

Mt. San Jacinto College's Honors Enrichment Program serves over 150 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 at our 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 \$55,000 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 Transfer Council of California Honors Research Conference, 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 _____ and scholarly journals like _____ and _____.

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-

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.

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.

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)

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.

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.

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.

A letter of recommendation from a teacher, counselor or principal familiar with your academic work. The letter should specifically reference your academic abilities.

A brief meeting with one of the Honors Co-Directors.

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).

Current MSJC students please provide the names and contact information for two MSJC faculty members who can comment on behalf of your application to the program. If you are applying using your GPA from High School or another college, please have a faculty member (college or High School), counselor, or principal submit a letter of recommendation in support of your application.

Veteran or Active Duty in the US Military.

Signature of or email from MSJC Veterans Center Staff or Faculty verifying your status

Students can apply year-round. Once they have submitted their application for review by the Honors Co-Directors, students will typically hear back within 10 days if they have been accepted in the program. Please allow additional processing time during college holidays and breaks. Please note that students need to be accepted in Honors first before they can register for Honors courses.

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.

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 a transfer-level math course 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 Amezcu

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.

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.

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 comnde

Students can find a listing of honors courses in the Schedule of Classes and Self Service. 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 40. It would appear that the total enrollment cap is 45. Please be aware however that the 5 seats listed for the honors section are part of regular enrollment of 40 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 35 seats left for enrollment. Alternatively, 1 honors student could register for the honors section of the course that means that 39 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.

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 few weeks of the semester, students have the opportunity to use an Add Authorization (granted by the instructor) to add an Honors section of a course. If the semester is far enough along, that student may need to fill out a Registration Change form (to be signed by the instructor).

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.

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.

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!

QUALITIES: What skills or attributes do I need?

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/>.

Mt. San Jacinto College Honors Program is a part of the UCLA TAP program. The Transfer Alliance Program (TAP) is a collaboration between the Honors/Scholars Programs at our member California Community Colleges and UCLA in conjunction with Undergraduate Admission. Students who are on track to complete the MSJC Honors Program and have applied to UCLA will complete TAP Certification the spring semester before they transfer. Applicants are given priority consideration for admission to majors in the [College](#), as well as the following majors: public health, public affairs and education and social transformation. For additional information about the programs of study available, please review the [majors offered by the College](#).

Alternate Majors and UCLA TAP

If you're a UCLA TAP participant who's not selected for admission to your first-choice major, UCLA will also review your application for an alternate major. This policy applies to certified Transfer Alliance Program participants only. We do not review non-Transfer Alliance Program applicants for admission to alternate majors. Please note that this review is subject to the following restrictions:

Your alternate major must have been specified on your original UC application at the time you submitted it. Requests to add an alternate major after you submit will not be considered.

If you are admitted to your first-choice major, your application will **not** be reviewed for your alternate major.

The TAP alternate major review policy only applies to certain majors. Majors in the College (excluding the restricted alternate majors listed here) and honors majors will be reviewed for your

Human biology and society (B.A. and B.S.)
International development studies
Mathematics/economics
Mathematics, financial actuarial
Political science
Psychology
Sociology
Statistics and data science

Note: Applicants in TAP may not select ANY major in the following specialty schools as an alternate major: The Samueli School of Engineering, the School of Arts and Architecture, the Herb Alpert School of Music, the School of Nursing, and the School of Theater, Film and Television as these schools do not participate in TAP.

Both Public health majors (B.A. and B.S.) will receive TAP consideration. However, applicants cannot list both major options as their primary and alternate major choice. Please note that these requirements are subject to change. Go to <https://admission.ucla.edu/apply/transfer/ucla-transfer-alliance-program> for the most up-to-date information.

TAP certified students may have a statistically higher percentage chance of being accepted to UCLA for majors in the College of Letters and Science than regular transfer students provided they have a competitive GPA and have completed their major prep requirements. Students should be in contact with their Honors Directors at the beginning of the Spring semester before they transfer about the TAP Certification process. Workshops about TAP Certification are held in the fall and spring semesters for students to learn about the certification requirements.

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>

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.

Throughout the year, Honors Orientations are held for all students at the San Jacinto Campus and Menifee Valley Campuses or online. 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.

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 and more.

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.

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.

, 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 submission form may be obtained from the honors coordinator, whose signature is also required.

Take advantage of the workshops designed to help you better navigate the process of preparing for

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 c

The National Collegiate Honors Council, the nationwide guiding body for honors programs at both two-year and four-

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

May: Honors Recognition Event and Graduation

History 120H: Honors California History
History 124H: Honors Recent America: The US Since 1945
History 128H:

Political Science 103H:	Honors Ethnic Politics in America
Political Science 105H:	Honors Introduction to Political Theory
Political Science 106H:	Honors Introduction to International Relations
Political Science 120H:	Honors California Government

Cristina Acevedo, Department of 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, Department of Communications, Menifee Valley Campus
Diana Barahona, Department of Mathematics, Menifee Valley Campus
Anton Butenko, Department of Mathematics, San Jacinto 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
Dr. Hector Guzman-Orozco, Department of Philosophy, San Jacinto Campus
Truc Ha Mai, Department of Psychology, San Jacinto Campus
Ryan Henderson, Department of Biology, Temecula Valley Campus
Hillary Houseman, Department of Anatomy & Physiology, Menifee Valley Campus
Morgan Hoodenpyle, Department of History, Menifee Valley Campus
Cody Jensen, Department of Psychology, San Jacinto Campus
Alexander Michkov, Department of Biology, Menifee Valley Campus
Brittany Mondragon, Department of History, San Jacinto Campus
Erik Ozolins, Department of Anthropology, Menifee Valley Campus
Dr. Dan Peace, Department of Psychology, Menifee Valley Campus
Michael Plotkin, Department of Biological Sciences, San Jacinto Campus
Heather Pomeranke, Counseling, Menifee Valley Campus
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Dr. Nick Reeves, Department of Biological Sciences, Menifee Valley Campus
Dr. Stacey Searl-Chapin, Department of Political Science, Menifee Valley Campus
Madison Shockley, Dep78.207Q Anderson, Department of Biology,

Gary Vargas, Department of History, Menifee Valley Campus

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