyment.

*“I don’t think that once you get to one level, you can relax. You’ve got to keep pushing.”*  
—Larry Bird

## PROGRAM REQUIREMENTS: MAINTAINING MEMBERSHIP AND COMPLETING THE PROGRAM

### Requirements for maintaining membership in the program

- ◆ Attend the first available orientation following acceptance into the program.
- ◆ Completion of English 101 by the end of their first semester in the program.
- ◆ Completion of Math 96 by the end of their second semester in the program.
- ◆ Maintain a 3.3 cumulative grade point average or a 3.3 semester grade point average. If you fall below this standard, you will be notified of your probationary status.
- ◆ Enroll in one honors course each semester (You may take one semester off from the program via petition).

- ◆ Maintain a 3.0 honors grade point average.
- ◆ Following acceptance into the Honors Program, each new Honors Program student is required to schedule an academic counseling session with one of the Honors Program counselors: Rosalva Amezcuca (SJC), Miranda Angeles (MVC), Debra Gleason (SJC), Heather Pomerence (MVC), Tatiana Somers (MVC), April Vrtis (MVC), Renisha Warren (SJC), and Escarlet Wirth (SJC). Thereafter, academic counseling appointments must be scheduled once each semester with the honors counselor.

◆ Conduct yourself in a manner reflecting credit on the Honors Enrichment Program. We trust that the research, reasoning and retention skills you develop in your honors courses will help you excel in your other classes as well. Professionally presenting yourself is not only beneficial to the program but to yourself as well. Professors and counselors will be more likely to help students who behave appropriately as a college honors student and will be more likely to write a positive letter of recommendation. Your decision to abide by the Student Code of Conduct is something that will prove beneficial to you in the present and the future.

Please be aware that we cannot guarantee that all students will be able to complete the Honors Enrichment Program. Completion may be hindered by class availability, schedule conflicts, failure to maintain the program membership requirements, if a student joins the Honors Program with only one semester left at Mt. San Jacinto College, or similar factors. Please note, however, that even taking one honors class can have benefits to a student's academic portfolio.

### **Probationary versus full admission in the Honors Enrichment Program**

- ◆ Students who do not meet the requirements of the program may be identified as probationary members of the program. Students can be assigned probationary status if their GPA falls below 3.3, they do not take an honors course in a semester, or they are not making adequate progress towards their English and Math requirements.
- ◆ Students who are provisionally admitted to the program or become provisional members during their course of study enjoy all the program benefits, but they have one semester to rectify their situation or risk dismissal from the program.

### **Requirements for completing and graduating from the program**

- ◆ Complete the Honors Enrichment Program Seminar (HEP 201, 202, or 203).
- ◆ Complete four other honors courses in at least three separate disciplines.
- ◆ Maintain a cumulative GPA of 3.0 or greater in all honors coursework.
- ◆ All honors classes must be taken for a letter grade to be included in the minimum 5 classes (15 units) required for completion of the program.
- ◆ Maintain a qualifying GPA (i.e., a 3.3 cumulative GPA or a 3.3 GPA in the last 12 units completed).
- ◆ Complete 200 Honors Activity Points based on attendance and participation in Honors orientations, workshops, and other Honors and campus activities held throughout the year. Students should submit their Honors Activity Points form through the Honors Canvas shell by the end of the semester they plan on completing the program. Submission guidelines can be found on the Honors Canvas site.
- ◆ Fill out the Completion Petition that can be accessed on the Honors Canvas site.

*“Always remember that your own resolution to succeed is more important than any other thing.”  
—Abraham Lincoln*

# **HONORS COURSEWORK, TRANSFER, AND TRANSCRIPT RECOGNITION**

The Honors Enrichment Program maintains three primary objectives for student work in honors courses: first, to deepen the student's understanding of the subject matter; second, to increase the student's ability to think critically; and third, to challenge the student to go beyond rote learning to discover creative and original solutions and conclusions. These objectives are vital to students' success as they continue their education and enter the workplace.

## **CREATION OF HONORS COURSES**

Not all courses have honors sections added to them. Among the reasons for this are that the faculty do not feel that the subject matter lends itself to honors or that the requirements for the course are rigorous enough without the honors component. In some cases, it is also that the faculty have not had the opportunity to create the honors curriculum required to offer an honors component of a course. Once the curriculum is written, it is then submitted to departmental faculty, the department chair, the curriculum committee, and the Board of Trustees of the college.

If it meets with approval at every step of this process, the course is sent to the University of California and California State University systems so that they can determine if they will accept the course for credit at their schools. Once we receive approval, the course can be offered. Without all of these approvals, students taking this course might never receive credit for it! These approvals can take up to two years to obtain, so if you hear of a new class being written, recognize that you will likely not have the opportunity to take the course for some time.

## **COURSE MECHANICS**

The Honors Enrichment Program offers honors courses primarily as components of regular courses. Professors who teach a regular course with an honors component provide honors students with an honors syllabus that typically lists the expectations, assignments, supplemental readings, due dates, and grading policies. The honors syllabus may be a separate syllabus from the regular syllabus distributed for the course or it may be incorporated into the regular syllabus. Honors students enrolled in the course complete the requirements described on both the regular syllabus and the honors syllabus in order to earn a grade. Be sure to go over the requirements of the honors syllabus with your instructor and ask about meeting dates and times so you can set your schedule for the semester. Up to five honors students may enroll in the honors section of a course.

"Honors Only" courses are relatively new to the curriculum. These courses limit enrollment to honors students and provide an engaging atmosphere for their students. Currently, one thematic honors seminar is offered each semester at the San Jacinto and Meniffee Valley Campuses. Check the Schedule of Classes under "Honors Enrichment Program" and the Announcements section of the Honors Canvas page for information about seminars being offered each semester.

## **REGISTRATION IN HONORS COURSES**

Once a student has received an email acceptance notification from an Honors Director, they can register for honors courses. Please note that registration in honors classes require students to have been first accepted into the program. Students need to register for a minimum of one honors course each semester. Be sure to check in with an Honors counselor prior to selecting your Honors courses for the semester. They will help ensure that your coursework aligns with your transfer plans and academic goals.

Students can find a listing of honors courses in the Schedule of Classes. Honors sections are “stacked” on top of a regular section for a course. For example, History 112H: Honors U.S. History Since 1865 with an enrollment cap of 5 is listed at the same time and location as the regular section of History 112: U.S. History Since 1865 with an enrollment cap of 45. It would appear that the total enrollment cap is 50. Please be aware however that the 5 seats listed for the honors section are part of regular enrollment of 45 seats for the course. A total of 5 honors students could register for History 112H, and that would mean there are now a total of 40 seats left for enrollment. Alternatively, 1 honors student could register for the honors section of the course that means that 44 seats are open for enrollment.

Enrollment, in other words, is first come, first served and the 5 seats listed under the honors section are not exclusively held for honors students. With that in mind, be sure to register for classes as soon as your registration period opens to ensure that you maximize your chances of enrolling in your preferred courses.

If a student is admitted to the Honors Program after the semester has started and is not able to add an Honors class to his or her schedule that semester, it is not necessary to submit an Honors Petition to take a semester off from the program (located in Canvas). The Honors coordinators recognize that students admitted after the semester starts may find it challenging to enroll in an Honors class when their semester schedule is already established.

### **ADDING OR DROPPING HONORS COURSES**

Students may add or drop honors courses in the same way that they would drop or add any other course. If the semester is in the first week, students have the opportunity to use the Late Add Codes (ask the instructor for the number provided they are willing to admit you to their class). If the semester is far enough along, that student may need to fill out a Petition to Enter Class Late form. Please refer to the Enrollment Services webpage to see more detailed instructions about adding/dropping courses and a list of important drop and withdrawal deadlines.

### **SWITCHING INTO OR OUT OF HONORS COURSES**

Students may switch into the Honors section from the regular class section with permission from the instructor. The student will need to obtain a Change of Section form and have the instructor sign it. An example of the Change of Section Form can be found at the end of the Handbook. This technique can also be used to switch from an honors section to the regular section if the student needs to make this change and if the instructor approves the section switch. This move will not result in a W posting on the transcript since the student will still be in the course and responsible for all assignments. Switching back into the regular section of a course, however, may impact a student’s status in the program since students need to be enrolled in at least one Honors course per semester.

### **TRANSCRIPT RECOGNITION**

Transcripts reflect participation in the program upon completion of an honors course. In addition, upon completion of the program, Honors Enrichment Program Completed will be stamped on the transcript. The majority of honors classes will transfer to the school of your choice. Make sure to check with the honors counselors to verify that they do.

*“In order to improve the mind, we ought less to learn than to contemplate.”*

*—Rene Descartes*

## WHAT IS AN HONORS CLASS?

Class discussions are a characteristic feature of honors classes. Your honors professors do not perceive you like a sponge absorbing information to give back to us when squeezed. We see you as alert people who radiate ideas, think independently, evaluate class materials, and challenge themselves, their classmates, and their professors. Honors classes treat learning as a collaborative effort. We have high expectations for you—we want to hear what you have to say.

### Four key ingredients distinguish how honors classes are designed and taught

- ◆ Honors sections are smaller, which allows for a greater emphasis on critical thinking by insisting on active student participation in each learning environment (supported and made possible by limiting the section to five openings). Classes are typically taught seminar style; come with questions, have something to say, and say it. Developing your verbal agility and confidence is an important part of honors classes.
- ◆ Honors classes emphasize reading challenging primary texts, not simply textbook material. Reading assignments often emphasize the use of primary sources and help students develop an ability to analyze those sources on their own. You will be reading material that you may have to study and re-read, and you'll encounter texts about which thinking people engage in vigorous discussion and debate. We fully expect you to actively participate.
- ◆ Honors classes emphasize developing your writing and critical thinking skills through research projects—this will better prepare you for the demands of university-level work and challenge you to learn to articulate your ideas and insights in clear academic prose.
- ◆ Faculty focus on improving students' ability to make interdisciplinary connections between the course content and other areas of their education. Throughout the honors curriculum, there is an ethos of pedagogical innovation that encourages students to be teachers as well as learners.

In summary, the expectation is that honors courses are more challenging and demanding, not because they assign more work or are evaluated more rigorously, but because students gain more intellectually and academically from the honors experience.

### HOW DO YOU SUCCEED IN AN HONORS CLASS?

- ◆ Class members must attend regularly and come prepared. This last point is crucial. Any small group is demoralized and rendered less effective by sporadic attendance or poor preparation. Unprepared members may get something out of attending, but they sap the vitality of the group, diluting the honors experience for the others. And they can be detrimental if they try to bluff their way through a discussion. For our honors classes to do well, your full commitment is essential and expected. Professors need you to be a person they can count on. So come prepared to all classes, ready to join in discussions with an eye toward what you can give to your group.
- ◆ When everyone participates and interacts, we respond to each other and treat learning as a collaborative effort. It is not possible to divide participation into exactly equal shares. Nonetheless, all class members should speak up some of the time. Don't worry about whether you've fully comprehended the material. If we heard only from those who had already mastered the material, then we would simply listen to a lecture from the professor and skip discussion, eliminating the potential for genuinely engaged inquiry.
- ◆ One of the best features of the honors classes is that they foster a sense of community. This can help you to succeed if you take advantage of it. Practically speaking, be sure to get contact information from

some of your classmates so that in the rare event that you miss class, you don't compound the absence by coming unprepared to the next class session. Beyond that, treat learning as something that takes place outside the classroom as well as inside—and remember that genuine learning is often collaborative. Consider forming study groups (formally or informally) with classmates. Talk about class materials over a cup of coffee or study together and discuss ideas. This will enrich your learning experience, which in turn will pay dividends in the classroom.

## **Fair Expectations of Honors Students**

While it is not fair to expect honors students to be graduate students in intellectual and academic ability, it is reasonable for your professors to place some expectations on your new relationship so that you can maximize your involvement with them. In general, honors students should exhibit the following characteristics:

- ◆ Be well-organized, have a sense of time management, take adequate notes, and be able to access a variety of information sources.
- ◆ Come to class mentally prepared, focused, and ready.
- ◆ Commit to engage the material at hand.
- ◆ Believe in their own ability to learn and seek out those who will help them master the material (the instructor, other students, tutors).
- ◆ Acknowledge and tolerate risk in trying new approaches.
- ◆ Willingly accept and incorporate constructive criticism.
- ◆ Use collaborative social skills.
- ◆ See education as a personal project or task.

*“I am seeking; I am striving; I am in it with all my heart.”*

*—Vincent Van Gogh*

## **ON CRITICAL THINKING**

In the Honors Program, we stress critical thinking, as do many other classes. Critical thinking means trying to think clearly, honestly, and independently. Critical thinkers learn from others yet make their own judgments. Critical thinkers value intellectual honesty and seek to free themselves from hidden assumptions as well as the dictates of impulse and emotion. This is the ethical component of critical thinking. Critical thinkers do not think negatively. Yes, they notice problems, but they seek solutions. They reflect. They question. They think evaluatively.

If you'd like to know some of the qualities the program seeks to cultivate, look at the list below. Which attitudes and skills do you have now? Which would you like to develop in yourself? Check them off—then see how the Honors Enrichment Program can help you grow.

**APTITUDES:** Which mental habits and attitudes do I need?

Curious and reflective enough to ask questions? Do I value the life of the mind?

Honest and committed to truth-seeking, clarity and fair-mindedness?

Focused enough to follow an argument through attentive reading or listening?

Humble enough to acknowledge what I don't know or need to improve?

Confident that my reason can find the truth?  
Patient and persevering enough to research a topic in depth?  
Open to new ideas, including those that challenge my own?  
Willing to improve, to develop in myself the skills I need?  
Decisive enough to know when a conclusion is clear enough for me to act on it?

QUALITIES: What skills or attributes do I need?

Intelligence to analyze and assess evidence in relation to a thesis?  
Autonomy to think for myself, to judge the credibility of a source?  
Imagination and empathy to understand the positions of others?  
Balance to keep in mind complex and contrary ideas without oversimplifying them?  
Insight to discern and probe assumptions—my own as well as others?  
Self-awareness, the knowledge of my personal strengths and limitations?  
Courage to challenge my own beliefs and values as well as those of others?  
Communication skills to articulate clearly my understanding?  
Discipline to manage my time and organize written and group work so as to contribute in a positive manner to my class's learning environment?  
Sociability to interact with others in a group-oriented way that helps everyone learn— myself included—not just make me look good or come out on top?

*“If we value the pursuit of knowledge, we must be free to follow wherever that search may lead us.”*  
—Adlai Stevenson

## **HONORS ENRICHMENT PROGRAM 201, 202, OR 203: THE HONORS STUDIES COURSE (SEMINAR)**

The multidisciplinary Honors Seminar is the heart of our Honors Program, the central constituent of the 15 units required for graduation as an honors student. The topic, the day and time, as well as the faculty who participate, change each semester, creating a dynamic and fluid learning experience each time the course is taught. Students who have taken it say it has helped them in all their other classes and given them an appreciation and understanding of the world around them.

MSJC Honors Studies Courses (Seminar), HEP 201, HEP 202, and HEP 203, are CSU and UC transferable as elective credit but cannot be used for the 60 units admission requirement for the UC application. The units will count toward the CSU 60 unit requirement for admission. HEP 201, 202, and 203 are considered to be variable topics courses by the UC system. Credit for variable topics courses is typically given only after a review of the scope and content of the course by the enrolling UC campus. This usually occurs after transfer and may require the student to submit the course syllabus, petition for credit, and a recommendation from faculty.

*“What we think, or what we know, or what we believe is, in the end, of little consequence. The only thing of consequence is what we do.” —John Ruskin*

# HONORS CONFERENCES

Each year the Honors Transfer Council of California (HTCC) joins with the University of California at Irvine (UCI) to conduct a conference in which honors students present their research projects. This conference is held during the spring semester of each year. Traditionally, the Honors Enrichment Program sponsors as many students as are interested in attending this conference and have appropriate quality work to present. Students may present papers or simply attend to get a broader perspective on honors education and an academic conference experience.

Mt. San Jacinto College also occasionally sponsors student presentations at the Western Regional Honors Council Conference. As funding is limited, the Honors Committee chooses the sponsored students, but any honors student may attend the three-day conference at his or her own expense. The conference serves as a venue for honors student research for both two and four-year colleges and universities honors programs. Information about the conference may be obtained from the honors coordinator.

## **What are Honors conferences? What do we do there?**

Honors conferences offer you the opportunity to share your work. You may present one of your research projects, join in a panel discussion, submit a creative work, or present a poster. Complimentary meals provide a perfect opportunity to talk over the events of the conferences, debate the issues raised, or exchange impressions about the ideas or techniques of the presentations.

## **What are the benefits of presenting at a conference?**

Presenting at a conference does take some extra time, but remember, you can simply adapt a project you've already worked on for your honors classes. That means most of your time will go toward revising and rehearsing. Bear in mind that students who have participated in these conferences have been unanimous in expressing a sense of satisfaction and accomplishment. Many students have indicated that presenting was the highlight of the Honors Enrichment Program.

When you share your work with other honors students and faculty, chances are you'll get into discussions with students from other programs about your ideas or theirs. You might also find it interesting to compare honors experiences among students from different colleges in the area. Just by attending the presentations, you will get an idea of what honors students are doing. And as a presenter, you will gain valuable public speaking experience. You will enhance your curriculum vitae. Citing participation in a scholarly conference will add to your prestige when you are seeking to make a favorable impression on college admission and scholarship officers.

From the inception of our honors program, Mt. San Jacinto College honors students have participated in the HTCC and WRHC conferences, and they have made a good showing of themselves. This is good for the reputation of the college, the program, and of course, you. Over the last ten years, your predecessors began a tradition of excellence, and you are the beneficiary of the enhanced reputation.

*“Even if you're on the right track you'll get run over if you just sit there.”*

*—Will Rogers*

# TRANSFER ACTIVITIES

## TRANSFER PARTNERS

The HTCC negotiates transfer partnerships with colleges and universities. Students completing our programs enjoy enhanced transfer consideration and/or other benefits at the partner campus. These may include guaranteed or priority acceptance consideration, special scholarships, housing priority, pre-transfer library privileges, recognition of HTCC honors program completion as an indicator of academic rigor, and a range of other academic, cultural, and social benefits. Some agreements are with the partner's honors program rather than its admissions office.

The following schools offer a variety of transfer opportunities to Honors Program Completers. Students must recognize that each school has a different agreement and these agreements are subject to change and so students should check with the Honors Counselors or Coordinators for which benefits are found at which colleges. Information about these schools can be found in the Honors Canvas shell under the "Honors Transfer Council of California (HTCC) Resources" Module.

**Amherst College**

**Azusa Pacific University, Honors College**

**Brandeis University**

**Cal Poly Pomona Kellogg Honors College**

**California State University Fullerton, University Honors Program**

**California State University Fullerton, Mihaylo Business Honors Program**

**Carleton College**

**Chapman University**

**Colorado State University, Global Campus**

**Concordia University, Irvine**

**Connecticut College**

**Gonzaga University**

**Illinois Institute of Technology**

**La Sierra University Honors Program**

**Loyola Marymount University**

**Mills College**

**Occidental College**

**Pitzer College**

**Pomona College**

**Scripps College**

**San Diego State University, Weber Honors College**

**Smith College**

**Trinity College (Hartford, Connecticut)**

**Tufts University**

**University of Arizona**

**University of California, Irvine**

**University of California, Los Angeles**  
**University of California, Riverside**  
**University of La Verne**  
**University of Michigan, College of Literature, Science, and the Arts**  
**University of San Diego, Honors Program**  
**University of San Francisco**  
**Wheaton College**  
**Whittier College**  
**Williams College**

Additional transfer partners are added as agreements are established through the Honors Transfer Council of California (HTCC). Each of these partners offers enhanced admission opportunities and other benefits of transferring honors students. For further information on the various benefits offered or for catalogs of the various schools, students should see the honors coordinators, honors counselors, or visit the HTCC website at <http://honorstransfercouncil.org/transfer-partners/>.

## **ADMISSION AND FINANCIAL AID DEADLINES**

Since most universities, including many Cal States and UCs, accept applications only for the fall semester or quarter, students must plan ahead to meet application deadlines. This is especially true when applying for impacted programs such as engineering, film, and pre-med.

Applications for UC and Cal State universities are available online. Typically honors counselors and/or the Career Transfer Center hold workshops to discuss the application process during the fall semester. Visit the Career/Transfer Center webpages to access information about their workshops and services.  
<https://www.msjc.edu/transfercenter/index.html>  
<https://www.msjc.edu/careercenter/index.html>

Private colleges and universities set their deadlines individually. Students must contact these colleges or the coordinator for more information about these deadlines and to obtain application materials.

Financial Aid applications have a March 15th deadline of the year prior to the intended year of transfer. For applications and a list of supplemental materials required, such as income taxes, students should see our financial aid office.

*“It is not the brains that matter most, but that which guides them—the character, the heart, generosity.”*

*—Fyodor Dostoevsky*

# **HONORS ACTIVITIES:**

## **COMMUNICATION, ENRICHMENT AND COMMITMENT**

### **Honors Communication**

Most communication from the Honors coordinator will be sent out through e-mail using the college web-mail system or Canvas announcements. Honors students are expected to check their student accounts regularly to keep apprised of new developments and opportunities affecting the honors program.

### **Honors Orientations**

Throughout the year, Honors Orientations are held for all students at both the San Jacinto Campus and Menifee Valley Campus. The orientations take place soon after the enrollment deadlines listed on the application. Newly accepted Honors students are required to attend one orientation as soon as they are able. Continuing and prospective honors students are welcome to attend. Important information and events are announced at these orientations, as well as any changes to the program.

### **Scholars' Workshop Series**

The Scholars' Workshop Series is designed to help cultivate a student's research, writing, and oral presentation skills that can be applied to honors coursework and will help them be successful at MSJC and their transfer institution. The topics of the Workshop Series may vary from semester to semester so that students have an opportunity to work on a variety of skills. Workshop topics could also include stress management, interviewing, leadership, scholarship and transfer opportunities, preparing for the HTCC Student Research Conference held at the University of California, Irvine, and more.

### **Honors Resources**

Students should check the Honors Enrichment Program Canvas site regularly since program reminders about upcoming events, deadlines, and other news are posted under the Announcements section of the site. Flyers, applications, conference information, Mentor Office Hours, meeting times, scholarship opportunities, and other information pertinent to the program can be found here so it is an important resource for students to access.

### **Honors Mentor Program**

Experienced honors students can apply to become an Honors Student Mentor. Mentors serve as liaisons between Honors Coordinators and the larger honors student body as well as organize events to promote academic exchange and fellowship amongst program members and the college community. Honors Mentors participate in outreach events, host workshops on student leadership, and hold office hours in the Honors Spaces to help connect with students. Applications and eligibility requirements are posted to the Honors Enrichment Program Canvas course site.

### **Publication**

*Scribendi*, an honors journal published by the University of New Mexico and sponsored by the Western Regional Honors Council, is dedicated to the publication of honors students' creative and non-fiction work. Specifying a November deadline, the editors of the journal invite submissions each fall and award a \$250 prize in each category for the short stories, poems, essays, art, and photography selected for publication. The *Scribendi* submission form may be obtained from the honors coordinator, whose signature is also required.

## **Transfer Workshops**

Take advantage of the workshops designed to help you better navigate the process of preparing for transfer. These include preparing for university and scholarship applications and searching for financial aid opportunities. Many Career Transfer Center workshops are cross-listed with the Honors Program Scholars' Workshop series but also check with the Career Transfer Center at SJC or MVC to see a complete workshop schedule.

## **Serving on the Honors Faculty Committee**

At least two honors students will be asked to serve as student representatives on the Honors Faculty Committee, which meets three times a semester to work on issues concerning the Honors Enrichment Program. Your participation on this committee is crucial as you will represent the student perspective to the committee. We need your perspective to ensure that the Honors Program is meeting student needs as effectively as possible, so please consider serving in this capacity and contact the Honors Directors should you be interested.

## **Enrichment Activities**

At times we will invite you to an enrichment activity—a field trip, a play, concert, gallery or museum excursion, the HTCC conference at UCI, a campus visit, and the like. Please enjoy these activities and let us know if there are other activities you would like to see us offer.

*“If you think education is expensive, try ignorance.”*

*—Derek Bok*

## **HONOR FAQs**

**Q:** Overall, what are the benefits of joining the Honors Program?

**A:** There are a number of benefits to becoming a member of the Honors Program. Students can join a community of scholars at the college who will help support their academic endeavors, transfer goals, and career plans. Honors students also benefit by improved transfer consideration at top schools and higher success in receiving scholarships. Honors students will have the opportunity of meeting with Honors counselors, working one-on-one with faculty members, attending Honors workshops and orientations, applying for the Honors Scholarship, attending academic conferences, publishing their work in Honors journals, and taking advantage of leadership roles within the program. They can utilize the Honors Space at SJC and MVC to study, meet with Honors Student Mentors during their office hours, and participate in Honors events on and off campus. For students who complete the program, they can take advantage of transfer partnerships with four-year institutions.

**Q:** Do I receive early registration as an honors student?

**A:** Depending on when students are accepted into the program, the majority of students receive early registration by their second semester in the Honors program.

**Q:** I'm new and I don't know yet if I'll have time to do extra work. Can I start next semester?

**A:** Yes. You may start at any time, but you will need to file a petition to skip a semester when you do not take any honors classes during a particular semester.

**Q:** How do I file a petition?

**A:** Access the petition form on the Honors Enrichment Program Canvas course site and then submit the petition to both Honors Coordinators in the format requested on the petition form.

**Q:** I'm a second-year student. Can I still participate?

**A:** Yes. Although you may not have time to fulfill all of the requirements for finishing the Honors

Enrichment Program, the opportunity to take honors classes is an attractive option. The challenge of exploring an area in depth and the personal satisfaction gained are certainly worthwhile — and honors classes are always an asset on your transcript.

Q: How many honors units do I need?

A: A minimum of 15 units of honors coursework are needed to complete the program. Completion is not mandatory to be an honors student.

Q: Are honors classes harder?

A: It depends on your perspective. Some students find them harder because of the enriched nature of the course. Other students find them so stimulating that they don't think of them as harder. Many honors students do better in these classes because they are comfortable in them. Moreover, the classes have fewer students than non-honors sections do, and this allows for more individualized help from their honors professors.

Q: How competitive is the Honors Program?

A: Honors students are highly motivated and competitive by nature, but most of their competition is with themselves. We think you'll find that most honors students will be supportive of one another and appreciative of the chance to interact with other students as motivated as themselves. Take advantage! Form study groups, hang out together—make the most of the experience.

Q: Which honors courses should I take first?

A: To finish the program in two years, you'll need to average 4 units per semester. Although the order of courses does not always make a difference, there are two courses you should take during your first year in the program: English 101 (which you can take as an honors course) and Math 96. English 101H is a rigorous course, one vital to your success both as a reader and as a writer of clear, well-constructed essays. We have designed English 101H with your honors curriculum in mind. Because so many of our classes depend on your ability to write effectively, this class is crucial to your success. So take English 101 or 101H as soon as you can. Make sure you fit in the honors seminar (HEP 201, 202, or 203) into your course schedule in either the fall or spring semester so you can complete the honors program requirements.

Q: Why do you require the Honors Seminar? Will it transfer to the UC System?

A: Our main reason is that it helps you become much better at critical thinking. You also become more aware of multidisciplinary approaches to different issues. As of Fall 2013, the HEP Seminar is UC transferable. Please note however that the 3 units for this course should not be included in the 60-unit requirement for transfer to the UC system. HEP 201, 202, and 203 are considered to be variable topics courses. Credit for variable topics courses is given only after a review of the scope and content of the course by the enrolling UC campus. This usually occurs after transfer and may require the student to submit the course syllabus, petition for credit, and a recommendation from faculty.

Q: When should I take the seminar?

A: Students can take the seminar at any point in the Honors Program. Please note however that the topic, instructor, time, and day of the course varies by semester. If you see a topic that is of interest to you and you have room for it in your schedule, please consider signing up for the course since there is no guarantee that your schedule will accommodate it in future semesters. We also encourage students to take the seminar earlier in their Honors Program schedule. The class is composed of all honors students so this is a great opportunity to build a community with your honors peers and receive one-on-one interaction with the Honors instructor in a seminar-style environment. Additionally, the instructor typically invites guest speakers from the college and other institutions. Students will have an opportunity of experiencing the classroom environment of other instructors and may be inspired to take their courses in the future.

Q: Will being in the Honors program hurt my GPA or hurt my chances of transferring?

A: More likely it will help you. Certainly, honors professors set high standards, but they often give you

extra help, too. Most students have to work harder in honors courses than in regular courses. And while some students find the rigor too much for them, many others are so stimulated that they do better in honors courses. Many students benefit greatly from the smaller honors learning environment and subsequent personal attention from the professor, thus improving the chance of earning a good grade.

Q: What kind of assignments do you give in honors classes?

A: Many of our assignments are like those you'll find in other classes. Our professors encourage you to think for yourself, as do teachers in the non-honors curriculum who go beyond just training you or telling you what to believe. We ask you to study challenging college-level works and issues and to develop your abilities to articulate your insights about these works orally and in writing. We want to pique your curiosity and stimulate you to do some original thinking. In an honors class, you will read, write, speak, and, above all, think more deeply and intensively.

Q: Why is there so much emphasis on writing in the Honors Program?

A: The ability to write clearly and effectively is essential to work in the university and in a career. Students' success in all courses is dependent on their ability to read, write and think.

Q: I just learned that the class I am currently enrolled in has an honors component. Can I switch from the regular section to the honors section of a course?

A: Yes, provided the instructor approves the switch and there is room in the honors component of the course. Be sure to use to pick up the Change of Section form provided at the front desk of Enrollment Services, fill it out, have your instructor sign it, and then return it to Enrollment Services at the beginning of the semester. Be sure to complete this process at the beginning of the semester as some instructors start their honors meetings and required coursework from Week One. Not all instructor requirements are the same, but it is important to make the transition as early as possible in the semester.

Q: The semester has already started. Can I ask a professor to create an honors section for a class I am currently enrolled in if there is not one listed in the schedule of classes?

A: The college needs to advertise new courses for a minimum of 30 days. Unfortunately, in most cases, instructors cannot create a new honors section for a class once the semester has already started (but you can certainly ask). For this reason, check the schedule of classes as soon as it is published so you can plan out your honors schedule accordingly.

Q: Can I ask any professor to teach an honors component for a class I wish to take in the future?

A: Only if there is a Board approved honors curriculum available for the course. Even then, it is up to the department chair as well as the professor to decide whether they will teach it but it does not hurt to ask.

Q: What do you mean by critical thinking and why is this emphasized?

A: Briefly, we mean asking questions, working toward a clearer understanding of an argument or position, and objectively evaluating arguments and evidence so that we can decide which elements if any, we'll accept. We want to strengthen your ability to detect manipulation and faulty logic (including your own).

Q: Will it take longer for me to get through community college if I am in the Honors Program?

A: It should not take any longer since most honors courses are transferable general education courses. It will take careful planning, so close contact with your counselor and honors coordinator is strongly recommended.

Q: How do I find out about workshops and enrichment activities?

A: Your honors professors will announce activities and the honors coordinator will periodically send emails or post Canvas announcements. Get informed and get involved.

Q: Is Phi Theta Kappa part of the Honors Program?

A: No. It is a separate organization with its own set of standards and commitment to service. Unlike the Honors Program, it does not have its own curriculum. It is an international honors society. But as you might imagine, there is a natural connection, and we encourage you to join it. You can meet other serious students and become involved in other academic events and community service activities.

Q: What is the HTCC?

A: The Honors Transfer Council of California is a statewide consortium of community colleges. HTCC's purpose is the same as ours—to enrich your education and enhance your likelihood of transferring to an excellent four-year institution. This is why the Honors Enrichment Program coordinators attend HTCC monthly meetings. This provides us with resources and a forum in which to discuss questions related to honors education, all of which allows us to upgrade our service to you. We strive to maintain realistic standards of excellence that will encourage top four-year institutions to look favorably on graduates of our program. Participation in HTCC facilitates this goal.

Q: What is the HTCC Conference at UCI?

A: Each spring the Honors Transfer Council of California, together with the University of California at Irvine, sponsors a gathering at which students present their research. We encourage you to participate in the conference this spring (see your coordinator to sign up) so that you can experience first-hand the kind of work other honors students are engaged in and get motivated to push yourself to new achievements. For those of you who get truly inspired, we encourage you to think about what kind of presentation you might be interested in doing. Your honors professors and coordinators can work with you during the fall semester to develop and submit a proposal for the upcoming conference.

Q: What if I have suggestions about the Honors website, Canvas shell, or other aspects of the program? Who should I contact?

A: Just contact your honors coordinators.

Q: Should I mention honors experiences in my personal statements for university admissions applications?

A: Definitely. That might give you even more of an edge at transfer time. Citing a meaningful learning experience will help admissions personnel get to know you better as an individual. It will also remind them that you're an honors student and that you value your intellectual life highly enough to work harder and take on extra challenges. As you might imagine, top universities are looking for just that kind of person. And so are we.

Q: Who contributes to the success of the Honors Program?

A: This program runs through the combined efforts of Honors faculty, counselors, staff, student leaders, and administrators.

Q: Once students transfer to a four-year college or university, how much will their experience in the Honors Enrichment Program help them?

A: The Honors Program helps prepare students for transfer by equipping them with academic skills that will contribute to their classroom success at four-year institutions. Honors courses often require students to be proactive, ask questions, stay on top of deadlines, critically engage with course material, and participate in discussions with a professor and other honors students. These skills are important at four-year institutions where transfer students will need to quickly adapt and find a home for themselves in a new academic environment. Students may also find that the Honors projects that they completed at MSJC may become the foundation of future projects at their transfer institution.

Q: What is one of the biggest achievements of the program?

A: One of the biggest achievements of the program is helping students have a belief in their own talents and providing them with a forum to succeed and realize their academic goals.

Q: How has this program affected students on an academic or personal level?

A: We hope the program has intellectually challenged students, encouraged critical thinking, and stimulated innovative and creative approaches to addressing the challenges of the world they live in. We also hope that Honors has created a home or community of support for students on campus to help them achieve their personal and professional goals.

Q: Is the Honors Enrichment Program worth it?

A: First of all, it's a wonderful opportunity to go beyond the scope of a regular course, stretching your abilities in a field of your choice. The personal attention of excellent professors and the intellectual stimulation of other honors students will add greatly to your educational adventure. Honors courses will bring special challenges and personal satisfaction. And honors classes always stand out on a transcript. We hope the program has intellectually challenged students, encouraged critical thinking, and stimulated innovative and creative approaches to addressing the challenges of the world they live in. We also hope that Honors has created a home or community of support for students on campus to help them achieve their personal and professional goals.

Q: How can Honors alumni stay connected with the program?

A: Honors alumni can stay informed about Honors Program information by staying connected with the Honors coordinators. We are also deeply gratified when graduates from the program come back to share their experiences with MSJC students. Some are now working at the college!

*“Quality is the result of a carefully constructed cultural environment. It has to be the fabric of the organization, not part of the fabric.”*

*—Phil Crosby*

## **ORGANIZATION MEMBERSHIPS**

### **Honors Transfer Council of California**

The Honors Transfer Council of California, a statewide organization of community colleges, creates transfer partners between community colleges and four-year institutions, sponsors conferences, and offers scholarships. Mt. San Jacinto College has been a member of the Honors Transfer Council of California since 1997.

### **Western Regional Honors Council**

The Western Regional Honors Council, an extension of the National Collegiate Honors Council, holds a yearly conference devoted to student presentations, offers scholarships to those honors students who choose to participate in the honors exchange program, and publishes the honors student journal, *Scribendi*. Mt. San Jacinto College has been a member of the Western Regional Honors Council since 1997.

### **National Collegiate Honors Council**

The National Collegiate Honors Council, the nationwide guiding body for honors programs at both two-year and four-year institutions, publishes several pamphlets and a journal for and about honors programs, coordinates the honors exchange program, holds a yearly conference—primarily for honors directors, and offers scholarships for students presenting research at conferences. Mt. San Jacinto College has been a member of the National Collegiate Honors Council since 1997. The council also invites individual student membership.

*“We must not allow the clock and the calendar to blind us to the fact that each moment of life is a miracle and mystery.”*

*—H.G. Wells*

# CALENDAR OF EVENTS

## FALL SEMESTER

Throughout the semester: Fall Orientations

September: Finish researching which schools have the best programs for your fields/majors. Make some lists, prioritize, and request applications.

October: Begin drafting personal statements. Approach professors about letters of recommendation. Begin researching financial aid options at the schools to which you are applying.

October 1-31: Prepare CSU applications.

November 1-30: Prepare UC applications, including personal statements.

November 30: Deadline for the California State University applications

December: Conference Presentations Applications Due

Note: Watch your calendar for enrichment activities and workshops on the transfer and scholarship application process.

## SPRING SEMESTER

Throughout the semester: Spring Orientations

January: Prepare FAFSA applications

February/March: Finish HTCC conference papers and attend practice sessions to prep for the conference. HTCC Conference at UCI (the exact date varies from year to year)

April: Western Regional Honors Conference

Late April/Mid-May: Admit/deny letters mailed on a rolling basis for UCs and Cal States schools. Be sure to let us know when and where you've been admitted so we can share your good news.

Late April: File an "Honors Program Completion" petition with the Honors Coordinator.

May: Honors Recognition Event and Graduation

Note: If you plan on beginning the transfer process the proceeding fall, this spring is the time to research schools and programs and learn about any unique admissions requirements they may have. Meet with a counselor, use the resources in the Transfer Center, and work with your Honors Program faculty and coordinator. The homework you do now will pay real dividends next fall. Spring semester is also a good time to research scholarships.

*"An investment in knowledge always pays the best interest."*

*—Benjamin Franklin*

## CURRENT LIST OF HONORS COURSES

Note: This is a list of Board Approved Curricula. Not all classes are taught every semester. Some classes are taught rarely. Please check with department chairs, honors coordinators and/or counselors to determine if a particular class will be offered in an upcoming semester.

Accounting 124H:	Honors Financial Accounting-Principles of Accounting I
Accounting 125H:	Honors Managerial Accounting-Principles of Accounting II
Administration of Justice 102H:	Honors Introduction to Criminal Justice
Anthropology 101H:	Honors Physical Anthropology
Anthropology 102H:	Honors Cultural Anthropology
Anthropology 104H:	Honors World Prehistory
Anthropology 145H:	Honors Introduction to Language and Linguistics
Art 101H:	Honors Art History: Prehistoric Through Medieval Art
Art 102H:	Honors Art History: Renaissance to 21st Century Art
Art 103H:	Honors Introduction to Modernism
Art 104H:	Honors World Art
Biology 100H:	Honors Human Biology
Biology 115H:	Honors Topics in Biology
Biology 125H:	Honors Microbiology
Biology 128H:	Honors History of Science
Biology 131H:	Honors Genes and Biotechnology in Society
Biology 144H:	Honors Plant Biology
Biology 150H:	Honors General Biology I
Biology 151H:	Honors General Biology II
Bus. Administration 103H:	Honors Introduction to Business
Bus. Administration 104H:	Honors Business Communications
Child Development 110H:	Honors Child Development
Child Development 125H:	Honors Child, Family and Community
Child Development 131H:	Honors Children's Literature
Communication Studies 100H:	Honors Public Speaking
Communication Studies 103H:	Honors Interpersonal Communication
Communication Studies 104H:	Argumentation and Debate
Communication Studies 108H:	Honors Intercultural Communication
Economics 201H:	Honors Principles of Macroeconomics
Economics 202H:	Honors Principles of Microeconomics

Education 132H: Honors Adolescent Literature  
 English 101H: Honors College Composition  
 English 103H: Honors Critical Thinking and Writing  
 English 130H: Honors Introduction to Creative Writing  
 Environmental Studies 100H: Honors Humans and Scientific Inquiry  
 Environmental Studies 101H: Honors Environmental Science  
 History 101H: Honors Western Civilization to 1650  
 History 102H: Honors Western Civilization Since 1650  
 History 103H: Honors World History to 1500  
 History 104H: Honors World History Since 1500  
 History 106H: Honors the World Since 1900  
 History 107H: Honors the History of East Asia Before 1600  
 History 108H: Honors the History of East Asia Since 1600  
 History 111H: Honors U.S. History to 1877  
 History 112H: Honors U.S. History Since 1865  
 History 115H: Honors Women in United States History  
 History 117H: Honors History of India  
 History 120H: Honors California History  
 History 124H: Honors Recent America: The US Since 1945  
 History 128H: Honors History of Science  
 History 140H: Honors History of Mexico  
 History 150H: Honors Immigration, Race, and Ethnicity in U.S. History  
 History 160H: Honors Black History in the American Context  
 HEP 201: Honors Studies: Humanities  
 HEP 202: Honors Studies: Social Sciences  
 HEP 203: Honors Studies: Science  
 Literature 106H: Honors Introduction to Literature  
 Literature 131H: Honors Children's Literature  
 Literature 132H: Honors Adolescent Literature  
 Literature 205H: Honors World Folklore and Mythology  
 Literature 207H: Honors American Literature: Pre-Colonial to 1865  
 Literature 208H: Honors American Literature: 1865 to Present  
 Literature 225H: Honors Film and Literature  
 Literature 230H: Honors English Literature: Anglo-Saxon To 1775  
 Literature 231H: Honors English Literature: 1775 to Present  
 Literature 240H: Honors American Indian Literature  
 Literature 255H: Honors Gender and Sexuality in Literature

Literature 260H: Honors Introduction to African American Literature  
Literature 275H: Honors Latinx/Chicanx Literature  
Literature 280H: Honors Multiethnic Literature  
Math 212H: Honors Analytic Geometry and Calculus II  
Math 213H: Honors Analytic Geometry and Calculus III  
Music 100H: Honors Introduction and Appreciation of Music  
Music 107H: Honors Introduction and Appreciation of American Music  
Music 108H: Honors History of Jazz and Blues  
Nutrition 100H: Honors Family Nutrition  
Nutrition 101H: Honors Nutrition and Foods  
Philosophy 101H: Honors Introduction to Philosophy I  
Physics 202H: Honors Electricity and Magnetism  
Political Science 101H: Honors Introduction to American Government and Politics  
Political Science 102H: Honors Comparative Politics and Government  
Political Science 103H: Honors Ethnic Politics in America  
Political Science 104H: Honors Current Political Issues and Trends  
Political Science 105H: Honors Introduction to Political Theory  
Political Science 106H: Honors Introduction to International Relations  
Political Science 120H: Honors California Government  
Psychology 101H: Honors Introduction to Psychology  
Psychology 103H: Honors Human Development  
Psychology 104H: Honors Psychology of Gender  
Psychology 105H: Honors Social Psychology  
Psychology 107H: Honors Psychobiology  
Psychology 108H: Honors Abnormal Psychology  
Psychology 124H: Honors Social Research Methodology with Lab  
Sociology 101H: Honors Principles of Sociology  
Sociology 105H: Honors Social Psychology  
Theater 101H: Honors Introduction to Theater  
Theater 137H: Honors Introduction to World Cinema

## **HONORS PROGRAM STAFF AND COLLEGE RESOURCES**

### **Honors Program Administration**

The people listed below have a high degree of interest in seeing the Program flourish and you achieve your academic goals. If you have questions, suggestions, or concerns about the Honors Program or your participation in it, pay one or all of them a visit. You'll find that they will listen and respond thoughtfully.

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Dr. Alma Ramirez (951) 487-3410	Interim Dean of Academic Programs, San Jacinto Campus <u>aramirez@msjc.edu</u>
Angelica Anderson (951) 639-5786 (951) 487-3786	Honors Administrative Assistant <u>aanderson@msjc.edu</u>

*“Sharing is the essence of teaching. It is, I have come to believe, the essence of civilization.”  
—Bill Moyers*

## **HONORS PROGRAM COMMITTEE 2020-2021**

Cristina Acevedo, English, Menifee Valley Campus  
Herb Alarcon, Department of History, San Jacinto Campus  
Rosalva Amezcua, Counseling, Menifee Valley Campus  
Miranda Angeles, Counseling, San Jacinto Campus  
Jennifer Baney, Communications, Menifee Valley Campus  
Jennifer Borton, Spanish World Languages, District-Wide  
Crystal Bryan, English, Menifee Valley Campus  
Rebecca Coleman, Department of English, San Jacinto Campus  
Dr. Tom Donovan, Department of Philosophy, Menifee Valley Campus  
Michael Fleming, Department of Communications, San Jacinto Campus  
Debra Gleason, Counseling, San Jacinto Campus  
Paul Hendry, Department of English, San Jacinto Campus  
Maria Lopez-Moreno, Department of Psychology, San Jacinto Campus  
Lyndsey Tone, Transfer and Articulation Coordinator, District-Wide  
Dr. Roy Mason, Department of Biological Sciences, Menifee Valley Campus  
Erik Ozolins, Department of Anthropology, Menifee Valley Campus  
Dr. Addison Palacios, Department of English, Menifee Valley Campus  
Michael Plotkin, Department of Biological Sciences, San Jacinto Campus  
Heather Pomeranke, Counseling, Menifee Valley Campus  
Dr. Alma Ramirez, Interim Dean of Academic Programs, San Jacinto Campus  
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Dr. Michelle Stewart, Department of English, Menifee Valley Campus  
Dr. Carlos Tovares, Dean of Academic Programs, San Jacinto Campus  
April Vrtis, Counseling, Menifee Valley Campus  
Renisha Warren, Counseling, San Jacinto Campus  
Escarlet Wirth, Counseling, San Jacinto Campus  
Christina Yamanaka, Department of History, San Jacinto Campus  
Nicholis Zappia, Political Science, San Jacinto Campus

*“I always wanted to be somebody. If I made it, it’s half because I was game enough to take a lot of*

*punishment along the way and half because there were a lot of people who cared enough to help me.”*  
—Althea Gibson (1927 - 2003)