

FROM: Honors PreReq Workgroup
TO: Foothill College Curriculum Committee
DATE: June 2, 2020

RE: Recommendations for Honors Pre-Requisite Statements and Honors CORs

CCC INSTRUCTIONS:

An Ad Hoc Workgroup met weekly on Fridays via Zoom throughout the month of May – in response to a formal “Proposal to Create New Ad Hoc Committee: Honors Institute Course Prerequisite” approved by the CCC on April 21, 2020.

WORKGROUP MEMBERS:

Scott Lankford (chair, English), Evan Gilstrap (Articulation), Maritza Jackson Sandoval (Counseling), Voltaire Villanueva (Honors Co-Director), David Marasco (Physics), Stephanie Chan (English), Kella Svetich (English), Susie Huerta (Honors Co-Director), Debra Lew (Counseling), Eric Kuehnl (Music)

TASKS:

- “investigate the impact of removing “Honors Institute participant” prerequisite
 - Compare with prior Honors requirements
 - Research comparison with other community colleges in our region
 - Gather input from UCLA Transfer Alliance Program
- “make a recommendation which ensures [Honors CORs] Title V compliance”

RESEARCH:

The Workgroup contacted Honors Directors at Skyline and Los Medanos and conducted website comparisons with the following colleges:

- De Anza
- Rio Honda (Whittier)
- Miramar (San Diego)
- Los Medanos (Pittsburg)
- Skyline (Daly City)

OPTIONS CONSIDERED:

1. **Advisory:** Enrollment in Honors Institute recommended but not required
2. **Keep Honors Enrollment Pre-Requisite:** But modify or eliminate entry criteria
3. **No Statement:** allows anyone to enroll

RECOMMENDATIONS (in brief):

1. Implement the “**No Statement**” option for all FH Honors courses.

2. Add a standard **course description “Footnote”** to all Honors Courses (attached)
3. Use the **UCLA TAP Criteria** (attached) as a guideline for standardizing Honors CORs.
4. Add additional **“Methods of Evaluation”** to all Honors CORs.
5. Design a **student course evaluation** rubric similar to Los Medanos (attached)

RATIONAL:

1. Implement the **“No Statement” option** for all FH Honors courses.
 - Eliminates confusing/off-putting pre-req statements for 1stGen and non-traditional students
 - Emphasizes exit-criteria for success instead of entry-criteria for course admission
 - Aligns with statewide trends and best practices in other Honors programs
 - Frees Honors Co-Directors to focus on building strong learning communities (instead of processing endless Honors Programs applications)
2. Add a standard **course description “Footnote”** to all Honors Courses
Proposed footnote [draft]: *Honors courses include more advanced and challenging assignments for students seeking additional academic training in preparation for university and college transfer. For more information, please visit the Honors Institute at <https://foothill.edu/honors/>*
3. Use the **UCLA TAP Criteria** (attached) as a guideline for standardizing Honors CORs.
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4. Add additional **“Methods of Evaluation”** to all Honors CORs. These might include
 - Additional readings
 - Additional research
 - Additional written or research assignments
 - Additional projects
 - Additional service learning activities
5. Design a student course evaluation similar to Los Medanos’ rubric (attached)
 - Communicates Honors goals and objectives to students
 - Provides instructors with feedback on Honors goals and objectives
 - Helps reinforce Honors course consistency and quality across departments

