

**Salisbury University**  
**Thomas E. Bellavance**  
**Honors Program**



**2015-2016 Honors Program Freshman Class**

**2015-2016 ANNUAL REPORT**

**Salisbury University is a member of the National Collegiate Honors Council and Northeast  
Regional Honors Council**

# CONTENTS OF THE HONORS PROGRAM ANNUAL REPORT

About the Program and Mission Statements	2
Defining Honors Education and National Standards	4
Core Values of the Bellavance Honors Program	4
SECTION ONE: Honors Student Information	6
General Demographics	
Headcount	
Headcount by School	
Headcount by Major and Cohort	
Demographics by Gender	
Demographics by Gender and Cohort	
Projected Program-Wide Enrollment	
SECTION TWO: Honors Program Graduates	11
Qualification to Graduate with Honors	
Honors Program Graduates (2015-2016)	
Senior Theses	
Honors Graduates by School/Major Dispersion	
SECTION THREE: Honors Scholarships and Awards	19
Honors Student Scholarships	
Student Honors Awards	
Student Travel Grants (NCHC, MCHC, NRHC)	
SECTION FOUR: Retention, Graduation, and Recruitment	24
Retention and Graduation Data	
Recruitment	
Year-to-Year Honors Freshman	
2016-2017 Freshman Intake Data	
Freshman Data: SAT, ACT, and GPA	
Detailed Freshman Data by School	
SECTION FIVE: Courses, Enrollments, and Assessment	35
Course Offerings	
Course Enrollments	
Honors Contracted Projects	
Student Assessment of Courses and Program	
Honors Academic Advising	
SECTION SIX: Honors Program Administration and Governance	53
Program Administration	
Program Resource Allocation	
Program Governance	
Honors Committee	
Honors Student Association	
SECTION SEVEN: Honors Program Policies and Procedures	65

## **About the Thomas E. Bellavance Honors Program**

The Honors Program began in 1980 with 20 students, most of whom were members of the university's Philosophical Society. The original director of the program was Dr. Anthony "Tony" Whall, who believed that the program could "offer an array of courses that would emphasize discussion rather than lecture, and that would encourage students to think independently about substantive issues and enable them to acquire skills for articulating and defending their insights and ideas."

The program initially offered only courses that fulfilled general education requirements in the fields of History, English, and Philosophy. In its early years, the Honors Program existed in a back corner of the gymnasium. After a few years, it moved to a house on College Avenue (the current site of the Art House), before once again moving to the Honors Center (commonly and affectionately called the Honors House by many current and former students) in 1994.

In the early years, applicants were required to possess a high school GPA of 3.25 or higher and a minimum SAT score of 1100. The student grades and test scores of today's incoming freshman class are far higher than those early targets.

The start of the program, however small, aligned with the goals of former SU President Thomas Bellavance, who became president of Salisbury State College in 1980, during a rocky period in the university's history. During his time as president, Bellavance guided the institution from college to university status and helped raise more than \$800,000 for student scholarships.

Shortly before Bellavance passed away in 1996, the university renamed the Honors Program in his honor in order to recognize his focus on academic excellence.

In 2009, the Provost charged a task force of faculty members and administrators to review the Honors Program and identify the possibility and needs for transitioning to an Honors College. In December of 2010, they issued a 25-page report that outlined changes and proposed a timeline for the transition. The proposal was sent to the Faculty Senate in April of 2011 and the Senate charged the Honors Committee to prioritize items that could be addressed without additional funding. The Honors Committee submitted their report to the Faculty Senate in September of 2011 with the recommendation that the Honors Program transition to the Honors College once goals in the transition plan were accomplished. The Faculty Senate instructed the Honors Committee to work on accomplishing the items in the proposal in the absence of a permanent director. They did so by addressing initial staffing items, including the hire of a full-time Program Management Assistant and a search for a full-time director.

After conducting several searches for a full-time 12-month director, the university hired Dr. James Buss in 2013 to serve in the position. Over the course of the next three years, the Honors Program more than doubled in size and offered courses to students in all four schools of the university. Nearly all of the additional items in the 2010 transition plan had been accomplished by fall of 2014, including the designation of freshman Honors housing, an increase in the amount of scholarship dollars distributed through the Honors Program, the hire of a full time director and assistant director, and the adoption of a detailed policies and procedures document for Honors by the Honors Program Committee. The last item, the renaming of the Honors Program to an Honors College, had not yet occurred.

Beginning in the fall of 2014, the Honors Program Committee began producing a plan for the final restructuring of the Honors Program into an Honors College. In advance of the plan's completion, Dr. Buss approached the Faculty Senate in early April of 2015 to inform them that it would be made available for their feedback. The final plan addressed the earlier request of the Faculty Senate to

outline additional funding needs. The plan was unanimously passed by the Honors Program Committee and forwarded to the Faculty Senate in mid-April of 2015.

During the summer of 2015, the Office of the Provost forwarded the skeletal changes for an Honors College to a sub-committee of the USM Board of Regents for general approval. In September the sub-committee unanimously approved the general structural changes and forwarded them to the full Board of Regents for consideration. In October of 2015, the Faculty Senate held a session with Dr. Buss and reviewed a more detailed transition proposal. The Faculty Senate unanimously moved to endorse the Honors College proposal. Later that month, the Board of Regents unanimously approved the more detailed proposal.

During the summer of 2016 the Honors Program staff worked to make the name changes required for the transition to an Honors College. The position of Director of the Thomas E. Bellavance Honors Program was retitled to Dean of the Honors College to indicate the transition from Program to a College. The former Assistant Director's position was retitled as Faculty Director of the Thomas E. Bellavance Honors Program—a program that exists within the Honors College. The Honors Program Committee will begin addressing curricular changes beginning in the fall semester of 2016.

### **Salisbury University Mission**

Salisbury University is a premier comprehensive Maryland public university, offering excellent, affordable education in undergraduate liberal arts, sciences, pre-professional and professional programs, including education, nursing, social work, and business, and a limited number of applied graduate programs. Our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world.

Salisbury University cultivates and sustains a superior learning community where students, faculty, and staff engage one another as teachers, scholars, and learners, and where a commitment to excellence and an openness to a broad array of ideas and perspectives are central to all aspects of University life. Our learning community is student-centered; thus, students and faculty interact in small classroom settings, faculty serve as academic advisors, and virtually every student has an opportunity to undertake research with a faculty mentor. We foster an environment where individuals make choices that lead to a more successful development of social, physical, occupational, emotional, and intellectual well-being.

The University recruits exceptional and diverse faculty, staff, and undergraduate and graduate students from across Maryland, the United States, and around the world, supporting all members of the University community as they work together to achieve the institution's goals and vision. Believing that learning and service are vital components of civic life, Salisbury University actively contributes to the local Eastern Shore community and the educational, economic, cultural, and social needs of our State and nation.

### **Honors Mission**

The Thomas E. Bellavance Honors Program builds upon Salisbury University's mission to offer excellent, affordable education in a variety of academic programs and to empower its students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world by providing enriched educational opportunities for highly motivated, talented, and creative undergraduate students.

The program fosters close individual contact between students and faculty and brings together engaged undergraduate students with varied interests to explore and enrich their overall academic university experience. In addition, the Honors Program seeks to provide an intellectual environment where students pursue inquiry, explore curiosity, and exhibit creativity, all while engaging larger

communities on the Eastern Shore and beyond. Honors courses and activities are intended to enhance other educational opportunities available to Salisbury University students and meet national expectations for Honors education.

### **Defining Honors Education**

The Bellavance Honors Program formally adopts the definition of honors education as outlined by the National Collegiate Honors Council.

“The National Collegiate Honors Council recognizes an honors college, program, institute, or equivalent descriptor, as the academic unit on a collegiate campus responsible for devising and delivering in-class and extracurricular academic experiences that provide a distinctive learning environment for selected students. The honors college or program provides opportunities for measurably broader, deeper, and more complex learning-centered and learner-directed experiences for its students than are available elsewhere in the institution; these opportunities are appropriately tailored to fit the institution’s culture and mission and frequently occur within a close community of students and faculty. In most cases, the honors community is composed of carefully selected teachers and students who form a cross- or multi-disciplinary cohort dedicated to achieving exceptional learning and personal standards. The National Collegiate Honors Council recognizes “departmental honors” as educational experiences that are similar but restricted to cohorts of students pursuing the same field of academic study.”

*As approved by the NCHC Board of Directors, November 6, 2013 (<http://nchchonors.org/wp-content/uploads/2014/02/Definition-of-Honors-Education.pdf>)*

### **NCHC Modes of Learning**

The National Collegiate Honors Council has developed a suggested list of “modes of learning,” which are meant as broad characteristics that generally describe the learning outcomes of Honors Programs and Colleges. They are, in no particular order:

- 1) Research and Creative Scholarships
- 2) Breadth and Enduring Questions
- 3) Service Learning and Scholarship
- 4) Experiential Learning
- 5) Learning Communities

### **Thomas E. Bellavance Honors Program Core Values**

This list of core values is meant to provide general guidance in defining educational opportunities and curriculum within the Thomas E. Bellavance Honors Program. Individual courses and other educational opportunities, which are offered by the Honors Program, are expected to demonstrate no less than two of these core values.

- 1) Critical Thinking and Breadth of Inquiry
  - a. Critical thinking and breadth of inquiry extend beyond single disciplines and require students to explore multiple points of inquiry.
  - b. Classes present students with alternative, conflicting, or multiple modes of inquiry that produce enduring questions. Coursework often includes integrative, interdisciplinary learning.
  - c. Evidence of learning outcomes often draw from several disciplines and emphasizes process rather than product.
- 2) The Scholarship of Discovery

- a. Borrowing from Ernest Boyer’s “Scholarship Reconsidered,” the scholarship of discovery describes research that is original and advances human knowledge.
  - b. Research can be highly focused and often discipline-oriented, including an emphasis on research writing in the humanities and social sciences, data analysis in the social sciences and STEM disciplines, and experimentation and data collection in the natural sciences and/or STEM disciplines.
  - c. Evidence is often demonstrated through scholarship that leads to the pursuit of new questions or new understandings of preexisting materials.
- 3) Creative Scholarship
- a. Creative experiences provide students with opportunities to express critical thinking and complex analysis through creative endeavors.
  - b. Scholarship can be highly focused on a particular medium of artistic expression, but it can also be just as likely that creative scholarship advances the arts across the curriculum.
  - c. Evidence of learning often includes artistic or performative aspects, including, but not limited to, visual arts, performances, literary expression, and/or gallery exhibitions.
- 4) Community Engagement and Leadership
- a. The major emphasis is on community engagement and voluntary leadership that addresses real-world problems and through which students collaborate to acquire practical experience.
  - b. Courses might include off-campus community oriented projects and/or voluntary and philanthropic leadership experiences.
  - c. Evidence of learning often requires a reflective component.
- 5) Experiential Learning
- a. Experiential opportunities often emphasize exploration and discovery beyond the campus community over the acquisition of a specific set of knowledge or disciplinary skills.
  - b. Experiential learning is usually supervised and includes practical engagement, but it can also include study abroad opportunities that are self-guided.
  - c. Evidence requires a reflective component.
- 6) Learning Communities
- a. Learning communities are comprised of students and faculty members who voluntarily engage in a learning cohort to foster thinking, growth, and further inquiry.
  - b. Student learning communities often include residence-centered activities and an integration of academic, social, and service activities.
  - c. Evidence includes reflective components or lived experiences and evidence of further inquiry at the end of a normally limiting experience.

## SECTION ONE

### Honors Student Information

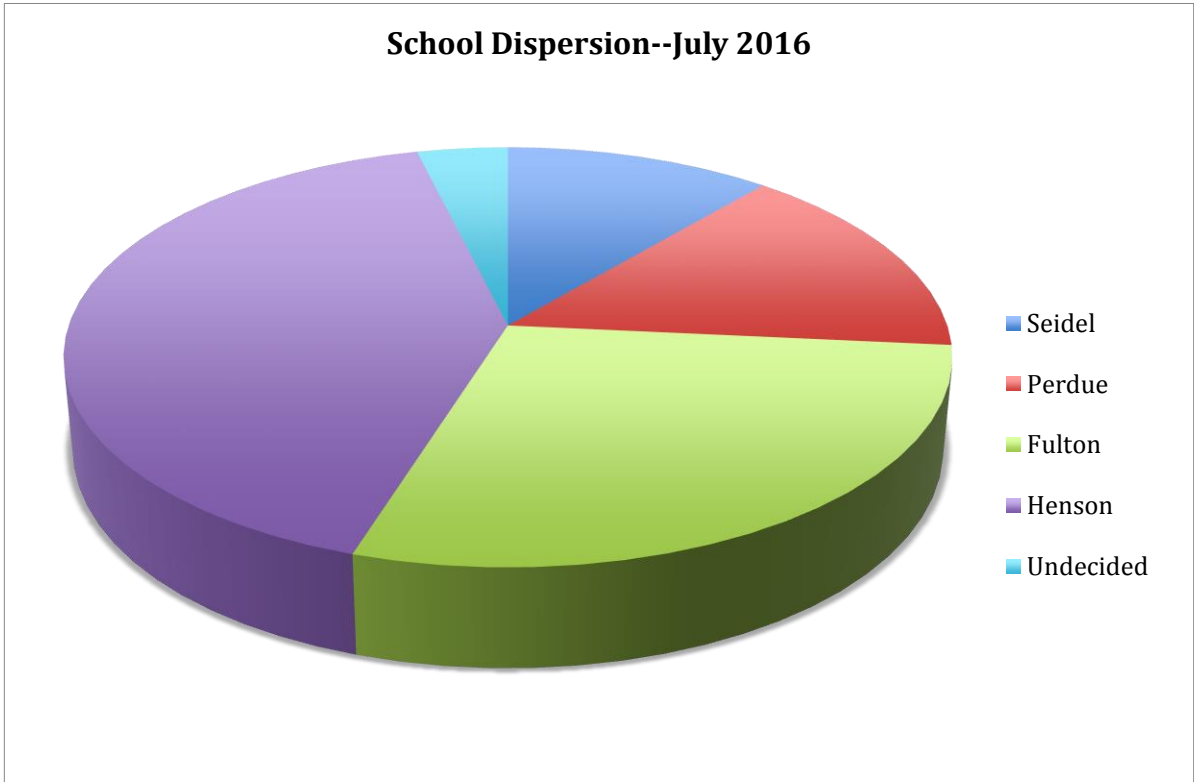


Honors students visited the National Zoo and attended a DC United soccer match during a visit to Washington, D.C.

# General Demographics

## Honors Student Headcount (school)

HONORS STUDENT HEADCOUNT May 2015		HONORS STUDENT HEADCOUNT JULY 2016	
Seidel	29	Seidel	47
Perdue	27	Perdue	64
Fulton	75	Fulton	119
Henson	103	Henson	173
<u>Unknown or Undeclared</u>	<u>7</u>	<u>Unknown or Undeclared</u>	<u>16</u>
Total	241	Total	419

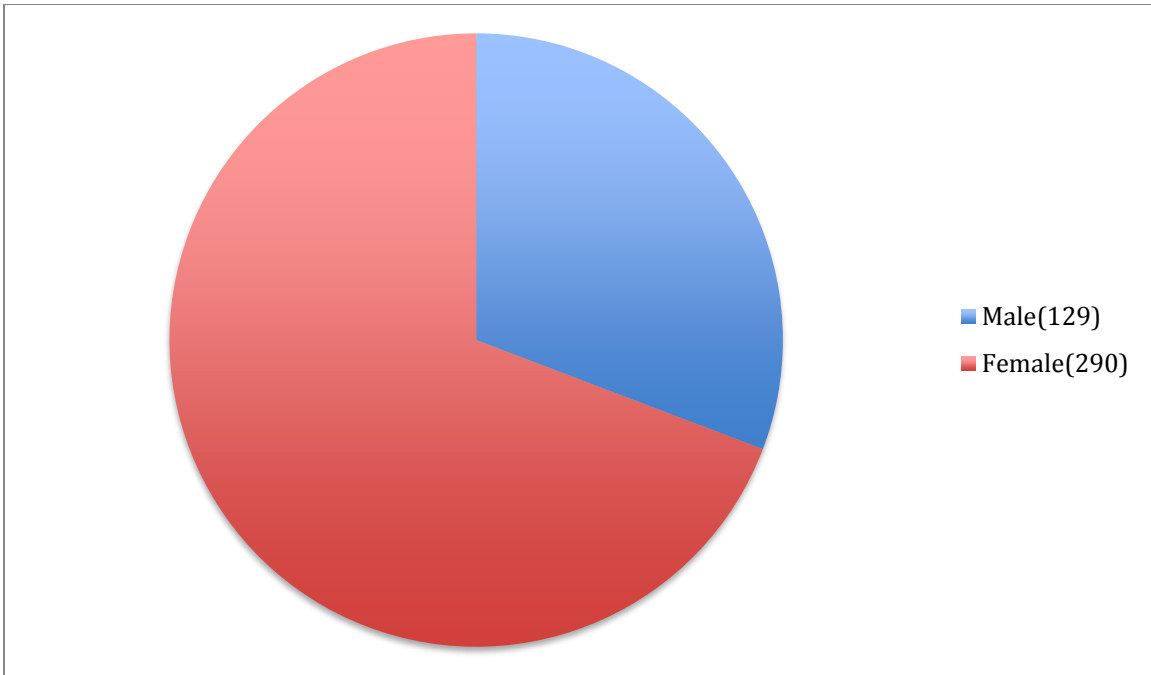




**Honors Program Headcount  
(Primary Major and Cohort)  
July 2016**

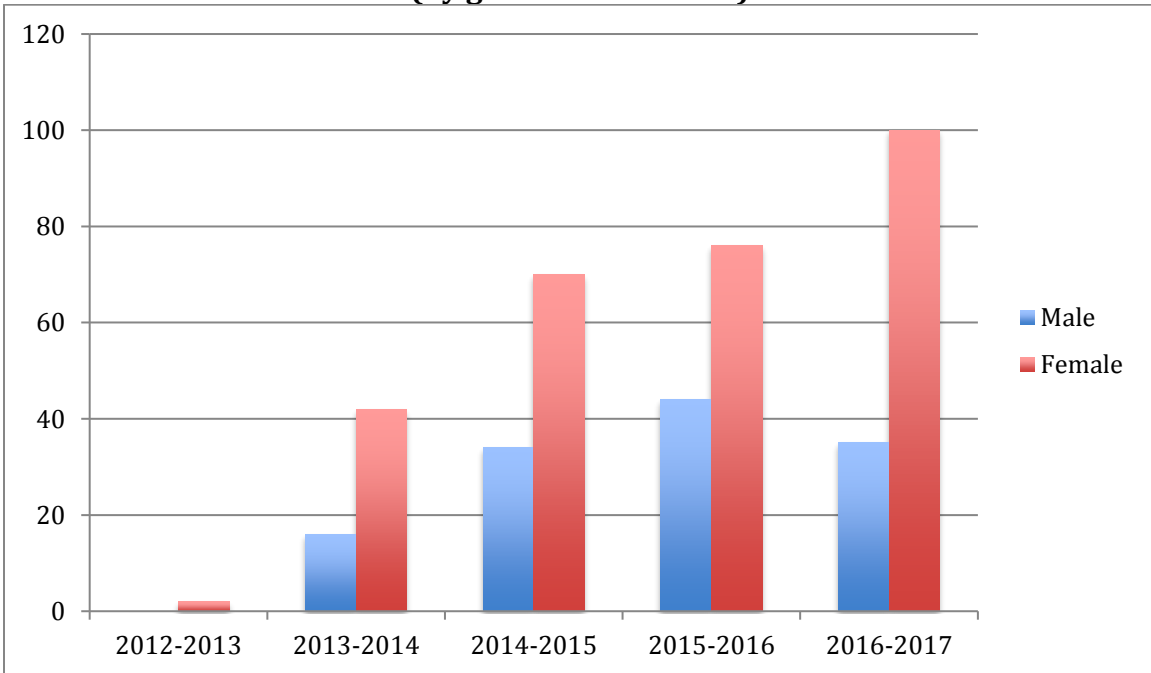
MAJOR	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Total
ACCT		3	3	7	6	19
ART			4	2	3	9
BIOL		10	19	14	23	66
BUEC		1	2	2	2	7
CHEM		1	2	2	2	7
CMAT		5	10	11	4	30
COSC		2	3	6	3	14
ECED		1	2	3	2	8
ELED		2	5	5	5	17
ENGL		3	2	3	6	14
ENVR			6	3	1	10
ESOL		1				1
EXSC		5	5	4	4	18
FINA		3	1	1	4	9
GEOG		1	2	1	1	5
HIST		1	3	5	1	10
HLTH			1			1
INFO		1	1			2
INTB		1	3	2	4	10
INTL			2	4		6
MDFL					1	1
MDTC		1	2			3
MDTC		1	2			3
MGMT		1	1	4	2	8
MKTG		2		4	3	9
NURS	1	5	6	12	21	45
PHYS		1	3	1	5	10
POSC		1	3		1	5
PSYC		4	9	8	12	33
RESP	1			1	1	3
THEA					1	1
SOWK		1	1	2		4
UNKN				5	11	16

### Honors Student Demographics\* (by gender)



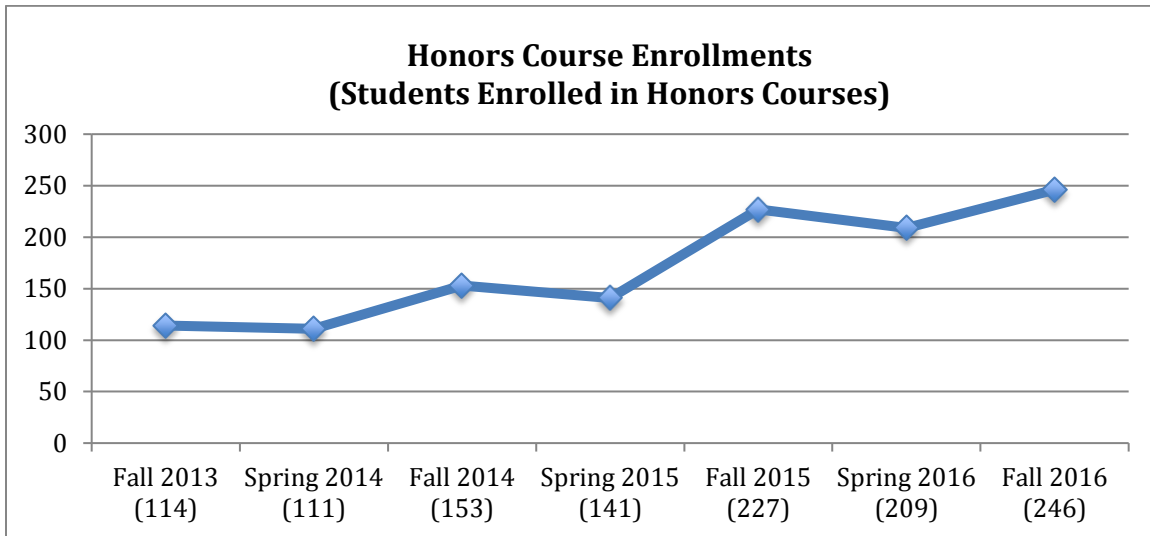
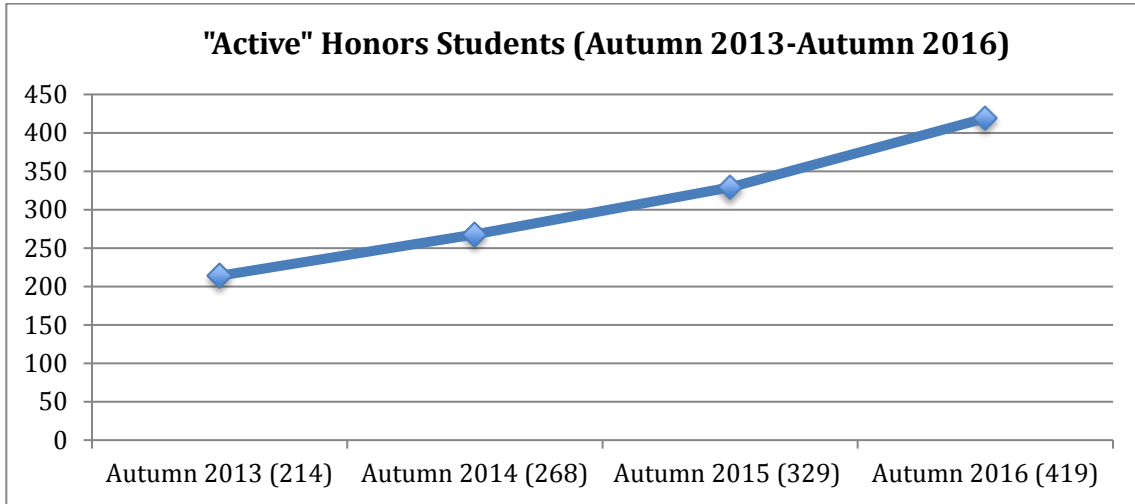
*\*All demographic data is drawn from July 2016 numbers.*

### Honors Student Demographics (by gender and cohort)



## Program-Wide Enrollment

*The following table represents the enrollment trend for the total number of "active" students in the Honors Program, beginning with the arrival of Honors Program Director James Buss.*



## **SECTION TWO**

### **Honors Program Graduates**



**Students and parents gather for the spring awards and graduation banquet.**

## Qualifications to Graduate with Honors

Students in the Bellavance Honors Program can follow one of two paths to graduate with distinction from the Honors Program.

### **UNIVERSITY HONORS**

Students complete between 20-21 credit hours in a combination of honors courses and honors research projects and/or honors thesis work while maintaining a 3.5 cumulative GPA.

#### **→ Four Required Courses**

HONR 111 Critical Thinking and Writing

or

HONR 211 Issues in Humanities

HONR 112 Issues in Social Science

HONR 212 Issues in Natural Sciences

HONR 311 Honors Interdisciplinary Seminar\*

#### **→ Additional Requirements**

Complete either Group 1 or Group 2

##### Group 1

HONR 311 Honors Interdisciplinary Seminar\*

and

HONR 312 Honors Research/Creative Project

OR

##### Group 2

HONR 490 Honors Thesis Preparation

and

HONR 495 Honors Thesis

*\*students may substitute an approved study abroad experience in place of an HONR 311 course.*

### **GENERAL HONORS**

Students complete between 13-14 credit hours in a combination of honors courses and honors research projects and/or honors thesis work while maintaining a 3.5 cumulative GPA.

#### **→ One Required Course**

HONR 111 Critical Thinking and Writing

HONR 211 Issues in Humanities

HONR 112 Issues in Social Science

HONR 212 Issues in Natural Sciences

HONR 311 Honors Interdisciplinary Seminar\*

#### **→ Additional Requirements (Complete all four)**

HONR 311 Honors Interdisciplinary Seminar\*

HONR 312 Honors Research/Creative Project

HONR 490 Honors Thesis Preparation

HONR 495 Honors Thesis

*\*students may substitute an approved study abroad experience in place of an HONR 311 course.*

Recognition

The status of “University Honors” appears on the transcripts and diplomas of qualified graduates. All students graduating with “University Honors,” “General Honors,” and certificates of Honors are invited to the annual Honors Program banquet.

Certificate of Completion

Students who complete all of the coursework requirements for graduating with either University or General Honors and maintain between a 3.25 and 3.49 GPA will be presented with a “certificate” of completion from the Thomas E. Bellavance Honors Program.



**Honors Program graduates at Honors Banquet, May 2015**

**Honors Program Graduates  
AY 2015-2016**

**December 2015 (4)**

University Honors

Matthew Greene, B.S. *Nursing*

Taylor Groginski, B.S. *Biology*

Mary Elizabeth Jenkins, B.A. *Psychology*

Megan Millen, B.S. *Biology*

**May 2016 (24)**

University Honors

Melissa Adkins, B.A. *Psychology*

Sarah Bentivenga, B.S. *Mathematics*

Caitlin Cleveland, B.A. *Communication Arts*

Abby DeCrenza, B.A. *Communication Arts*

Sarah Dobry, B.S. *Mathematics*

Noel Dufrene, B.A. *Sociology*

Hailey Gibbs, B.A. *Psychology*

Moriah Goodnow, B.S. *Mathematics*

Suzanne Ketcham, B.A. *Environmental Studies*, B.S. *Geography*

Maria Kolar, B.S. *Social Work*

Kelcie Mack, B.F.A. *Art*

Gabrielle McClelland, B.A. *Psychology*

Derrick Miller, B.S. *Chemistry*

William Morton, B.A. *Communication Arts*

Colleen Rogers, B.S. *Computer Science*

Katie Rulapaugh, B.S. *Elementary Education*

Payam Shoureshi, B.S. *Chemistry*

Milan Silverman, B.A. *Communication Arts*

Rachel Weitman, B.S. *Chemistry*

Tyler Wilson, B.S. *Geography*

Patrick Zarek, B.A. *Economics*

Certificate of Completion

Chase Douglas, B.A. *Environmental Studies*

Emily Petschauer, B.A. *Psychology*

## 2015-2016 Theses

### FALL 2015

#### Hannah Ennerfelt

*The Effect of Induced Hyperglycemia on Dorsal Root Ganglion and Sensory Nerves in Dania Rerio*

Mentor: Jessica Clark, BIOL  
Reader: Nick Melczarek ENGL  
Reader: Barbara J. Pollock, BIOL

#### Hailey Gibbs

*Does Relocation in Childhood Affect Personality Development in Adulthood*

Mentor: Echo Leaver PSYC  
Reader: Rhyannon Bemis, PSYC  
Reader: Cristina Cammarano, PHIL

#### Matthew F. Greene

*Inspiring Change, Meaningful Connections, and a Social Movement in the City of Salisbury University*

Mentor: Gerard DiBartolo, MKTG  
Reader: Jacob R. Day, MAYOR  
Reader: James Buss, HONR

#### Taylor Groginski

*Angiogenesis as a Therapeutic Target for Ischemia*

Mentor: Victor Miriel, BIOL  
Reader: Robert L. Joyner, Jr., HLTH  
Reader: Brent Fedorko, EXSC

#### Colleen Rogers

*Applications of Machine Learning Algorithms in Two-Player Perfect Information Board Games*

Mentor: Steven Lauterburg, COSC  
Reader: Jathan Austin, MATH  
Reader: Vicki Corkran Willey, ENGL

#### Annalee Turcea

*Understanding Mesothelioma*

Mentor: Claudia Morrison-Parker, BIOL  
Reader: Jeffrey Emmert, PHYS  
Reader: Carlton Insley, HLTH

### SPRING 2016

#### Melissa Adkins

*Are Your Attitudes Based on Facts, Pictures, or Political Preferences?*

Mentor: Mark Walter, PSYC  
Reader: Rhyannon Bemis, PSYC  
Reader: Larence Becker, PSYC



**Caitlin Cleveland**

*Lights, Camera, Culture: Exploring American Perceptions of French Cinema*

Mentor: Aurelie Van de Weile, FREN

Reader: Corinne Publill, MDFL

Reader: Andrew Sharma, CMAT

**Abby DeCrenza**

*Pablo Escobar and the Media Exploitation of Colombia*

Mentor: James Burton, CMAT

Reader: James King, ENGL

Reader: James Buss, HONR

**Noel Dufrene**

*Assimilation vs. Selective Acculturation: An Analysis of Polish-American Immigration Trends, and Assimilation*

Mentor: Alexander Stoner, SOCI

Reader: Timothy Dunn, SOCI

Reader: Maarten Peerboom, HIST

**Kelcie Mack**

*Maya: An Exploration of Perception and Space Through Process Orientated Artistic Methods*

Mentor: Jinchul Kim, ART

Reader: Tara Gladden, SU Galleries Manager

Reader: Jeorg Tuske, PHIL

Reader: Lauren Hill HONR

**William Morton**

*Zoning's Socioeconomic Effect on Salisbury, Maryland*

Mentor: Adam Hoffman, POSC

Reader: Vinita Agarwal, CMAT

Reader: David Burns, CMAT

**Payam Shoureshi**

*Design and Synthesis of a Selective Ligand for Dopamine D5 Receptors*

Mentor: Jose Juncosa, CHEM

Reader: Aristoteli Zografos, University of Thessalinki (Greece)

Reader: James Buss, HONR

**Milan Silverman**

*Campus Culture, Diversity, and Fiscal Considerations: Assessing the Influx of Chinese Students at Salisbury University*

Mentor: Haven Simmons, CMAT

Reader: Rob Richerson, MKTG

Reader: James Buss, HONR

**Tyler Wilson**

*The Geography of War: Military and Civilian Applications of Unmanned Aerial Vehicles*

Mentor: Keota Silaphone, GEOG

Reader: Mark de Socio, GEOG

Reader: Arthur Lembo, GEOG

**Patrick Zarek**

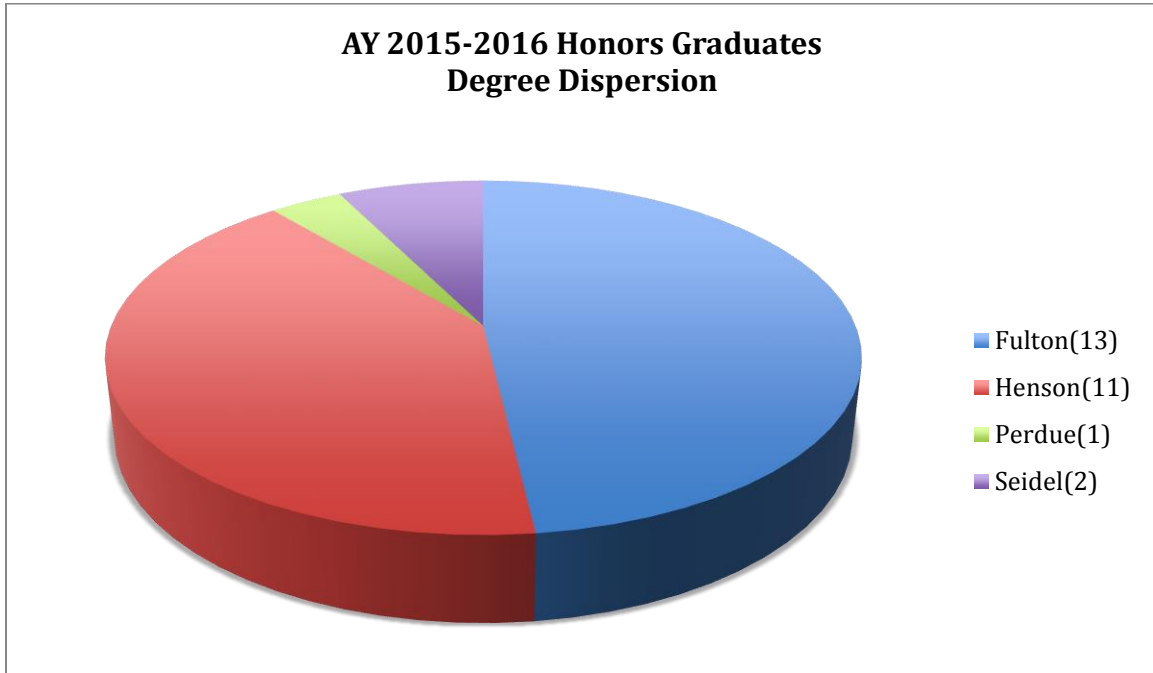
*Bolsa Familia & Deforestation within Rondonia, Brazil*

Mentor: Jill Caviglia-Harris, ECON

Reader: Nicholas Busko, ECON

Reader: Kathleen Shannon, MATH

## Honors Graduates by School/Major Dispersion



## Honors Graduates By Degree Field\* 2015-2016

Major	Graduates
ART	1
BIOL	3
CHEM	2
CMAT	4
ECON	1
ENVR	2
ELED	1
GEOG	2
MATH	2
NURS	1
PSYC	5
SOCI	1
SOWK	1

*\*One of the Honors graduates received two degree majors. They are broken out here to represent all departments and majors. Thus, the number of degree fields outnumbers the number of total graduates.*

## SECTION THREE

### Honors Scholarships and Awards



## Honors Scholarships and Awards

The Bellavance Honors Endowment provided nearly \$10,000 dollars in student scholarships, awards, and travel grants in AY 2015-2016.

### Honors Student Scholarships

#### **The Bellavance Scholars Award**

The Thomas E. Bellavance Honors Program provides annual scholarships for incoming freshmen that range from \$500 to \$1,000 (renewable up to four years). Students are selected based on academic accomplishments and a written essay that is part of their application to the Honors Program. Beginning in 2013, the recipients of these scholarships were designated the name "Bellavance Scholars" in recognition of Thomas and Elizabeth Bellavance, who were great supporters of the Honors Program and in whose honor the endowment for these scholarships is named. Bellavance Scholars are required to maintain a 3.5 GPA and remain active in the Honors Program, demonstrating successful progress toward graduating with full university honors. They are recognized each year at the Honors Spring Banquet and their names appear on a large plaque that is publicly displayed in the Honors Center.

Between 2011 and 2014, the Honors Program did not award this scholarship. For two of those years, interim directors were most likely unaware of the scholarship's existence. This past year, the award was presented to incoming freshman Suzanne Aldridge.

#### **The Directors Fellows**

The Director's Fellowships were established to recognize exceptional incoming freshman students who demonstrate outstanding academic achievement and the promise for leadership and success on the Salisbury University campus. Fellowships range from \$1,000 to \$2,000 and are renewable a total of four years. For consideration, applicants need to apply to the Thomas E. Bellavance Honors Program using the online application. Students are selected based on their academic accomplishments, as well as an additional essay. Recipients are decided by the Honors Admissions committee, comprised of the Director and Assistant Director of the Thomas E. Bellavance Honors Program and the Director of Admissions. Director's Fellows receive priority placement in one of the Honors Program's freshman Living Learning Communities. Students are required to maintain a 3.25 GPA and remain active in the Honors Program, demonstrating successful progress toward graduating with full university honors. They are recognized each year at the Honors Spring Banquet and their names appear on a large plaque that is publicly displayed in the Honors Center.

Eleven incoming freshmen were awarded with Directors Fellows for the 2015-2016 academic year. They are:

Laura Burgess (NURS)  
Kacie Cassar (HIST/SCED)  
Rani Ewing (NURS)  
Jade Gomez (PSYC)  
Fiona Halloran (BIOL/CHEM)  
Marie Hils (ELED/ECED)  
Hunter Jennings (CHEM)  
Carly Leventoff (BIOL)  
Christopher Mackowiak (CMAT)  
Julia Miller (CHEM)  
Rachel Welsh (ERTH/GEOG)

## Student Honors Awards

### **Whall Award for Writing Excellence**

Dr. Tony Whall served as Director of the Honors Program for 27 years. He has since retired, but to recognize Dr. Whall's decades of service teaching first-year Honors students how to write and think critically, the Honors Program awards the annual Whall Honors Award for Writing Excellence to a first-year Honors student. Honors Professors forward essays to the Honors Program Director, who then presents the papers—names removed—to the Honors Faculty Committee. The Committee then reads each essay, deliberates during its April meetings, and then chooses a winner. This year's recipient was Emma DePanise. As Dr. Whall was unable to attend, Dr. James Buss, presented Emma with a \$500 check at the Honors Banquet in May. Three runners-up were also invited to the banquet.

WINNER: Emma DePanise (ENGL), "Treatment is not Prevention: The Missing Factor in Reducing Sexual Violence on College Campuses."

#### RUNNERS UP

Valerie Abbott (HIST/SCED), "First Comes Love, Then Comes Marriage: The Role of Marriage in Seventeenth Century Virginia."

Oscar Chatain (CHEM), "A Medical Mystery: The Therapeutic Effects of Homeopathy."

Jade Gomez (PSYC), "Crushed by the System: Welfare Politics and Single Mothers."

### **Roth Thesis Prize**

In 1999, John and Mary Claire Roth funded an endowment to honor their daughter, Ellen, who was a graduate of the Bellavance Honors Program. This cash prize is awarded annually to the Honors student author of the best Honors thesis of the previous calendar year.

This year the prize was once again awarded to:

Hannah Ennerfelt (BIOL), *The Effect of Induced Hyperglycemia on Dorsal Root Ganglion and Sensory Nerves in Dania Rerio*

### **Women Circle Academic Enhancement Award**

In partnership with The Women's Circle of Salisbury University, the Thomas E. Bellavance Honors Program annually awards the "Educational Enhancement Award." This one-time award of \$1,000 was established to enhance the educational experience of a deserving student who endeavors to experience an activity outside of the traditional classroom setting to further their education. Applicants must demonstrate a commitment to community service and academic excellence. Award recipients are recognized each year at the Honors Spring Banquet and their names appear on a large plaque that is publicly displayed in the Honors Center. The award committee received a record number of highly qualified applications and decided to award two prizes in 2016.

Mary Kate Lamm (NURS) received one award of \$1,000 to aid in her study abroad experience to South Africa, where she studied local healthcare systems in the country.

Hayley Schindler (BIOL) received one award of \$1,000 to aid in her study of humpback whales off the coast of Hawai'i

## **Travel Grants**

The Honors Program also provides travel grants to students who present papers at state, regional, and national Honors conferences. In AY 2015-2016, the Honors Program awarded nearly \$8,000 to students presenting and attending these honors conferences.

### **National Collegiate Honors Conference – Chicago, November 11-14, 2015**

Director Buss, Assistant Director Wood, students Frances Sherlock (MGMT/CADR) and Darby Dicks (CMAT), as well as Director of Admissions Elizabeth Skoglund, presented on a panel attended by nearly 100 conference attendees about the ways in which students at Salisbury University participate in the admissions process at SU, including the use of the Honors Program's student newsletter, *The Saunterer*, which recently won second place nationally in the student newsletter category.

In addition, Dr. Buss coordinated the Best Honors Administrative Practices workshops for the national office, which included eight panels of experts sharing their experiences about the best national practices in Honors education. Assistant Director Wood presented on one a panel about the best practices in administering Honors Living Learning Communities.

### **Maryland Collegiate Honors Council Conference, Baltimore, MD** **March 4-5, 2016**

One student traveled to Baltimore to present an individual paper at the MCHC conference.

Juliana Jaeger (BIOL), "The Brain as the Center of the Individual: Should We Accept it as a Fact?"

### **Northeast Regional Collegiate Honors Conference – Cambridge, MA** **March 31-April 3, 2016**

Sixteen students traveled to Cambridge, MA with Director Buss, Assistant Director Wood, and history professor Celine Carayon. Eleven students presented individual papers, one student presented a poster, and five student students presented on a roundtable about an Honors class that involved work in the Nabb Center historical archives.

#### **INDIVIDUAL PAPERS**

Mollie Jewell (BIOL), "STEM to STEAM: Changing the Migration from Liberal Arts to Sciences into the Integration of the Arts and STEM through BioMusic"

Mary McKernan (ENGL), "Congratulations, It's a Person! The Role of Gender in a Capitalist Society"

Mary Holden (CMAT), "The Migrant Mind"

Kylie Bales (FREN/INTL), "The Real Cause of Vitamin D Deficiencies among Today's Refugees"

Lauren DeLong (BIOL), "Soldiers vs. Teachers: Migrating American Foreign Policy in the Direction of Universal Primary Education"

Abby DeCrenza (CMAT), "Pablo Escobar and the Media Exploitation of Colombia"

Kathleen Hogan (NURS), "Physician Assisted Suicide: A National and Global Migration Redefining Patient, Physician, and Nursing Roles at the End-of-Life"

Valerie Abbott (HIST), "Teamwork Makes Dream Work: Solving the Effects of an Overabundance of Food through Nationwide Efforts"

Chase Douglas (ENVS), "Using Facial Recognition Software to Identify Individual Lumholtz Tree Kangaroos"

Kacie Cassar (HIST), "Why Did the Chicken Cross the Road? To Get to the Urban Side"

Samuel Stevens (HIST), "Royalists, Roundheads, and Dutch Merchants: The Migration of New People, Ideas, and Goods to the Chesapeake Colonies during the English Civil War"

#### POSTER

Hannah Ennerfelt (BIOL/PSYC), "The Effect of Induced Hyperglycemia on the Dorsal Root Ganglia and Sensory Nerves in Zebrafish"

#### ROUNDTABLE

Valerie Abbott (HIST), Sarah Bentivenga (MATH), Dana Day (CADR/PSYC), Fiona Halloran (BIOL/MATH), Samuel Stevens (HIST), "Taken from the Archives: Student Projects from the Eastern Shore Regional Archives"



## **SECTION FOUR**

### **Retention, Graduation, and Recruitment**



**Honors student Hannah Ennerfelt presents her research at the 2016 Northeast Regional Honors Council Conference in Boston.**

## **Retention and Graduation Data**

Salisbury University has a campus-wide first-year retention rate of 83% (2015-2016) and a six-year graduation rate of 66% (highest among the USM comprehensive universities). The Honors Program experienced first-year retention rates of 92.54% and a five-year graduation rate of 80.95% during that same period.

### **Freshman to Sophomore Year Retention with University**

2015-2016	92.54%
2014-2015	93.27%
2013-2014	95.45%
2012-2013	84.91%
2011-2012	89.53%
2010-2011	82.86%
2009-2010	75.56%
2008-2009	79.83%

### **Freshman to Sophomore Year Retention within Honors**

2015-2016	90.77%
2014-2015	88.23%
2013-2014	94.32%
2012-2013	53.77%
2011-2012	44.19%
2010-2011	70.00%
2009-2010	75.24%
2008-2009	77.31%

### **Five Year Graduation Rate from University**

2010-2011	80.95%
2009-2010	74.44%
2008-2009	76.47%
2007-2008	79.37%
2006-2007	78.35%

### **Five Year Graduation Rate with Honors or Certificate**

2010-2011	36.19%
2009-2010	38.88%
2008-2009	33.33%
2007-2008	48.41%
2006-2007	44.33%

**Five Year Graduation Rate with Full Honors Distinction**

2010-2011	34.29%
2009-2010	21.11%
2008-2009	21.01%
2007-2008	27.78%
2006-2007	27.84%

**University Retention**=Honors students retained at SU from freshman to sophomore year, whether in Honors Program or not

**Program Retention**=Honors students retained as active members of Honors Program (enrolled in classes) from freshman to sophomore years

## Recruitment

### History

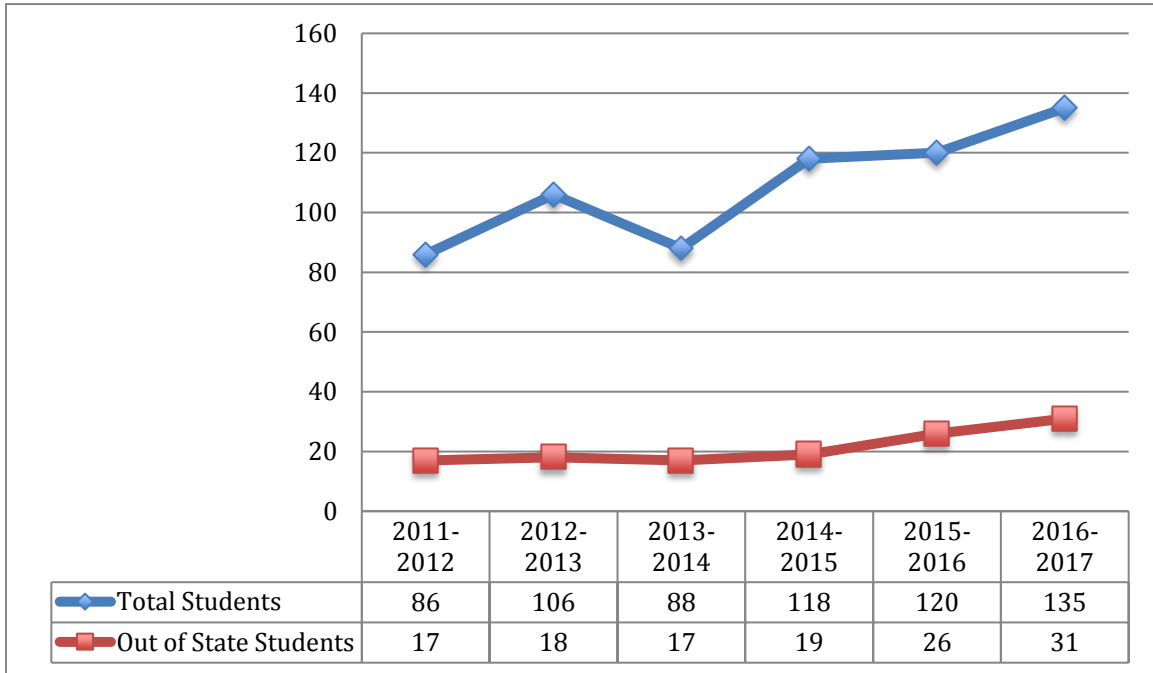
Over the past six years, four different Directors have led the Honors Program. This has led to inconsistency with student recruitment and resulted in low retention numbers for several student cohorts. The Program's recruitment goal for the 2014-2015 freshman class was to attract a large number of high caliber students without specific attention to school, major, or other demographic information. This produced the largest class in the history of the Honors Program (118 students). It also produced exceptional cohort test scores, since this was the emphasis of recruitment for that year. In fact, the average SAT score for the 2014-2015 freshman class was nearly 70 points higher than the previous year. This recruitment model produced an imbalance, particularly in relationship to school and major (more than half of the students were enrolled in the Henson School).

### Targeted Recruitment (2016-2017 Freshman Class)

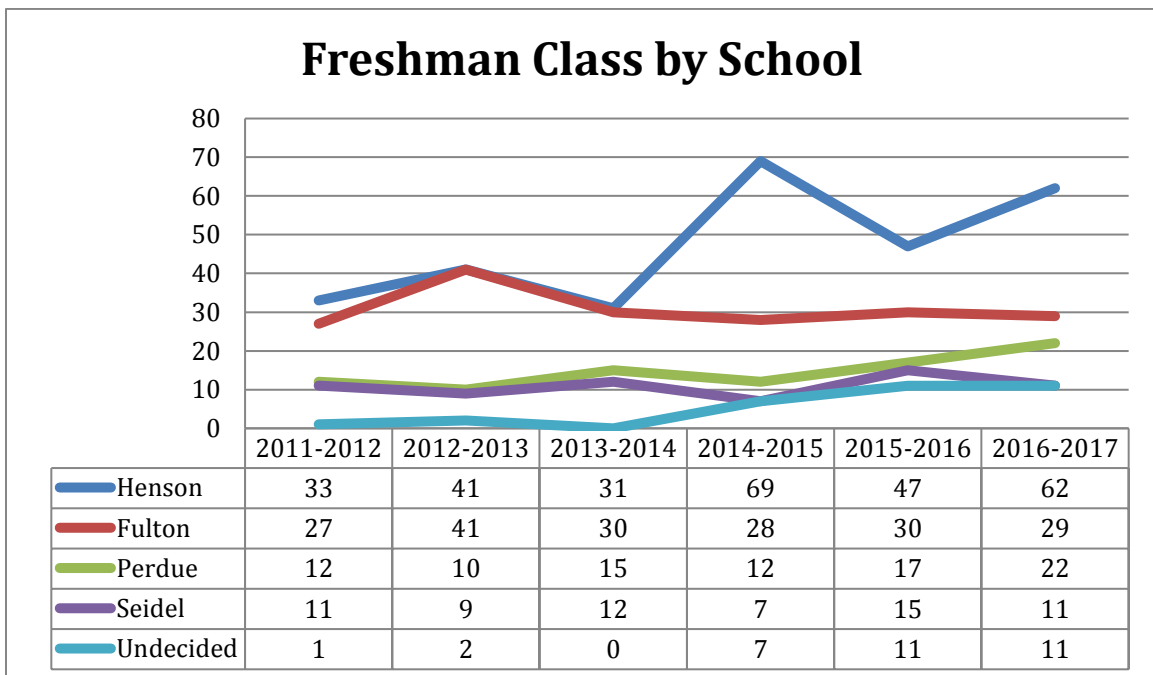
Using similar recruitment techniques as the previous year, the Honors Program again sought a large and talented incoming freshman class. However, more attention was placed on meeting the university's strategic plan of diversifying the Honors Program to meet the needs of all students. Consequently, the Honors Program attempted to target special populations in its recruitment, particularly out-of-state students, and produce a class cohort that better resembled the overall incoming SU freshman class in regards to school and major distributions. Thus, the Honors Program specifically sought to increase the number (and proportion) of students in the Perdue and Seidel Schools, which have historically been underrepresented in the program. As the following tables and charts demonstrate, the Honors Program recruited more students from these schools.

Diversifying the Honors Program negatively affected test scores, as prospective students from Perdue and Seidel submitted lower SAT and ACT scores than their counterparts elsewhere. While they possess lower scores than last year's historic freshman class, it should be noted that the test scores of the incoming freshman class are still higher than years prior to last and are much higher than the university average (SAT score remains roughly 100 pts higher than university average).

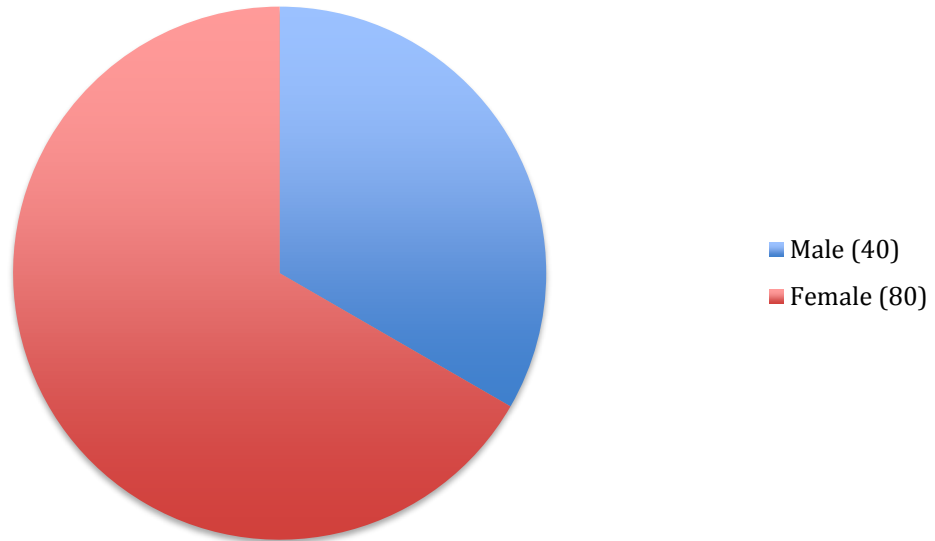
### General Demographics for Freshman Classes



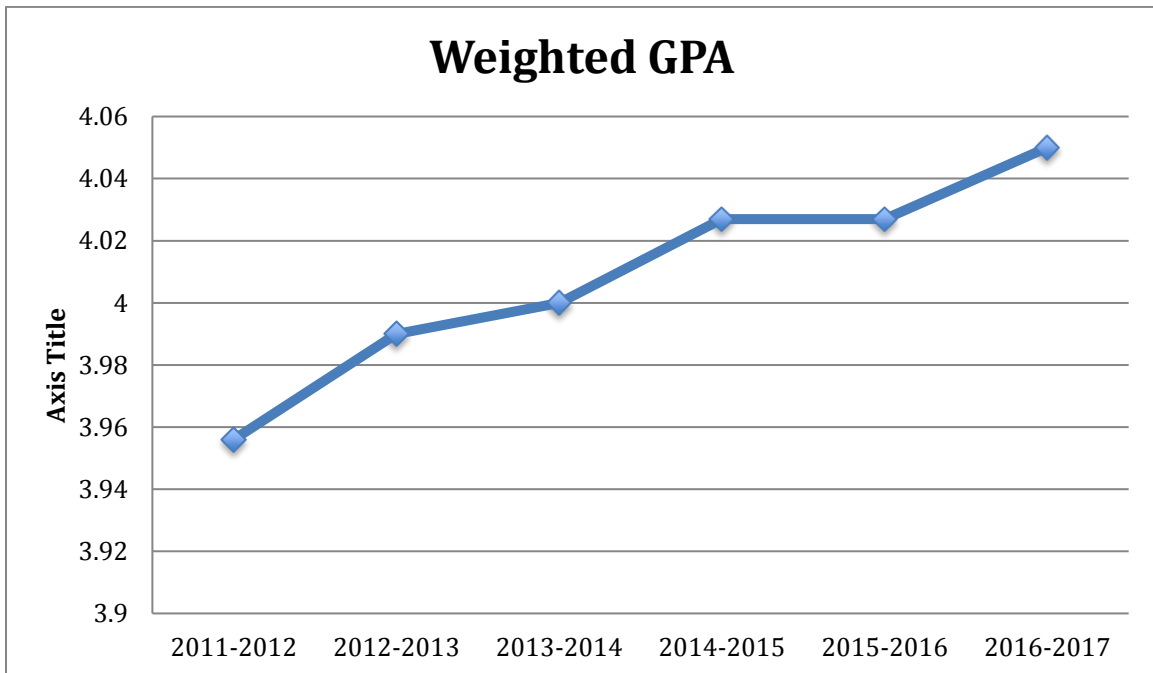
### Freshman Class by School

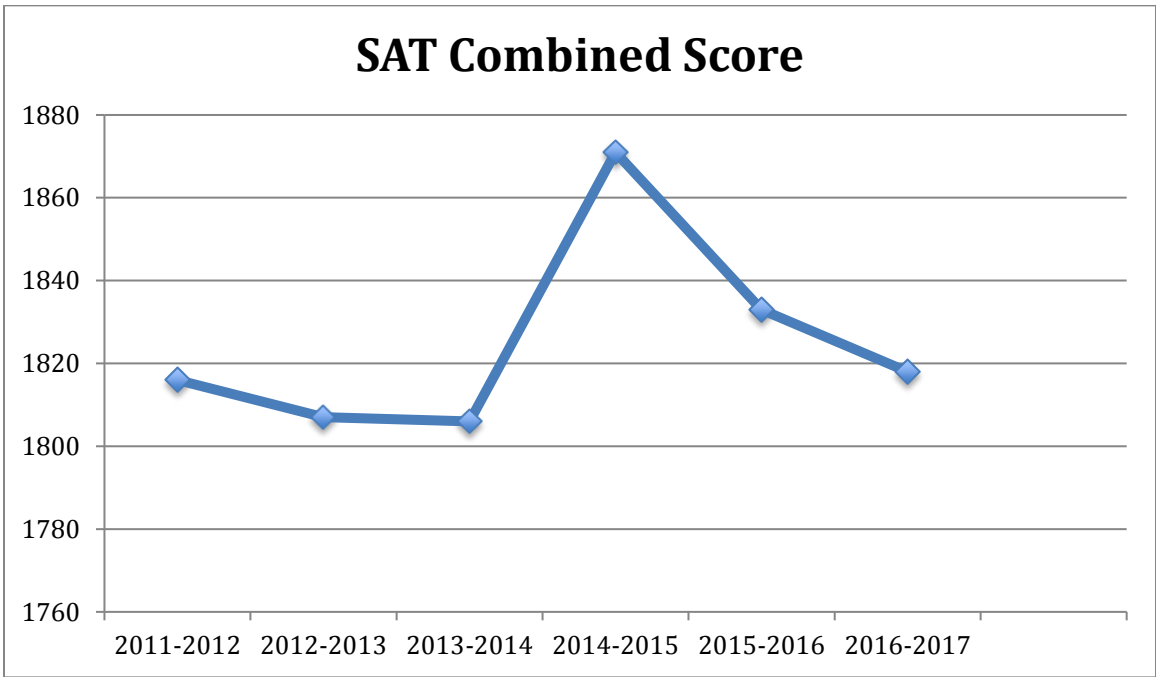
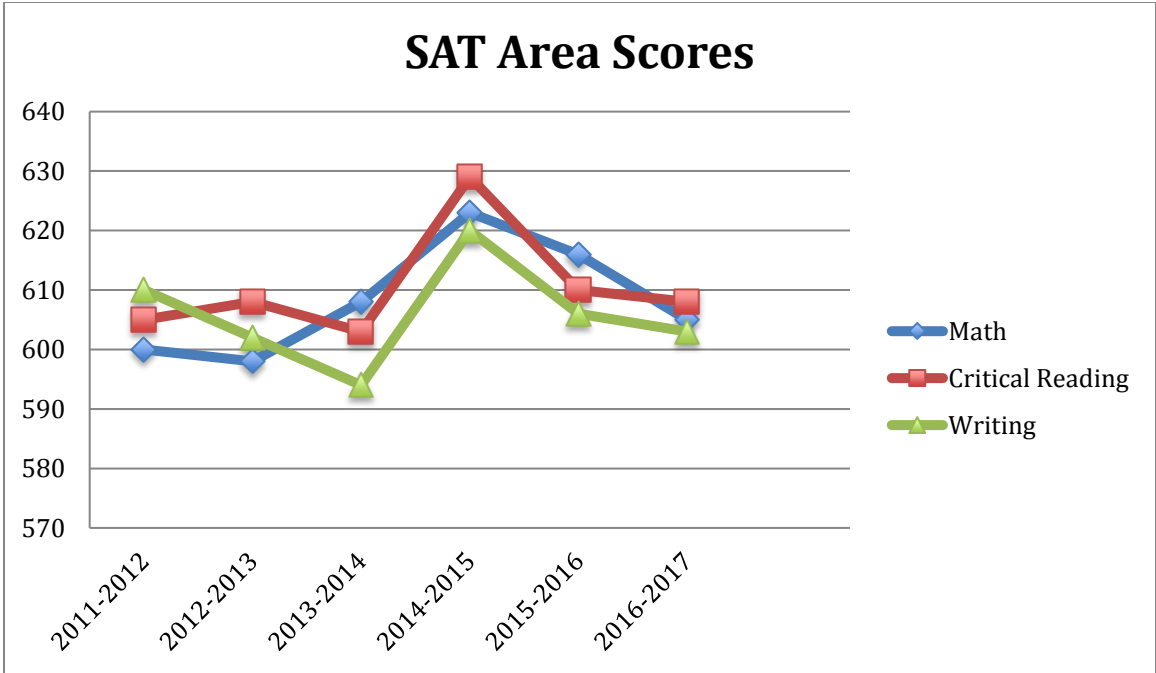


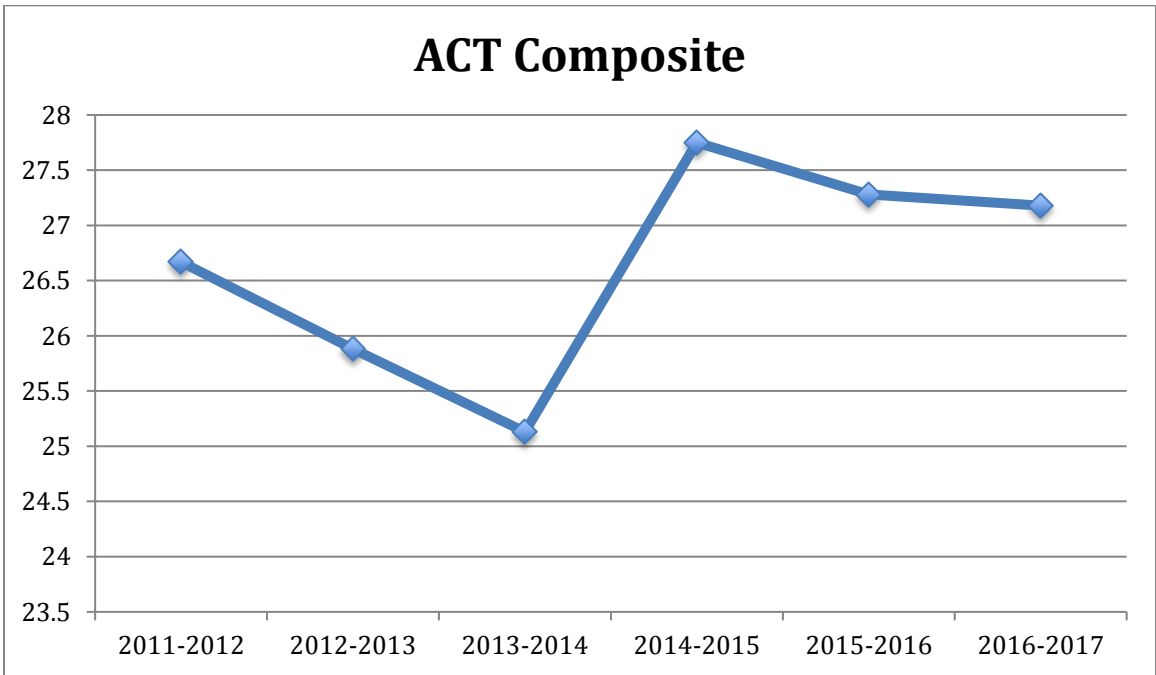
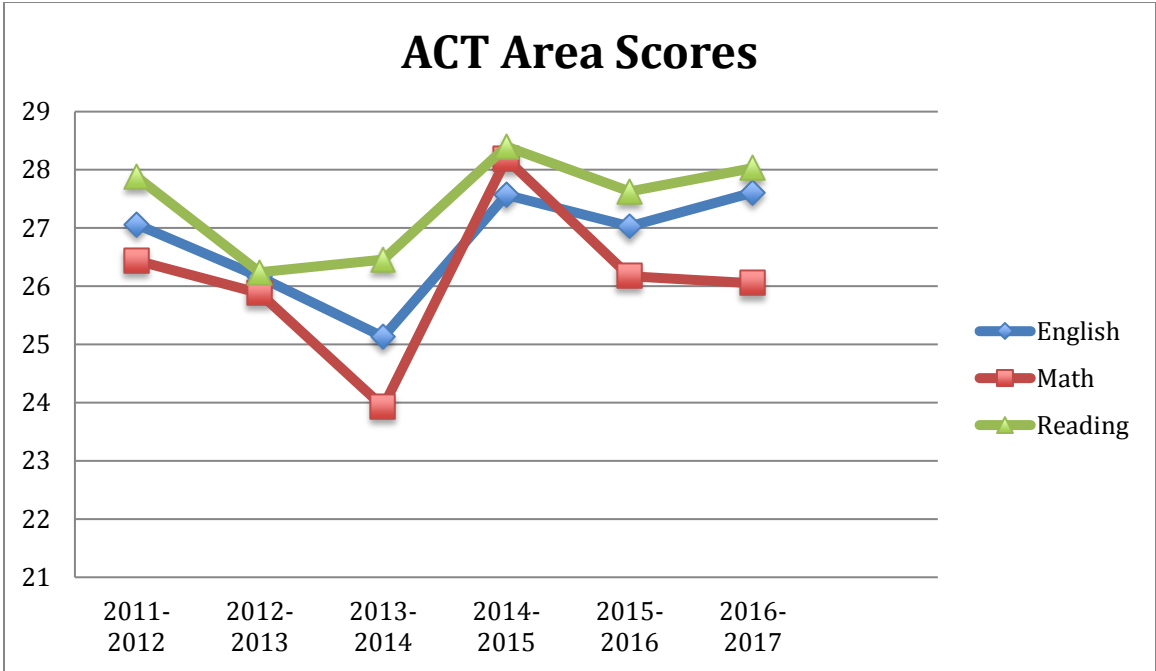
## 2016-2017 Freshman Cohort



## Honors Freshman Class Data Across Time (2011-2016)









## Detailed Application Data (By School)

<u>Applications</u> (239)		<u>Accepted (229)</u>	
		4.07	GPA
229 Accepted		1849	SAT
135 Deposits		28.02	ACT
58.95% Yield		23.14%	% Out of State
<u>Deposits (135)</u>		<u>Fulton</u>	
4.05	GPA	3.98	GPA
1818	SAT	1809	SAT
27.12	ACT	27.2	ACT
22.9%	% Out of State	21.43%	% Out of State
<u>Perdue</u>		<u>Henson</u>	
4.01	GPA	4.06	GPA
1811	SAT	1819	SAT
27.87	ACT	27.05	ACT
20.83%	% Out of State	25.42%	% Out of State
<u>Seidel</u>		<u>Undecided</u>	
4.19	GPA	4.17	GPA
1743	SAT	1833	SAT
28.02	ACT	26.5	ACT
9.09%	% Out of State	30%	% Out of State

## Honors Application Data Comparisons

	<u>Applications</u>	<u>Accepted</u>	<u>Deposits</u>	<u>Yield Rate</u>
<b>2104-2015</b>	284	243	118	48.56%
<b>2015-2016</b>	274	240	124	51.67%
<b>2016-2017</b>	239	229	135	58.95%
	<u>Apply GPA</u>	<u>Accept GPA</u>	<u>Deposit GPA</u>	
<b>2104-2015</b>	4.04	4.03	4.03	
<b>2015-2016</b>	4.03	4.05	4.03	
<b>2016-2017</b>	4.07	4.07	4.05	
	<u>Apply SAT</u>	<u>Accept SAT</u>	<u>Deposit SAT</u>	
<b>2104-2015</b>	1846	1871	1871	
<b>2015-2016</b>	1846	1872	1832	
<b>2016-2017</b>	1836	1849	1818	
	<u>Apply ACT</u>	<u>Accept ACT</u>	<u>Deposit SAT</u>	
<b>2104-2015</b>	27.28	27.75	27.87	
<b>2015-2016</b>	27.3	27.75	27.28	
<b>2016-2017</b>	27.73	28.02	27.07	

**Applications by School**

	<u>Fulton</u>	<u>Henson</u>	<u>Perdue</u>	<u>Seidel</u>	<u>Undecided</u>
<b>2014-2015</b>	63	125	36	32	28
<b>2015-2016</b>	67	116	40	29	26
<b>2016-2017</b>	50	106	40	19	24

**Accepted by School**

	<u>Fulton</u>	<u>Henson</u>	<u>Perdue</u>	<u>Seidel</u>	<u>Undecided</u>
<b>2014-2015</b>	52	109	29	26	27
<b>2015-2016</b>	57	100	33	29	21
<b>2016-2017</b>	49	102	36	19	23

**Deposits by School**

	<u>Fulton</u>	<u>Henson</u>	<u>Perdue</u>	<u>Seidel</u>	<u>Undecided</u>
<b>2014-2015</b>	28	59	12	9	12
<b>2015-2016</b>	30	46	17	15	12
<b>2016-2017</b>	29	60	26	10	10

**GPA by School**

	<u>Fulton</u>	<u>Henson</u>	<u>Perdue</u>	<u>Seidel</u>	<u>Undecided</u>
<b>2014-2015</b>	3.98	4.05	3.92	4.14	4.03
<b>2015-2016</b>	3.91	4.12	3.93	4.06	3.95
<b>2016-2017</b>	3.98	4.06	4.01	4.19	4.17

**SAT by School**

	<u>Fulton</u>	<u>Henson</u>	<u>Perdue</u>	<u>Seidel</u>	<u>Undecided</u>
<b>2014-2015</b>	1868	1886	1842	1792	1902
<b>2015-2016</b>	1827	1849	1818	1829	1863
<b>2016-2017</b>	1809	1819	1811	1743	1833

**ACT by School**

	<u>Fulton</u>	<u>Henson</u>	<u>Perdue</u>	<u>Seidel</u>	<u>Undecided</u>
<b>2014-2015</b>	28.53	28.13	25	27	28.5
<b>2015-2016</b>	26.78	27.2	27	27.83	29
<b>2016-2017</b>	27.2	27.05	27.87	27.33	26.5

## Application Profile (2016-2017 Cohort)

### 2016-2017 Incoming Class Application Data by Major\*

<u>Major</u>	<u>Accept</u>	<u>Accept Deposit</u>	<u>%Deposit</u>	<u>Total Apps</u>	<u>Deposits</u>	<u>% Total</u>	<u>Scholar Offer</u>	<u>Scholar Accept</u>	<u>OOS Deposit</u>
<b>FULTON</b>									
ART	4	2	50.00%	4	2	50.00%			
CMAT	8	5	62.25%	9	5	55.55%	\$3,000	\$1,000	1
ENGL	7	4	57.14%	7	4	57.14%			1
ENVR	1	1	100.00%	1	1	100.00%			
ESOL	1	0	0.00%	1	0	0.00%			
HIST	4	1	25.00%	4	1	25.00%	\$2,000		1
IDIS	1	0	0.00%	1	0	0.00%			
INTL	3	0	0.00%	3	0	0.00%			
MDFL	1	1	100.00%	1	1	100.00%			1
MUSC	3	0	0.00%	3	0	0.00%	\$1,000		
POSC	3	1	33.33%	3	1	33.33%	\$3,000		
PSYC	14	12	85.71%	15	12	80.00%	\$2,000	\$2,000	1
THEA	1	1	100.00%	1	1	100.00%	\$2,000	\$2,000	1
	51	28	54.90%	53	28	52.83%	\$13,000	\$5,000	6
<b>HENSON</b>									
BIOL	36	22	61.11%	37	22	59.49%	\$13,000	\$7,000	6
CHEM	8	6	75.00%	8	6	75.00%			
COSC	8	3	37.50%	9	3	33.33%	\$2,000	\$2,000	2
ENVS	1	0	0.00%	1	0	0.00%			
GEOG	1	0	0.00%	1	0	0.00%			
MATH	5	3	60.00%	6	3	50.00%			
MDTC	2	1	50.00%	2	1	50.00%			
NURS	29	19	65.52%	30	19	63.33%	\$7,000	\$4,000	6
PHYS	9	5	55.56%	10	5	50.00%	\$1,000	\$1,000	1
	99	59	59.60%	103	59	57.28%	\$20,000	\$14,000	15
<b>PERDUE</b>									
ACCT	8	5	62.50%	10	5	50.00%			
BUS	4	3	75.00%	5	3	60.00%			
BUEC	3	2	66.66%	4	2	50.00%	\$2,000	\$2,000	2
FINA	6	5	83.33%	7	5	71.43%			2
INTB	4	3	75.00%	4	3	75.00%	\$2,000		1
MGMT	3	0	0.00%	3	0	0.00%			
MKTG	4	4	100.00%	4	4	100.00%	\$2,000	\$2,000	
	32	22	68.75%	37	22	59.46%	\$6,000	\$3,000	5
<b>SEIDEL</b>									
ECED	3	1	33.33%	3	1	33.33%	\$1,000	\$1,000	
EDUC	1	1	100.00%	1	1	100.00%			
ELED	8	5	62.50%	8	5	62.50%			1
EXCS	7	4	57.14%	7	4	57.14%			
SOWK	4	2	50.00%	4	2	50.00%			1
	23	13	56.52%	23	13	56.52%	\$1,000	\$1,000	2
<b>UNKN</b>									
	12	10	83.33%	13	10	76.92%	\$4,000	\$4,000	4
<b>TOTAL</b>	<b>217</b>	<b>132</b>	<b>60.83%</b>	<b>231</b>	<b>132</b>	<b>57.14%</b>	<b>\$44,000</b>	<b>\$27,000</b>	<b>32</b>

\*As of June 22, 2016

## SECTION FIVE

### Courses, Enrollments, and Assessment



**Students in Dr. Kalb and Dr. Buss' "Contemporary Native American Literature and Art" class visit the National Museum of the American Indian for a specialized tour of the collection by Smithsonian research specialist Rebecca Trautmann.**

## Course Offerings

### Fall 2015 Honors Course List

#### Critical Thinking and Writing

HONR 111.041	MWF	10-10:50	Lauren Hill
HONR 111.451	TR	9:30-10:45	Leanne Wood
HONR 111.452	TR	2-3:15	Leanne Wood
HONR 111.453	MWF	11-11:50	Lauren Hill
HONR 111.454	MWF	9-9:50	Lauren Hill

Arguments bind us, divide us, batter us. In this class, you will learn to think critically about any kind of claim through debate, research, and writing. You find and cite key resources including journal articles and databases, government documents, reference works, monographs, and web sources and you will also learn how to evaluate sources for particular research projects, including your own research paper.

*Satisfies General Education Requirement (Group I-A)*

#### Media Influence and Public Information in Man-Made and Natural Disasters

HONR 211.041	M	3:00-5:30pm	Haven Simmons
--------------	---	-------------	---------------

Media Influence and Public Information in Man-made and Natural Disasters

This course investigates the veracity of emergency response, recovery and mitigation of government agencies through the scrutiny and depictions of commercial and social media during man-made and natural disasters such as 9-11, Hurricane Sandy, hazardous materials accidents, school shootings and tsunamis. Important to our study is the evolving role of social media in safeguarding people, property and the environment despite the potential for inflaming the circumstances and emotions of man-made events, especially terrorism. Students learn the delicate balance navigated by government agencies attempting to inform the public responsibly without causing unwarranted panic.

*Satisfies General Education Requirement IIIA or IIIC (Humanities)*

#### Astrobiology

HONR 212.041	T/TH	9:30-10:45	Eugene Williams
--------------	------	------------	-----------------

Astrobiology is the study of living beings, both on Earth and as they may occur elsewhere in the universe. This course for biology majors uses an interdisciplinary approach to explore the properties of life, how life may have arisen, the evolution of life on Earth and the possible origin, evolution and distribution of life in the universe. We will examine the building blocks of life, how they combine in living organisms, and how biological information is stored and processed. Students will learn about the search for evidence of prebiotic chemistry on other worlds, the ability of life forms to adapt to extreme environments on Earth and elsewhere, the properties of habitable environments and their possible existence on other worlds. The current search for extraterrestrial intelligence by humans will also be examined.

*Satisfies General Education Requirement Group IV-B (Natural Science, Math and Computer Science)*

#### Islam in African History

HIST 215.001/HONR 311.041	MWF	1:00-1:50	Joe Venosa
---------------------------	-----	-----------	------------

Since the very beginnings of Islam, various societies throughout Africa have played a major role in the religion's development and basic traditions. This honors course examines the diverse and often complex relations between African Muslims and broader Islamic traditions over the last 1300 years. In addition, we will examine the interplay between religion, politics, gender, culture and society, thereby developing a greater awareness for how Muslim peoples across Africa and its borderlands have demonstrated agency in a variety of historical contexts. From the origins of the faith in the early seventh century to the expansion of major states and empires in the medieval period, from the coming of colonialism to the winning of modern political independence, Islamic societies have been at the heart of the continent's most significant social movements and historical processes. This course is therefore designed to approach Islam as a broad conceptual lens by which we can analyze

various aspects of regional history and culture, including many of the peoples and cultures living beyond the areas traditionally defined as “Islamic Africa.”  
*Satisfies General Education Requirement Group II-B (History)*

### **Sex, Race, and Violence in the Chesapeake**

HIST 490.001/HONR 311.042 T/TH 12:30-1:45 James Buss

The Chesapeake, particularly the Eastern Shore, provides the historical backdrop for this course, which explores the histories of sex, race and violence in the region from the 17<sup>th</sup> to the early 19<sup>th</sup> centuries. The class begins with a brief overview of the region’s history and continues with students digging into the archives for individual and group research. We take advantage of the Edward N. Nabb research Center for Delmarva History and Culture and comb its collections of primary and secondary sources for materials as students engage in historical research on the history of the Chesapeake. Our ultimate goal in the class is to produce work deemed publishable for either an online or physical format that will make our findings available to the larger community.

*Satisfies General Education Requirement Group II-B (History)*

### **Topics in Native American Literature**

ENGL 389.001/HONR 311.043 MW 3:00-4:40 John Kalb/James Buss

This course focusing on very contemporary—from the 1980s to today—Native American literature and art, occasionally even art within the literature itself, will be team taught by Drs. Kalb and Buss. How native artists working in the literary and visual arts present themselves, their communities, their worldview, and the contemporary dilemmas in Indian Country are among the issues students and the professors will examine. Scheduling the class meetings for two 100 minute sections a week will afford the opportunity for movie viewings as well as variety in the daily activities.

*Satisfies General Education Requirement Group I-B (Literature)*

### **History of Nursing**

HONR 311.044 M 3:00-6:00 William Campbell

The History of Nursing course will exam the history, trends, eras, compromises, accomplishments, and challenges of the profession of nursing in America during the last 200 years. It will also highlight the historical events that impacted nursing, nurses, and healthcare during this period. The course will investigate the advances and growth of the profession of nursing through the images of film and the words of period literature. Special attention will be focused on war as a catalyst for changes in nursing and healthcare and the rapid growth of nursing in America during and following the Civil War and WWI and WWII. Each class period will also include the examination and discussion of several period healthcare artifacts.

### **Creating the Impossible: Utopian Political Theory**

POSC 399.001/HONR 311.045 T/Th 2:00-3:15 Sarah Surak

Utopia literally translates to an impossible place. If these places are impossible, why do they captivate our political imagination so? This course will explore modern theories of utopia focusing particularly on the work of Herbert Marcuse. We will consider both theoretical as well as intentional communities of practices as we engage with the question of how we might make the impossible possible.

In addition to the classroom experience this course provides students with the unique opportunity to participate in an international conference. Coursework will prepare students for participation in the 2015 International Herbert Marcuse Conference held on SU’s campus November 12-14. Students will have the opportunity to present oral papers in conference sessions as well as attend related conference workshops and assist in conference coordinating activities.

*\*Satisfies the political theory distribution for POSC majors*

**Black Music: Soundscapes**

HIST 215.002/HONR 311.046 TR 9:30-10:45

Jason Boroughs

In this course we will explore African-oriented musical traditions through the past four centuries in the historical and cultural contexts of creation. We will analyze diverse musical genres in terms of form, content, and performance as we survey popular music from both sides of the Atlantic – North America, the Caribbean, Brazil, and West Africa – touching upon concepts such as race, enslavement, and resistance. This course will come right up to the present, through spirituals, gospel, and the blues, jazz in the U.S. and abroad, music of the Civil Rights era and politically salient diasporic musicians such as Bob Marley and Fela Kuti, and global musical movements such as Reggae, Samba, and Hip Hop.

*Satisfies General Education Requirement Group II-B (History)*

**Honors Research/Creative Project**

HONR 312

Individual Faculty mentors

In this independent study, students develop a research or creative project suitable for presentation at an undergraduate research conference or equivalent public venue. Under the supervision of the honors director, students work one-on-one with a faculty mentor of their own choosing to expand upon existing work or complete a new project.

One credit, pass/fail

**Honors Thesis Preparation**

HONR 490

James Buss

In Honors 490, before students begin work on their theses, students select a thesis committee comprised of a thesis advisor and two readers. The mentor and one reader are chosen from the student's major department. The other reader is selected from faculty in one's school. Additionally, students do preliminary research on their topic and write a two-page prospectus (which must be approved by their committee) describing what they hope to accomplish in their thesis. In addition to meeting as necessary with their mentors, students meet regularly with the Honors director to discuss progress and problems.

*One credit, pass/fail*

**Honors Thesis**

HONR 495

Individual Faculty Mentors

The Honors Thesis is a three- or four-credit focused, in-depth project in one's major field. What distinguishes an Honors Thesis from a research paper in a regular classroom is the willingness of the student to go beyond the classroom and to assume the responsibilities associated with commitment to scholarship.

*Prerequisite: Completion of HONR 490*

**Spring 2016 Honors Course List****Critical Thinking and Writing**

HONR 111.041

MWF 9-9:50

Lauren Hill

Arguments bind us, divide us, batter us. In this class, you will learn to think critically about any kind of claim through debate, research, and writing. You find and cite key resources including journal articles and databases, government documents, reference works, monographs, and web sources and you will also learn how to evaluate sources for particular research projects, including your own research paper.

*Satisfies General Education Requirement (Group I-A)*

**The Psychology of Science, Pseudoscience and “Truthiness”**

HONR 112.041

T/TH 9:30-10:45

Lance Garmon

Have you ever wondered why you “know” what you know to be true? Or why others seem to “know” something when it is clear to you that they are so obviously wrong? We will focus less on which beliefs and facts are actually “right” or true, and instead talk more about the processes we all use to develop our opinions and beliefs. The field of psychology can explain how we develop many of our beliefs, even pseudoscientific beliefs that exist without empirical support. Sometimes those processes rely on logic or reason and sometimes they rely more on intuition or emotion. Students from all areas and majors will be asked to lead the class in a discussion of a controversy relevant to their field of study or from their life outside the classroom. *Satisfies a General Education Requirement IIIB or IIIC*

**Geography of Sport**

HONR 112.043

MWF 10-10:50

Marc de Socio

Training in methods of geographical study and analysis through a range of activities centered around the theme of sport and place. Topics include sport and culture, sport as industry, professional sports location patterns, place identity, market area analysis, sport as urban economic development strategy, politics of stadium location and funding, and (geo)politics of hosting and representation in international sporting events.

*Satisfies a General Education Requirement IIIB or IIIC*

**Political Arguments Alive**

HONR 211.041

MWF 10-10:50

Lauren Hill

HONR 211.042

MWF 11-11:50

Lauren Hill

Study some of the foundations of rhetorical theory to understand the structure and art of American political speeches. Start by examining how, with the foundations of Aristotle and Cicero, figures such as Abraham Lincoln, Martin Luther King Jr. and John F. Kennedy set the stage for Bill Clinton, George W. Bush and Barack Obama. In the second half of the semester, explore how this political language infiltrates everyday life: music, advertisements and marketing, commercials, billboards, television, film, clothing, art, sports, and more. By analyzing the structure and language of politics, we will begin to understand how politics are alive in every day in every way. *Satisfies a General Education Requirement IIIA or IIIC*

**Music and Power**

HONR 211.043

MWF 2-2:50

Leanne Wood

Identifying “good” music might seem to be simply a matter of taste, but politicians, theologians and philosophers have long contended that music powerfully influences our minds and bodies and should be performed and listened to judiciously. The ancient Greeks believed the wrong kinds of music warped men’s character and behavior; totalitarian governments often regulate music deemed subversive or degenerate; and doctors today warn that excessive earbud use can cause hearing loss. Examine how and why music has been reckoned morally, ideologically and even physically dangerous to listeners, as well as how music can serve as a force for positive change in our community.

*Satisfies a General Education Requirement IIIA or IIIC*

**Statistics through Baseball**

HONR 212.041

MWF 1-1:50

Lee May

Are seven-game playoff series in Major League Baseball significantly fairer than five-game ones? Did Ian Desmond of the Washington Nationals experience a season-long batting slump in 2015? Is baseball today still America’s national pastime? What will Manny Machado’s lifetime batting average be when he retires? How about Bryce Harper’s? Will either man surpass the career home-run total of any of Babe Ruth, Henry Aaron or Barry Bonds?



Will Derek Jeter be elected to the National Baseball Hall of Fame? Is he the greatest shortstop of all time? Is Colorado's Coors Field the most dangerous venue in all of Major League Baseball? These and other questions of interest to baseball fans are studied in this course. While we attempt to answer them, we will be learning the fundamentals of modern statistics.

*Satisfies a General Education Requirement IVB*

**Seminar in the Philosophy of the Arts:**

**Violence in Video Game Design, Theory and Culture**

HONR 311.041/PHIL 300.001 MW 3-4:15

Tim Stock

Throughout the history of video games and increasingly relevant to the broader culture (since events like

Gamergate) is the relationship between representations of violence in video games and emerging ethical questions about games as an art form. Look at video game culture, discuss the aesthetics of video games and establish a basic theoretical framework for treating them as works of art, and then look at contemporary, innovative indie games that play with the boundaries of how violence can be treated in an ethically and philosophically open manner. Minor themes will be questions of gender and race, theories of embodiment and personhood, and meta-ethical questions about the relationship between emotional experience and character in an ethical sense. This course will be of interest for any student of art or design, computer scientists, and philosophers interested in the relationship between aesthetics, ethics and culture. Open minds and twitchy fingers welcome.

**Grotesques in Literature**

HONR 311.042/ENGL 300.002 T/TH 11-12:15

Gary Harrington

This class examines works from a variety of literary genres, and it features figures whose situations are so dismal and bizarre that they become tragicomical. The course material ranges widely with regard to both place and dates of composition. Texts to be studied include *Measure for Measure*, selected stories by Flannery O'Connor, *Endgame* and *As I Lay Dying*, among others. The course will be conducted in a modified seminar format.

*Satisfies a General Education Requirement IB*

**Becoming the Happy Discoverers of Our Own Ends: The Poetry of Robert Frost**

HONR 311.044/ENGL 300.045 T/TH 2-3:15

Tony Whall & Bill Zak

Dr. Tony Whall, founder of the Bellavance Honors Program, and Dr. Bill Zak, English Professor Emeritus, lead an Honors seminar on the poetry of Robert Frost. The Honors Program is excited to have both of these esteemed professors back to join us in Honors.

*Satisfies a General Education Requirement IB*

**Old Norse Literature in Translation**

HONR 311.043/ENGL 349.002 T/TH 12:30-1:45

Ross Leasure

Read and study representative literary works deriving from the Northern Germanic pre-Christian medieval tradition of the Vikings who spoke and wrote in Old Norse, as well as selected prose works from postconversion Iceland. Our study also will include reading about and discussing aspects of medieval Scandinavian history, culture and archaeology specifically relating to the marauders and colonizers called the Norsemen. This course especially concentrates on the mythography and saga literature of Iceland originating around 1000 C.E., but in most cases not recorded until the 13th century. As part of the fourth-credit enhancement, students have the option to join the Study Abroad Seminar in Iceland (May 24-31) or complete a research project. Students who complete both the research project and join the Study Abroad Seminar receive credit for two Honors courses toward graduation with University Honors (the study abroad substitutes for one of the four required Honors classes).

**Honors Research/Creative Project**

HONR 312

Individual Faculty Mentors

In this independent study, students develop a research or creative project suitable for presentation at an undergraduate research conference or equivalent public venue. Under the supervision of the honors director, students work one-on-one with a faculty member of their own choosing to expand upon existing work or complete a new project.

*One credit, pass/fail*

**Honors Thesis Preparation**

HONR 490-041

James Buss

In Honors 490, before students begin work on their theses, students select a thesis committee comprised of a thesis advisor and two readers. The mentor and one reader are chosen from the student’s major department. The other reader is selected from faculty in one’s school. Additionally, students do preliminary research on their topic and write a two-page prospectus (which must be approved by their committee) describing what they hope to accomplish in their thesis. In addition to meeting as necessary with their mentors, students meet regularly with the honors director to discuss progress and problems.

*One credit, pass/fail*

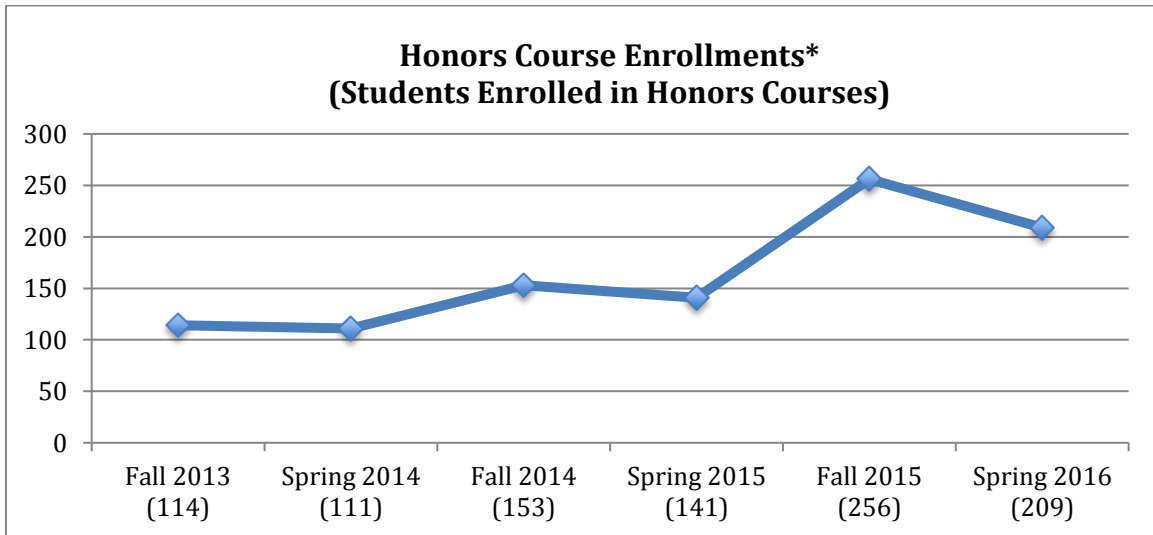
**Honors Thesis**

HONR 495

Individual Faculty Mentors

The Honors Thesis is a three- or four-credit, focused, in-depth project in one’s major field. What distinguishes an Honors Thesis from a research paper in a regular classroom is the willingness of the student to go beyond the classroom and to assume the responsibilities associated with commitment to scholarship.

*Prerequisite: Completion of HONR 490*



*\*These enrollment numbers exclude students who were involved in HONR 312 research projects, HONR 490 thesis preparation, and HONR 495 thesis projects.*

**COURSE ENROLLMENTS****FALL 2015**

<b>COURSE</b>	<b>TITLE</b>	<b>INSTRUCTOR</b>	<b>MAX ENROLLMENT</b>	<b>ACTUAL ENROLLMENT</b>
111.041	Critical Thinking and Writing	Lauren Hill	20	22
111.451	Critical Thinking and Writing	Leanne Wood	20	19
111.452	Critical Thinking and Writing	Leanne Wood	20	21
111.453	Critical Thinking and Writing	Lauren Hill	20	18
111.454	Critical Thinking and Writing	Lauren Hill	20	16
211.041	Media Influence and Public Information in Man-Made and Natural Disasters	Haven Simmons	20	22
212.041	Astrobiology	Eugene Williams	20	24
311.041/HIST 215.001	Islam in African History	Joseph Venosa	20	23
311.042/HIST 490.001	Sex, Race, and Violence on the Chesapeake	James Buss	20	13
311.043/ENGL 389.001	Topics in Native American Literature	John Kalb/James Buss	20	16
311.044	History of Nursing	William Campbell	20	20
311.045/POSC 399.001*	Creating the Impossible: Utopian Political Theory	Sarah Surak	20	14
311.046/HIST 215.002*	Black Music: Soundscapes	Jon Boroughs	20	18
312	Creative Projects	Individual Mentors	NA	6
490	Thesis Preparation	James Buss	NA	11
495/496	Thesis	Individual Mentors	NA	7
TOTAL STUDENTS				270

*\*These courses were cross-listed with sections of other courses. The enrollment numbers here do not reflect the total enrollment for the course, only the enrollment for the Honors course section.*

**COURSE ENROLLMENTS****SPRING 2016**

<b>COURSE</b>	<b>TITLE</b>	<b>INSTRUCTOR</b>	<b>MAX ENROLLMENT</b>	<b>ACTUAL ENROLLMENT</b>
111.041	Critical Thinking and Writing	Lauren Hill	20	22
112.041	The Psychology of Science, Pseudoscience and "Truthiness"	Lance Garmon	20	19
112.043	Geography of Sport	Mark de Socio	20	20
211.041	Political Arguments Alive!	Lauren Hill	20	16
211.042	Political Arguments Alive!	Lauren Hill	20	16
211.043	Music and Power	Leanne Wood	20	20
212.041	Statistics Through Baseball	E. Lee May	20	18
311.041/PHIL 300.001	Violence in Video Game Design	Timothy Stock	20	22
311.042/ENGL 300.002	Grotesques in Literature	Gary Harrington	20	15
311.043/ENGL 349.002	Old Norse Literature in Translation	Ross Leasure	20	20
311.044/ENGL 300.045	Becoming the Happy Discoverers of Our Own Ends: The Poetry of Robert Frost	Tony Wall and William Zak	20	21
312	Creative Projects	Individual Mentors	NA	13
490	Thesis Preparation	James Buss	NA	16
495/496	Thesis	Individual Mentors	NA	12
<b>TOTAL STUDENTS</b>				<b>250</b>

## Honors Contracted Projects (HONR 312)

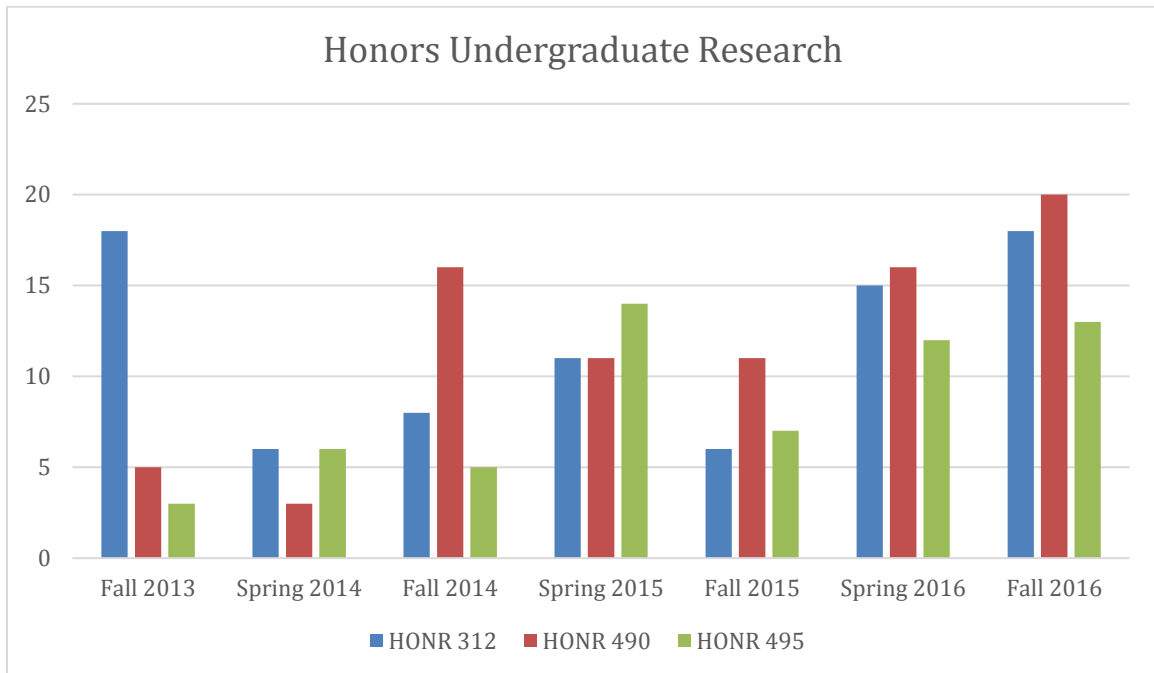
Each semester, the Honors Program supports students and faculty who engage in creative projects or research opportunities. The Honors Program requires students to work closely with faculty members in order to complete a project that can be presented at a local, state, regional, or national conference or similar venue. The Honors Program compensates faculty members for leading a one-credit –hour course titled HONR 312. This past year twenty students participated in HONR 312 coursework with sixteen faculty members from twelve different departments in all four of SU’s schools. The following list includes the names and departments of faculty members who mentored undergraduate Honors students with HONR 312 projects.

### Fall 2015

Elizabeth Emmert (BIOL)  
 Echo Leaver (PSYC)  
 Nicole Munday (ENGL)  
 Tami Ransom (ENVS)  
 Kyoung Rae Jung (PSYC)

### Spring 2016

Lance Garmon (PSYC)  
 Katherine Hinderer (NURS)  
 Lauren Hill (HONR)  
 E. Lee May (MATH)  
 E. Patrick McDermott (MGMT)  
 Victor Miriel (PSYC) (4)  
 Michael Scott (GOEG)  
 Ron Siers (SCED)  
 Sarah Surak (POSC) (2)  
 Thomas Tomcho (PSYC)  
 John Wesley Wright (MUSC)



## **Student Assessment of Courses and Program**

In Spring 2013, the Honors Committee passed a Policies and Procedures document that included the following:

1. All Honors courses will be evaluated each semester. In addition to the University evaluation form, faculty teaching Honors courses shall distribute the Thomas Bellavance Honors Program evaluation form to students in their Honors courses shortly before finals week. Faculty members are required to complete both the Faculty Evaluation of an Honors Course and Faculty Evaluation of the Honors Program forms.
2. Students in HONR 311 will also complete a program assessment evaluation.
3. Students in HONR 495 will complete a Senior Exit Interview.

In addition, the Honors Program established a series of “Modes of Learning” over the summer of 2014 that will guide this assessment program.

The Honors Assistant Director developed the beginnings of an assessment plan for the common Freshman Honors Seminar—HONR 111 (with course objectives, mapping, and evaluation) that will begin to be administered in the fall semester of 2015. Consequently, course and program assessment data will not be available until AY 2015-2016.

The following charts details the mapping of HONR 111 course objectives to Honors Program goals, General Education Learning Outcomes, ENGL 103 Objectives, and university Information Literacy Goals.

In subsequent years, common honors courses (HONR 312, HONR 490, and HONR 495) will similarly be mapped.

HONR 111 Learning Outcomes / Objectives	Honors Program Goal	Gen Ed Outcomes	ENGL 103 Objectives	Information Literacy Goal (RIS)
<p><b>OUTCOME #1</b></p> <p>Students will write arguable theses that respond to prompts and engage with sources. Their arguments will be motivated by consequential “so what?” and “who cares?” questions and demonstrate an awareness of audience.</p>	<p>Critical and Interdisciplinary Thinking</p>	<p><b>1a Critical Thinking</b> (Analyze, synthesize, and/or evaluate ideas, concepts, and/or evidence)</p> <p><b>2a.1 Reading</b> (Engage in active reading strategies to interpret and summarize content of written works)</p> <p><b>2a.2 Reading</b> (Solve a problem by analyzing the question being asked and identifying the relevant information)</p> <p><b>2b.3 Writing</b> (Construct thesis-driven arguments that marshal appropriate evidence and counter-arguments)</p>	<p>Formulate and support a thesis</p> <p>Analyze, synthesize, evaluate, and formulate arguments</p>	<p>---</p>
<p><b>OUTCOME #2</b></p> <p>Students will draft and revise evidence-based arguments of increasing length, complexity, and independence, culminating with a research paper at least twelve pages in length that draws upon a minimum of five peer-reviewed sources.</p>	<p>Critical and Interdisciplinary Thinking;</p> <p>Professionalism and Communication</p>	<p><b>1a Critical Thinking</b> (Analyze, synthesize, and/or evaluate ideas, concepts, and/or evidence)</p> <p><b>2b.1 Writing</b> (Synthesize and apply information and ideas in discipline specific forms of writing);</p>	<p>Inform, argue, and persuade</p> <p>Support claims with adequate and relevant evidence</p> <p>Support generalizations with specific evidence</p>	<p><b>STAGE TWO:</b> We think it’s important for freshmen and sophomores to: know how to find books in the library; use book sources (print and electronic) to find background information on a topic; know how to find articles; differentiate between popular and scholarly articles; know a methodical way to</p>

HONR 111 Learning	Honors	Gen Ed	ENGL 103	Information Literacy Goal
		<p><b>2b.4 Writing/4a.2 Information Literacy</b> (Select, evaluate, and cite reputable and appropriate sources);</p> <p><b>2b.2 Writing</b> (Use appropriate evidence, organizational patterns, and styles for specific writing tasks)</p>		evaluate information for quality.
<p><b>OUTCOME #3</b></p> <p>Students will demonstrate an understanding of the role of self-reflection, peer review, and revision in producing well-reasoned arguments; they will practice these recursive strategies via cover letters, marginal comments, draft workshops, and conferences with their instructor.</p>	<p>Critical and Interdisciplinary Thinking;</p> <p>Professionalism and Communication</p>	<p><b>2a.1 Reading</b> (Engage in active reading strategies to interpret and summarize content of written works)</p> <p><b>2d.1/2d.5 Interpersonal Communication &amp; Listening</b> (Participate actively and respectfully in meaningful discussions)</p>	<p>Analyze, synthesize, evaluate, and formulate arguments</p> <p>Inform, argue, and persuade</p> <p>Identify and address a variety of audiences effectively</p> <p>Support claims with adequate and relevant evidence</p>	---
HONR 111 Learning Outcomes / Objectives	Honors Program Goal	Gen Ed Outcomes	ENGL 103 Objectives	Information Literacy Goal (RIS)



Outcomes / Objectives	Program Goal	Outcomes	Objectives	(RIS)
<p><b>OUTCOME #4</b></p> <p>Students will draft and revise a formal research proposal, create an annotated bibliography, write an abstract of their revised research paper, and deliver a conference-style oral presentation of their findings to an audience of peers.</p>	<p>Critical and Interdisciplinary Thinking;</p> <p>Professionalism and Communication</p>	<p><b>1c Critical Thinking</b> (Apply appropriate problem-solving strategies to discipline-specific issues)</p> <p><b>2b.2 Writing</b> (Use appropriate evidence, organizational patterns, and styles for specific writing tasks)</p> <p><b>2d.1/2d.5 Interpersonal Communication &amp; Listening</b> (Participate actively and respectfully in meaningful discussions)</p>	<p>Inform, argue, and persuade</p> <p>Identify and address a variety of audiences effectively</p>	<p><b>STAGE TWO:</b></p> <p>We think it's important for freshmen and sophomores to: know how to find books in the library; use book sources (print and electronic) to find background information on a topic; know how to find articles.</p>
<p><b>OUTCOME #5</b></p> <p>Students will attribute the ideas of others in their writing using signal phrases, direct quotation, summary, and paraphrase; they will demonstrate competency in at least one major citation style (e.g., MLA, APA, or CMS).</p>	<p>Critical and Interdisciplinary Thinking;</p> <p>Professionalism and Communication</p>	<p><b>2a.1 Reading</b> (Engage in active reading strategies to interpret and summarize content of written works)</p> <p><b>2b.4 Writing/4a.2 Information Literacy</b> (Select, evaluate, and cite reputable and appropriate sources)</p>	<p>---</p>	<p><b>STAGE TWO:</b></p> <p>We think it's important for freshmen and sophomores to: have an introduction to citing sources using widely-used style formats; familiarity with technology used to cite and organize source citations.</p>

HONR 111 Learning Outcomes / Objectives	Honors Program Goal	Gen Ed Outcomes	ENGL 103 Objectives	Information Literacy Goal (RIS)
<p><b>OUTCOME #6</b></p> <p>Students will find relevant, reliable, and appropriate scholarly sources for their research project using on-site, electronic, and loan services; they will demonstrate Information Literacy skills above the level expected for sophomores at Salisbury University.*</p>	<p>Critical and Interdisciplinary Thinking;</p> <p>Professionalism and Communication</p>	<p><b>2b.4 Writing/4a.2 Information Literacy</b> (Select, evaluate, and cite reputable and appropriate sources)</p> <p><b>4a.1/4b.1 Information Literacy</b> (Evaluate appropriateness of primary and secondary, popular and scholarly source materials)</p>	<p>Use the library and the Internet to do research</p> <p>Evaluate various research sources for legitimacy, effectiveness, and relevance</p>	<p><b>STAGE ONE:</b></p> <p>We think it's important for new students to have: Familiarity with the campus and the library's location; familiarity with the building, resources, people, and services; an understanding that the academic library directly supports student academic work.</p> <p><b>STAGE TWO:</b></p> <p>(see above)</p> <p><b>STAGE THREE</b></p> <p>We think it's important for juniors and seniors to: have familiarity with discipline-specific information resources; know how to use Interlibrary Loan</p>
<p><b>OUTCOME #7</b></p> <p>Students will plan, execute, and produce a reflective account of a Community Engagement Project connecting the</p>	<p>Community Engagement</p>	<p>---</p>	<p>Identify and address a variety of audiences effectively</p>	<p>---</p>

topic of the course to their community.				
---	--	--	--	--

## **Honors Academic Advising**

The Honors Program provides secondary advisement for all “active” students enrolled in the Honors Program. Students select Honors courses and submit requests directly to the Honors Director, who places students in classes based on student need and availability. In addition, each semester the director and assistant director of the Honors Program meet with students who are in jeopardy of losing “active” status.

### **Semester-to-Semester Advising**

#### **Advising Nights**

Two to three weeks prior to open enrollment, the Honors Program hosts an evening advisement night for Honors students. The event is held in a large classroom on campus where students are given brochures that outline upcoming Honors courses. Professors who teach these classes are invited to speak and the Honors Director reminds students of general Honors requirements for graduation. Honors staff remains on hand to answer individual student questions or schedule one-on-one advisement for the following week.

#### **Tuesday, October 7, 2015**

The experience of Honors staff at the fall advisement night the previous year prompted a change in this year’s advisement process. Students were divided into two groups—first year freshmen and upper classmen. It had become clear in the fall semester that first year students needed a separate advisement session in order for Honors staff to answer questions directly related to their first-year experiences. Upperclassmen, who were more interested in upper division courses and senior thesis preparation, met immediately following the freshman advising session.

#### **Monday, March 10, 2016**

The Honors Program offered two full advising sessions in Perdue Auditorium and faculty members came to speak about their courses for the upcoming fall semester. Students then registered for classes at that time.

### **“At Risk” Advisement**

The Honors Committee passed a new “Policies and Procedures” document that outlined requirements for “at risk” Honors students. It states:

The Director will review the grades of all Honors students at the end of each semester. The Honors Director will submit a list of probation recommendations to the Honors Committee each semester. If a student fails to attain the required GPA, the Honors Committee will decide by vote whether the student will be placed on probation or dropped from the program. Once a student is placed on probation, he/she will have one semester to attain the required GPA. If he/she fails to do so, the Honors Committee will decide by vote whether the student should receive additional time to improve his/her GPA. The Director will notify all students who are either on probation or dropped from the program at the beginning of each semester. Students on probation and those dropped from the program will be allowed to remain in any Honors courses in which they are enrolled for the semester during which they are notified of their status.

Students who fall below a cumulative 3.5 GPA will be required to meet with the Director or Assistant Director to discuss a plan for improving or maintaining their GPA. Students with cumulative GPAs between 3.25 and 3.5 are still considered in “good standing” with the Honors Program but must meet with the Director or Assistant Director for an advisement session. If a student fails to meet with the Director or Assistant Director by the week of Honors Advisement, he/she will no longer be considered in “good standing” with the Program.

All Honors students who are not enrolled in an Honors course in a particular semester are required to register their names with the Director prior to the first day of the semester of which they intend to sit out. Students may sit out two semesters before being placed on probation. After that time, the Honors Committee may vote to remove them from the Honors Program. Students who have fulfilled all requirements for graduating with either University Honors or General Honors are exempt from this provision.

These policies and procedures were passed at the request of the director in order to help improve student retention both within the program and at the university more generally.

## **SECTION SIX**

### **Honors Program Administration and Governance**



**The Bellavance Honors Center**

## Program Administration AY 2015-2016

### Director

The Honors Program Director is a twelve-month administrative appointment. The director reports directly to the Associate Provost for Academic Affairs and attends Provost Council meetings.

**James Joseph Buss** is Director of the Thomas E. Bellavance Honors Program and Associate Professor of History at Salisbury University.

He is the author of *Winning the West with Words: Language and Conquest in the Lower Great Lakes* (2011) and co-editor of *Beyond Two Worlds: Critical Conversations on Language and Power in Native North America* (November 2014), as well as several other articles and book chapters. He participates and serves with several national organizations, including as Secretary for the American Society for Ethnohistory. In addition, Dr. Buss has appeared on NPR, C-Span 2: Book TV, and Zocolo Public Square to speak about his work.

Prior to moving to Maryland, Dr. Buss served as Chairperson of the Department of History and Director of the University Honors Program at Oklahoma City University, where he was named both "Full-Time Teaching Faculty Member of the Year" and "Distinguished Honors Professor of the Year." Since moving to Maryland, he has been elected as an Executive Board member for the Maryland Collegiate Honors Council and Treasurer for the Northeast Regional Honors Council. In addition, Dr. Buss serves on the National Collegiate Honors Council's Assessment and Evaluations Committee.

### Assistant Director

**Leanne Wood** joined the Bellavance Honors Program in the fall of 2014 to serve as Assistant Professor of Music and Assistant Director of the Honors Program.

She holds a Ph.D. in musicology from Princeton University and a Bachelor of Music in piano performance from Trinity University in San Antonio, TX. Before coming to Salisbury University she taught for four years in Princeton's Writing Program and led interdisciplinary seminars for the university's Freshman Scholars Institute. In addition, she has coordinated special projects for independent student writers through Princeton's residential colleges and academic departments, including boot camps for senior thesis and dissertation writers.

Dr. Wood is also an actively engaged scholar. Her work draws upon archival materials, stylistic and topical music analysis, literary source texts, and theories of place, regionalism and the pastoral. She currently is preparing her dissertation for publication as a book - provisionally titled "*But He Doesn't Know the Territory: The American Midwest in Musical Theater and Film*". Dr. Wood has published previously in the journal *American Music* and contributed to the published proceedings of *From Stage to Screen: Musical Films in Europe and United States*.

### Program Management Specialist

**Joan Kjeldsen** serves as Program Management Specialist and has been with the Bellavance Honors Program for two years. She has been employed by the University since 2009, and has worked in the Communication Arts Department as an instructor. Prior to coming to SU, she was employed for over twenty-five years in independent secondary education, most recently as an Upper School Head, Academic Dean and College Counselor both in the Salisbury area and in Miami, Florida.

The Program Management Specialist assists the director and assistant director with administrative support in order to promote the Honors Program at Salisbury University. The Program Management Specialist manages the program's student workers, communicates with students and their families,

assists the Honors Student Association, and organizes and tracks student progress. The position is full-time and twelve-month.

### **Program Resource Allocation**

For the AY 2015-2016, the Thomas E. Bellavance Honors Program served 329 fully enrolled undergraduate students that represented each of the four schools on the Salisbury campus. Over the course of the past academic year, the Program offered organized special Honors events, sponsored students to present research at Honors conferences, and provided additional services (including a computer lab) from the general operating budget. The expected Honors Program enrollment for next fall is 440 students.

### **Operating Budget History**

<u>Year</u>	<u>Operating Budget</u>	<u>Actual Expenditure</u>	<u>Enrollment</u>
2006-2007	\$18,486	\$19,863	145
2007-2008	\$20,540	\$20,170	168
2008-2009	\$18,314	\$21,254	204
2009-2010	\$17,026	\$18,924	288
2010-2011	\$17,026	\$16,127	245
2011-2012	\$17,026	\$13,220	186
2012-2013	\$17,026	\$27,128	204
2013-2014	\$17,026	\$16,005	214
2014-2015	\$17,026	\$19,263	268
2015-2016	\$40,000	\$39,376	329



## Itemized Budget Allocation/Expenditure 2015-2016

Category	budget/actual
<b>Total Budget/Expenditures</b>	<b>\$387,238/345,090.15</b>
<b>010001 Staff Control Budget</b>	<b>\$264,838/265,092.85</b>
This allocation included the salaries, benefits, and additional payroll costs of the full time staff assigned to the Honors Program.	
<b>020001 Faculty Adjunct and Student Employee</b>	<b>\$81,000/40,621.14</b>
The Honors Program annually compensates adjunct faculty members and full-time faculty members who oversee Honors theses, independent research projects, or teach for the Honors Program as an overload. The Honors Program also employs two student workers to aid with the distribution of recruitment materials and assist in the day-to-day operations of the Honors Program.	
<b>030001 General Operating Budget</b>	<b>\$40,000/39,376.16</b>
Below are itemized expenditures for the Honors Program for the 2015-2016 fiscal year. This year marked the first year in a budget increase since 2006 and reflects a doubling in program participation over that time.	
<b>Out-of-State Travel</b>	<b>\$20,190.84</b>
This includes expenses related to student travel support for conferences, including the NCHC conference in Chicago and the NRHC conference in Boston. This year, for the first time, the Honors Program was able to pay for these expenses through its regular operating budget instead of through the support of its private endowment account. This will allow for the endowment money to be put toward student scholarships. (This also includes transportation and conference expenses for SU faculty chaperones.)	
<b>Printing/Reproduction</b>	<b>\$6,578.62</b>
A large part of the yearly budget is devoted to printing and reproduction costs associated with the Honors Program student computer lab. The Honors Program is entirely responsible for the costs associated with this lab and the expense of students printing and copying for classwork and school related projects. A portion of this budget also includes expenses for printing the <i>Saunterer</i> magazine.	
<b>Registration: Conferences and Seminars</b>	<b>\$1,510.00</b>
The Honors Program assists students and staff with registration costs to Honors related conferences. These expenses included registration for the National Collegiate Honors Council conference in Chicago, IL and the Northeast Regional Honors Council conference in Cambridge, MA.	
<b>Office Supplies</b>	<b>\$1,992.69</b>
This category includes routine office supplies for the Honors Program and has increased over the past several years as the Honors Program employees more faculty and the number of students has nearly doubled.	
<b>Other Services</b>	<b>\$174.00</b>
This includes the Livescan fingerprint service for new adjunct faculty and several small miscellaneous expenses related to support services.	
<b>Transportation</b>	<b>\$1,684.15</b>
The Honors Program sponsors a yearly student excursion to NYC. Students who have completed service and activity requirements in the program are eligible to join this trip.	

**Instructional Supplies** **\$258.81**

Three Honors classes required the purchase of movies to enhance those courses. They have since been added to the Honors Program movie library for use by all students and faculty members.

**Administrative IT Supplies** **\$3,044.22**

The Honors Program staff operates two laser printers to produce materials for programmatic needs. These printers require laser cartridges purchased separately from those in the Honors student computer lab. This cost reflects the costs of those cartridges and an increase in the number of items that need to be printed in color.

**Academic IT Non-Capital** **\$1,818.00**

The Honors Program purchased an iMac for the Dean's office in order to produce items like this annual report and to house the Honors image archive.

**Institutional Memberships** **\$1,700**

In order for our students to attend the two Honors related conferences, Salisbury University must maintain an annual institutional membership with the Northeast Regional Honors Council and the National Collegiate Honors Council. In addition, the Honors Program sent the Director to an NCHC training session for program review, as the program seeks to undergo review in three years.

**Honors Sashes** **\$399.00**

The Honors Program supplies graduates with sashes for commencement.

**030001 Special Events** **\$6,000.00/\$5,711.94**

In the past, this account was used to purchase pizza for Honors Student Association events and their activities. With the rising costs of graduation ceremony expenses, nearly half of this account annually is earmarked for those events. In addition, this helps fund food and supplies for guest speaker events, movie nights, class activities, and an end-of-year student appreciation event.

**Program Governance  
Honors Committee**

The Faculty Senate elects and/appoints faculty members to the Honors Committee. According to the Faculty Senate bylaws:

The purposes of the committee shall be to:

1. Oversee all phases of the University Honors Program; and
2. Serve in an advisory capacity to the Director of the University Honors Program, including:
  - a. Elaborating and reviewing the requirements for admission to the Honors Program;
  - b. Formulating the Honors Program Curriculum;
  - c. Developing standards of achievement for continuance in the Honors Program; and
  - d. Formulating the fiscal budget for the Honors Program.

The committee shall have seven voting members: five members of the Faculty (one elected from each school and one elected from the library) serving 3-year staggered terms; and the two principal student officers of the organization composed of participants in the Honors Program. The Director and Assistant Director of the Honors Program shall be non-voting ex officio members. The Director of Admissions or his/her designee shall be a non-voting, ex officio member.\* Should an elected faculty member not be the Designated Senator, a non-voting Designated Senator shall also serve on the committee. The committee shall elect its chairperson annually.

*\*The Faculty Senate added an Admissions liaison, at the request of the Honors Director, in the spring of 2014. The liaison began serving on the committee in 2014-2015.*

<p><b>Membership for Fall 2015</b></p> <p><u>Chairperson</u> Rhyannon Bemis (Fulton)</p> <p><u>Faculty Representatives</u> William Campbell (Henson) Ani Mathers (Perdue) Rachel Buchanan (Seidel) Stephen Ford (Library)</p> <p><u>Student Representative</u> Frances Sherlock Darby Dicks</p> <p><u>Ex-Officio</u> James Buss Leanne Wood Elizabeth Skoglund</p>	<p><b>Membership for Spring 2016</b></p> <p><u>Chairperson</u> Rhyannon Bemis (Fulton)</p> <p><u>Faculty Representatives</u> William Campbell (Henson) Ani Mathers (Perdue) Rachel Buchanan (Seidel) Stephen Ford (Library)</p> <p><u>Student Representative</u> Lauren Delong</p> <p><u>Ex-Officio</u> James Buss Leanne Wood Elizabeth Skoglund</p>
--	---

## Honors Student Association

The Honors Student Association is a registered student organization (RSO) at Salisbury University and participates in community service, university leadership, and student life. (Report prepared by H.S.A. President Frances Sherlock)

The first HSA event occurred before the semester even started. During freshman orientation weekend, the Honors Program hosted its own event discussing the program, study abroad, HSA and *The Saunterer*. Here the HSA executive board for the year explained to freshman what HSA was and events we have hosted in the past. HSA participated in the SGA Activities Fair this year and gave out candy as well as flyers explaining what HSA. The exec board met for their first meeting for their first meeting of the semester and decided that meetings would be every other Thursday at 5pm in the Great Room of the Honors Center. After the first meeting for general membership, members of HSA went to a local animal shelter to volunteer. We hosted a movie afternoon in September as well as invited everyone to attend the lecture with the cartoon editor from the *New Yorker* being hosted by the Honors Program. Had Seagull Century not been cancelled due to a "hurricane", we would have volunteered at the start line cheering participants on like we have for the past few years. In October, the Honors Program along with the Bosserman Center for Conflict Resolution hosted the Prime Minister in exile of Tibet which we encouraged members to attend the lecture and a lot of them showed up to the event.

October was a big month in terms of events. We hosted a fun fundraiser where students could see the Honors LLC RA's and members of the HSA exec board get pied at the Halloween event. For a \$1, members would get a raffle ticket to pie an RA or exec board member at the Halloween event. In the end we raised \$75 and saw Robbie, an Honors LLC RA, and Austin, HSA social coordinator, and Frances, HSA president, get pied at the Halloween event. For the first time, HSA decided to host some sort of Halloween event and after voting at a general membership meeting, we decided to host a haunted house. The Honors Director let us turn the basement of the Honors Center into a haunted house if we agreed to clean it. After two Saturday afternoon, a Monday night before Halloween and a few days of working on the haunted house instead of doing actual work by a student worker for the program, the haunted house was ready. We had spiders, murdering lamps, a teacher who failed you, a zombie, a vampire bar tender. The Halloween event also included awards for costumes given out by the Director, food, music, fun and some people getting pied. Overall, the event was successful and we look forward to trying to have an even better one next year.

In November, HSA participated in SGA's Recycle Madness where as an organization we recycled more than 100lbs. Since two exec board members were leaving we held elections to fill the spot of Historian while the Vice President took on the role of both President and Vice President. Right before we left for Thanksgiving, HSA hosted a Thanksgiving themed pot luck where HSA provided mashed potatoes and small chickens (apparently HSA exec board members don't like turkey) and everyone else provided vegetables, dessert, bread, etc. It was one of the largest turnouts we have had for a pot luck. The Honors Program sponsored a trip to New York before we left for Thanksgiving where HSA members could explore New York City and some even got a behind the scenes tour of Radio City Music Hall and got to see the Rockettes.

December brought with it our last meeting and some major changes to our constitution. After attending an HSA workshop at the annual National Collegiate Honors Conference, the president thought that with the program expanding it would be good for the exec board to expand larger than its current five members. After discussion with the exec board, Honors Director and general members, three new position were added to the exec board: secretary, SGA representative and freshman representative. Adding a secretary helped to define the role of historian and split the tasks so one person was not overwhelmed. Adding an SGA representative took away that task from the vice president and allowed that person to focus on helping the president with various tasks. The freshman representative was added to give the freshman a voice on the exec board since it is usually made up of upper classmen. We also redefined our members and clarified who can run for office as well as vote when we run elections and update the constitution. The new positions take effect during the 2016-2017 academic year with the freshman representative holding their position in the spring 2017 semester. The last HSA and Honors event of the semester was the second annual Ugly Sweater

Christmas Party where the Director gave out prizes for Best Ugly Sweater and Best Ensemble. Honors students hung out and ate food one last time before finals week began.

CONSTITUTION  
of the  
HONORS STUDENT ASSOCIATION  
at  
Salisbury University

Article I- Name and Purpose

Section I:

The name of the organization shall be the Honors Student Association at Salisbury University and shall hereafter be referred to as the Honors Student Association.

Section II:

We the Honors Program/College and subsequently the Honors Student Association exist to create an environment to foster both social and intellectual interaction among its students. Additionally we hope to continue building a positive relationship with the greater University and Salisbury community.

Article II- Membership

A student is considered a member if he/she attends a combined 5 or more meetings or Honors Student Association sponsored events.

A student is considered a voting member if he/she is a Member in Good Standing of the Honors Program/College. Students actively on probation are still considered active members but may not run for executive positions

Article III- Officers and Duties

Section I:

The Executive Board of the Honors Student Association shall consist of the following elected office:

- A. President
- B. Vice-President
- C. Treasurer
- D. Secretary
- E. Historian
- F. Social Coordinator
- G. SGA Representative
- H. Freshman Representative

Section II:

The elected officers shall be enrolled as full-time undergraduate student of Salisbury University and be in good standing with the Honors Program/College as previously defined in Article II.

Section III:

Duties of the President-

1. Serve as an official spokesperson of the Honors Student Association;
2. Chair all the meetings of the General Membership and the Executive Board;
3. Serve as a liaison between the Honors Dean, the Executive Board and General Membership;
4. Make appointments designated necessary and useful in the by-laws;
5. Make a report on all current organization activities at all General Membership meetings;
6. Determine the time and place of all Executive Board meetings;
7. Prepare the agenda for all Executive Board meetings;
8. Be an ex-officio member of all the General Membership committees;
9. Notify the Vice President in the case of an inability to perform any of the above duties;
10. To vote only in the case of a tie;
11. Attend the Honors Program/College Committee meetings.

Duties of the Vice President-

1. Assume the duties and responsibilities of the President when he/she is unable to do so;
2. Be an ex-officio member of all the General Membership committees;
3. Coordinate and guide all the committees of the General Membership;
4. Aid the President in the fulfillment of his/her duties and responsibilities;
5. Ensure adherence to the constitution and the bylaws.

Duties of the Treasurer -

1. Assume the duties and responsibilities of the President when the Vice-President is unable to do so;
2. Disburse all Organization funds necessary with the approval of the Executive Board;
3. Keep accurate, up-to-date, records of all the financial affairs of the Organization, Office of Student Activities, Organizations & Leadership;
4. Present financial reports at all General Membership meetings;
5. To aid the semester membership drive and fund raising activities;
6. To be the liaison to the Appropriations Board.

Duties of the Historian-

1. To take photos at Organization events;
2. To work with Student Worker of Honors Program to keep digital library of events;
3. To maintain the digital Organization archive
4. To maintain attendance records of members at organization events;
5. To log incentive attendance for members participating in the Incentive System.

Duties of the Secretary-

1. To record and keep up-to-date minutes of each Executive Board Meeting;
2. To record and keep up-to-date minutes of each General Membership Meetings;
3. To handle correspondence of the Organization;
4. File end of the year report with Honors Dean for the Honors program/college annual report;
5. Run elections for the Organization.

Duties of the Social Coordinator-

1. To publicize and facilitate social events;
2. To work with the Treasurer to organize fundraising activities;
3. To coordinate activities of committees and members;
4. To report on current activities to the general membership;

5. Post on Organization's social media accounts.

Duties of SGA Representative-

Cannot be an SGA senator or SGA executive board member

Available Sunday nights (historically when SGA forums are held)

1. To serve as a liaison between the Executive Board and the Student Government Association;
2. To attend SGA forums during the semester;
3. To report to Executive Board about these forums;
4. To coordinate SGA recognized events for the Organization;
5. To help Organization maintain its RSO status.

Duties of the Freshman Representative-

Term is from when elected to last meeting of the spring semester

1. To serve as a liaison between the freshman class and the Executive Board;
2. To help other members of the Executive Board with their duties;
3. To help plan and run Organization events.

Section IV- Advisors

Honors Dean or representative

1. The Advisor shall act as a non-voting member of the Executive Board
2. The Advisor shall attend at least one meeting per month, but is encouraged to attend all meetings
3. The Advisor shall attend Organizational functions that require faculty/staff supervision

Article V- Elections

Section I:

Nominations take place the 11<sup>th</sup> week of the spring semester for all Executive Board positions except for Freshman Representative. Freshman Representative Nominations will take place in the 6<sup>th</sup> or 7<sup>th</sup> week of the fall semester. Nominations may only be for an Active Member in Good Standing and the Honors Dean must approve all nominations.

Section II:

Elections will take place the 12<sup>th</sup> week of the spring semester for all Executive Board members except for Freshman Representative. Elections for Freshman Representative will be held during the 7<sup>th</sup> or 8<sup>th</sup> week of the fall semester.

Section III:

All Members in Good Standing as defined in Article II have voting rights

Section IV:

Newly elected officers shall take office at the last meeting of the spring semester.

Article VI- Provisions for Removal/ Replacement of Officers

Section I:



#### Grounds for Immediate Removal

1. No longer a member in good standing with the Honors program/ college
2. No longer a student in good standing with the University

#### Grounds for Removal

1. Not adequately fulfilling the requirements of the position

#### Section II: Procedure for Removal

1. Any Organization member may bring charges against an officer;
2. These charges must be presented in a written form to the entire Executive Board and Honors Dean for review. If the Executive Board and Honors Dean determines that there are enough grounds, the charges will be brought before the General Membership.
3. The General Membership will review the charges and vote on the removal of the officer. Removal from the office requires a two-thirds vote of the Honors Student Association body.
4. Before the removal procedure is carried out, the officer must be notified (written or verbally) and must be given the option to be present during the procedure.

#### Section III: Variances

1. Should the Presidency fall vacant, the Vice-President shall immediately assume the office. Should any of the other offices fall vacant, nominations and selections for the vacated office(s) will be held at that next regularly scheduled meeting.

#### Article VII: Meetings

##### Section I:

Meetings occur bi-weekly at 5pm on Thursdays at the Honors Center.

#### Article VII: Amendments and Revisions

##### Section I: Procedures for amendments are as follows

1. The Executive Board or any member may propose an amendment to the constitution;
2. This amendment should be reviewed (in written form) by the General Membership at a meeting;
3. The amendment will be voted on via outside internet program;
4. Passage shall be two-thirds majority of the voting members;
5. If passed, the Executive Board shall make proper revisions in the written constitution and/or by-laws;
6. The Student Government Association must approve all amendments and revisions.

## **SECTION SEVEN**

### **Honors Program Policies and Procedures**

**Policies and Procedures of the Thomas E Bellavance Honors Program at Salisbury University**  
***Passed and Approved by Honors Program Committee on April 17, 2014***

**Section 1—The Honors Program Mission Statement**

The Thomas E. Bellavance Honors Program builds upon Salisbury University's mission to offer excellent, affordable education in a variety of academic programs and to empower its students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world by providing enriched educational opportunities for highly motivated, talented, and creative undergraduate students.

The program fosters close individual contact between students and faculty and brings together engaged undergraduate students with varied interests to explore and enrich their overall academic university experience. In addition, the Honors Program seeks to provide an intellectual environment where students pursue inquiry, explore curiosity, and exhibit creativity, all while engaging larger communities on the Eastern Shore and beyond. Honors courses and activities are intended to enhance other educational opportunities available to Salisbury University students and meet national expectations for Honors education.

**Section 2—Honors Committee**

2-1. The purposes of the committee shall be to:

3. Oversee all phases of the University Honors Program; and
4. Serve in an advisory capacity to the Director of the University Honors Program, including:
  - a. Elaborating and reviewing the requirements for admission to the Honors Program;
  - b. Formulating the Honors Program Curriculum;
  - c. Developing standards of achievement for continuance in the Honors Program; and
  - d. Formulating the fiscal budget for the Honors Program.

2-2. The committee shall have seven voting members: five members of the Faculty (one elected from each school and one elected from the library) serving 3-year staggered terms; and the two principal student officers of the organization composed of participants in the Honors Program. The Director and Assistant Director of the Honors Program shall be non-voting ex officio members. The Director of Admissions or his/her designee shall be a non-voting, ex officio member. Should an elected faculty member not be the Designated Senator, a non-voting Designated Senator shall also serve on the committee. The committee shall elect its chairperson annually.

**Section 3—Selection of Students, Continued Eligibility, and Graduation with Honors.**

3-1. Selection of Students

Students make application to the Honors Admissions Committee, which is comprised of the Director, Assistant Director, Honors Program Management Specialist, and Admissions Liaison. The Committee's decisions are governed by the following criteria:

1. Incoming students with a high school grade-point-average of 4.0 on a 4.0 scale (or equivalent) and an SAT score at or above 1900 Composite Superscore (or ACT score of 30 or above) are automatically accepted into the Bellavance Honors Program under the conditions of conditional admission (see 3-3:2a). They may apply at any time for full admission into the program.
2. The Bellavance Honors Program suggests that an incoming first-year student have a high school GPA of 3.5 or an SAT score above 1750 Composite Superscore (or an ACT score of 27) to apply for the Honors Program before entering Salisbury University.
3. Transfer students with a minimum 3.5 GPA from their previous institution(s) may apply for the Honors Program.
4. On campus recruitment occurs throughout the Fall and Spring semesters. Acceptance will be based upon the student's performance in a minimum of 12 credit hours of work at Salisbury University with a minimum of eight credit hours in General Education courses. Applicants must achieve a cumulative GPA of at least 3.5 in courses taken during the period preceding

- their application to the Honors Program. In addition, students are required to obtain one letter of recommendation from a Salisbury University faculty member to apply.
5. Honors students transferring from another NCHC institution are eligible to apply for the Thomas E. Bellavance Honors Program at the time of their transfer, provided they have a 3.5 post graduate GPA. Up to 12 hours of Honors credit from their previous institution will count toward the 24-hour requirement.
  6. Students admitted under “conditional” status must enroll in an Honors course their first semester in order to be considered for full admission.

### 3-2. Admission Deadlines

1. Admissions deadlines will be established in concert with general university admission deadlines

### 3-3. Admission Classifications

1. Fully Admitted
  - a. Students who are granted full admission to the Honors Program must enroll in an Honors course during their first semester in order to maintain their active status.
  - b. Full admission means that students are admitted in good standing and enjoy all of the privileges of the Honors Program.
2. Conditionally Admitted
  - a. Students admitted “with condition” are required to take an Honors course their first semester at Salisbury University. Their progress will be evaluated at midterm and at the end of their first semester. If the student successfully completes at least 12 credit hours of courses, including eight hours of general education courses and obtains a 3.5 GPA or higher, they are automatically admitted into the Honors Program with full status and in “good standing.”
3. Not Admitted
  - a. Based on the recommendation of the Honors Admissions Committee students may be admitted to Salisbury University but not admitted into the Thomas E. Bellavance Honors Program. This decision does not preclude students from reapplying for the program after their first full semester at Salisbury University.

### 3-4. Eligibility for “Good Standing” within the Honors Program

1. Students must maintain a cumulative GPA of at least 3.25 in all courses taken at Salisbury University to remain in “good standing.” First-semester students whose GPA falls below 3.25 will be considered as in “good standing” one additional semester in order to raise their grades.
2. The Director will review the grades of all Honors students at the end of each semester. The Honors Director will submit a list of probation recommendations to the Honors Committee each semester. If a student fails to attain the required GPA, the Honors Committee will decide by vote whether the student will be placed on probation or dropped from the program. Once a student is placed on probation, he/she will have one semester to attain the required GPA. If he/she fails to do so, the Honors Committee will decide by vote whether the student should receive additional time to improve their GPA. The Director will notify all students who are either on probation or dropped from the program at the beginning of each semester. Students on probation and those dropped from the program will be allowed to remain in any Honors courses in which they are enrolled for the semester during which they are notified of their status.
3. Students who fall below a cumulative 3.5 GPA will be required to meet with the Director or Assistant Director to discuss a plan for improving or maintaining their GPA. Students with cumulative GPAs between 3.25 and 3.5 are still considered in “good standing” with the Honors Program but must meet with the Director or Assistant Director for an advisement session. If a student fails to meet with the Director or Assistant Director by the week of Honors Advisement, they will no longer be considered in “good standing” with the Program.

4. All Honors students who are not enrolled in an Honors course in a particular semester are required to register their names with the Director prior to the first day of the semester of which they intend to sit out. Students may sit out two semesters before being placed on probation. After that time, the Honors Committee may vote to remove them from the Honors Program. Students who have fulfilled all requirements for graduating with either University Honors or General Honors are exempt from this provision.
5. Student must earn at least a “C” in any Honors course for it to count toward their requirements to graduate with University or General Honors.
6. Students who violate the Salisbury University’s Academic Honesty policy will be dismissed immediately from the Thomas E. Bellavance Honors Program.
7. Students who are not in “good standing” with the program will not have access to the privileges granted to full members by the Honors Program and Salisbury University.

### 3-5. Transfer Honors Credit

1. Students admitted from an Honors Program at a NCHC affiliated college or university may transfer up to twelve hours of Honors course credit to count toward their Honors requirements at Salisbury University, as long as they fulfill curriculum requirements established by the Bellavance Honors Program.
2. Students must earn no less than a B in a course in order for it to transfer for Honors credit.

### 3-6. Internship Credit

1. Honors students may earn Honors credit or substitute internship credits for Honors credit. Students must contract for the credit by consulting both their internship advisor and the Honors Director or Assistant Director. Students must also submit a substitution waiver form with the Honors Program. Under most circumstances, students who maintain a journal or blog in addition to typical requirements for their internship, and receive a positive evaluation from their supervisor, will earn substitution credit for an Honors 311 course. They must also arrange for a public presentation to share their experience—this might be at a conference, an Honors student colloquium, or at a departmental event.

### 3-7. Study Abroad

1. Honors students may earn Honors credit or substitution credit for a study abroad experience. Students must contract for the credit with the Program Director. Students participating in a semester-long experience and who maintain a blog, which may be posted on the Honors Facebook, Twitter, and webpage, will earn substitution credit for an Honors 311 course. Students who participate in a short-term study abroad experience will be required to maintain a blog, as well as write an additional paper, compose a video of their experience, or construct a PowerPoint presentation that will be presented to the Honors student body.

### 3-8. Requirements to graduate “with honors”

1. University Honors
  - a. Students must graduate with a minimum overall grade point average of 3.5, complete the course requirements outlined in the University Honors curriculum (between 20-21 credit hours), and complete an Honors Senior Exit Survey with the Honors Director.
  - b. Students who meet these requirements will receive the distinction of “Bellavance University Honors” on their transcripts and diplomas.
2. General Honors
  - a. Students must graduate with a minimum overall grade point average of 3.5, complete the course requirements outlined in the General Honors curriculum (between 13 and 14 hours), and complete an Honors Senior Exit Survey with the Honors Director

- b. Students who meet these requirements will receive the distinction of “Bellavance General Honors” on their transcripts and diplomas.
3. Students who have met the Honors curriculum requirements and obtained a cumulative GPA between 3.25 and 3.49 will receive a certificate of completion in recognition of their efforts.

### 3-9. Recognition and Transcript Entry

1. Upon the student’s completion of the curricular and GPA requirements for graduation “with honors,” the Program Director shall notify the registrar. Transcripts will have special designation for those graduating “with Honors,” and a special Honors stole will be presented to Honors students at the Honors and Awards convocations and worn by them at graduation.

## **Section 4—Honors Courses**

### 4-1. Definition

1. An Honors course is any undergraduate course, section, seminar, independent study, or other academic credit offering designated as such by the Honors Committee and the department in which it is offered by assignment of an Honors section.
2. The Honors program, in distinguishing itself from the rest of the institution, serves as a kind of laboratory within which faculty can try things they have always wanted to try but for which they could find no suitable outlet. Honors courses should not be so restrictive as to limit this experimentation.

### 4-2. Faculty Teaching Honors Sections

1. Honors courses normally shall be taught only by persons holding a full-time faculty appointment. Upon recommendation by a department head and with approval of the Program Director, adjunct faculty may teach Honors sections when appropriate full-time faculty are not available and/or if an adjunct has special topical knowledge or expertise.

### 4-3. Content and Grading in Honors Sections.

1. Honors sections may well cover more sophisticated material than that covered in the regular sections of the same course, more active participation should be encouraged, and the method of evaluation of students’ work (examinations, reports, etc.) may be different. The grading standards at the end of the course, however, should not be designed to force the Honors students to compete among themselves for a limited number of “A” or “B” grades, regardless of their level of performance. Instead, their grades should be assigned on the basis of the quality of their work based on the requirements of the course syllabus. Students who meet the challenge of an Honors section should have this reflected in their grades, but there should be no hesitation to award low grades to Honors students who do not live up to the expectations that are being met by other Honors students.
2. All Honors course syllabi and/or proposals must be approved by the Honors Committee.

### 4-4. Enrollment in Honors Courses

1. Enrollment in all Honors courses is with the permission of the Program Director. Members of the Thomas E. Bellavance Honors Program must request enrollment in Honors courses by contacting the Honors Director, Assistant Director, or Program Management Specialist. Following the enrollment period for Honors students, non-Honors students who have a minimum 3.5 GPA may request permission from the Honors Director to enroll in an Honors course if there is available space in the class. Non-Honors students enrolled in Honors sections must meet the same expectations as Honors students. Any questions about the eligibility of a particular student to enroll in an Honors course should be directed to the Program Director.
2. First-semester Freshmen with a minimum SAT score of 1800 Composite or 1200 Math and CR only (or an ACT score of 27) may enroll in one Honors course during their first semester at Salisbury University with permission of the Program Director.

3. As a rule, first year, freshmen Honors students should not enroll in either HONR 311 courses or Honors Thesis Courses. Such students must obtain the permission of the Program Director to enroll in these courses.
4. Graduate students who wish to enroll in an Honors course must have maintained a 3.5 GPA in their graduate program to be eligible. Graduate students must enroll in the graduate course equivalent for the Honors course if available.

#### 4-5. Maximum Enrollment for Honors Courses

1. The anticipated maximum enrollment for an Honors course is no more than twenty (20) students, however the Program Director may, with the approval of the course professor, permit additional enrollment when it is likely that the normal attrition of the drop-and-add process will bring the maximum size to twenty students early in the semester. All requests for over-enrollment of courses must be approved by the Program Director.

#### 4-6. Assessment and Evaluation of Honors Courses

4. All Honors courses will be evaluated each semester. In addition to the University evaluation form, faculty teaching Honors courses shall distribute the Thomas Bellavance Honors Program evaluation form to students in their Honors courses shortly before finals week. Faculty members are required to complete both the Faculty Evaluation of an Honors Course and Faculty Evaluation of the Honors Program forms.
5. Students in HONR 311 will also complete a program assessment evaluation.
6. Students in HONR 495 will complete a Senior Exit Interview.

### Section 5—Honors Privileges

#### 5-1. Honors Privileges

1. In order to take advantage of the following privileges, Honors students must be in “good standing” with the Thomas Bellavance Honors Program (as defined under 3-4 above).

#### 5-2. Early Enrollment.

1. For purposes of early enrollment, the Program Director shall report to the Registrar, through the appropriate channels, the names and student identification numbers of the Honors students who qualify for early enrollment for the next academic semester and/or summer session.
2. University Honors Program students will be permitted to begin early enrollment on the date specified by the Registrar.

#### 5-3. Early Move-in to Residence Halls

1. Honors Freshmen LLC students have the privilege of early move-in to the residence halls two days prior to general move-in, provided that they take part in the LLC Honors orientation events.

#### 5-4. Bellavance Honors Center Access

1. Each Academic Year, students must sign an **Honors Code of Conduct** in order to gain access to the Bellavance Honors Center.
2. This Bellavance Honors Center is available to all Honors students who agree to abide by the **Honors Code of Conduct**. It boasts a kitchen, small computer lab, television lounge, and plenty of study space. It is occasionally used by the HSA for Honors student activities.
3. Use of the Honors Center kitchen is available to students in the Bellavance Honors Program. The kitchen includes basic appliances, dishware, and cooking implements for student use.
4. Students who violate the **Honors Code of Conduct** will lose immediately access to the Honors House and be removed immediately from the Bellavance Honors Program.

#### 5-5. Honors Conference Travel Support

1. Each semester Honors students and faculty present their research at conferences across the country. Honors students are eligible to apply for travel funding from the Honors Program to help defray the costs of attending undergraduate research conferences.
2. Students who are accepted to an Honors conference are required to apply for funding from the Office of Undergraduate Research and/or their home School prior to being awarded Honors Conference Funds.
3. The Bellavance Honors Program will provide application forms for research and conference travel on the main floor of the Honors Center.

#### 5-6. Roth Thesis Prize

1. Inaugurated by John and Mary-Claire Roth in honor of their daughter, Ellen, in 1999, this cash prize is awarded annually at spring convocation to the Honors student author of the best Honors thesis of the previous calendar year.

#### 5-7. Whall Award for Writing Excellence

1. Dr. Tony Whall led the newly formed Honors Program for 27 years. He has since retired, but to recognize Dr. Whall's decades of service teaching first-year Honors students how to write and think critically, we award the annual Whall Honors Award for Writing Excellence to a first-year Honors student. Professors forward the best essays from each class with first-year students to the Honors Program Director for consideration.
2. The Honors Committee evaluates and chooses a winner from entries made by Honors instructors of first-time Honors students.

#### 5-9. Bellavance Scholarships

1. The Bellavance Honors Program annually awards scholarships to qualified Honors students. The amount awarded by these scholarships fluctuates and is made at the discretion of the Honors Scholarship Committee, comprised of the Honors Program Director, Assistant Director, and Admissions Liaison.

#### 5-10. Study Abroad Scholarships

1. The Bellavance Honors Program also awards small scholarships to help defray the costs of students who wish to study abroad. Preference is given to students wishing to study for a period longer than two months, although the program will accept applications for shorter periods of study.
2. Honors students who receive Study Abroad Scholarships are required to maintain a blog during their studies, which will be posted to the Honors Program webpage, Facebook page, and Twitter account.
3. The decision for scholarships will be made by the Honors Committee in consultation with the Director of the Center for International Education.
4. The deadline for scholarship applications will be announced each semester at least one month prior to the application due dates.