

Salisbury University

Thomas E. Bellavance

Honors Program



(2014-2015 Honors Program Freshman Class)

2014-2015 ANNUAL REPORT

July 21, 2015

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

CONTENTS OF THE HONORS PROGRAM ANNUAL REPORT

About the Program and Mission Statements	3
Defining Honors Education and National Standards	4
Core Values of the Bellavance Honors Program	5
SECTION ONE: Honors Student Information	7
General Demographics	
Headcount	
Headcount by Cohort	
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	13
Qualification to Graduate with Honors	
Honors Program Graduates (2014-2015)	
Senior Theses and Committees	
Honors Graduates by School/Major Dispersion	
SECTION THREE: Honors Scholarships and Awards	20
Honors Student Scholarships	
Student Honors Awards	
Student Travel Grants (NCHC, NRHC, MCHC)	
SECTION FOUR: Retention, Graduation, and Recruitment	26
Retention and Graduation Data	
Recruitment	
Year-to-Year Honors Freshman	
2014-2015 Freshman Intake Data	
Comparative Freshman Data: Honors v. University	
SAT, ACT, and GPA	
Detailed Freshman Data by School	
SECTION FIVE: Courses, Enrollments, and Assessment	38
Course Offerings	
Course Enrollments	
Honors Contracted Projects	
Student Assessment of Courses and Program	
Honors Academic Advising	

SECTION 6: Honors Program Administration and Governance	55
Program Administration	
Program Resource Allocation	
Program Governance	
Honors Committee	
Honors Student Association	
SECTION 7: Honors Program Policies and Procedures	63

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.

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



Hala McIver discusses her work with street children in Egypt for students attending one of the Honors Program's Salon Nights.

General Demographics

Each semester, the Honors Director presents the Faculty Senate Honors Program Committee with a list of students who are in jeopardy of being placed on probation or removed from the Honors Program. In April 2014 the committee passed a policies and procedures document that outlined the requirements for a student to remain “active” in the Honors Program (this document can be found at the end of this report or on the Honors Program webpage). The following data sets represent the fluctuation of Honors enrollment between semesters.

Honors Program Headcount

Active Honors Students August 2014	Active Honors Students May 2015
268	241

Honors Program Headcount (by cohort *)

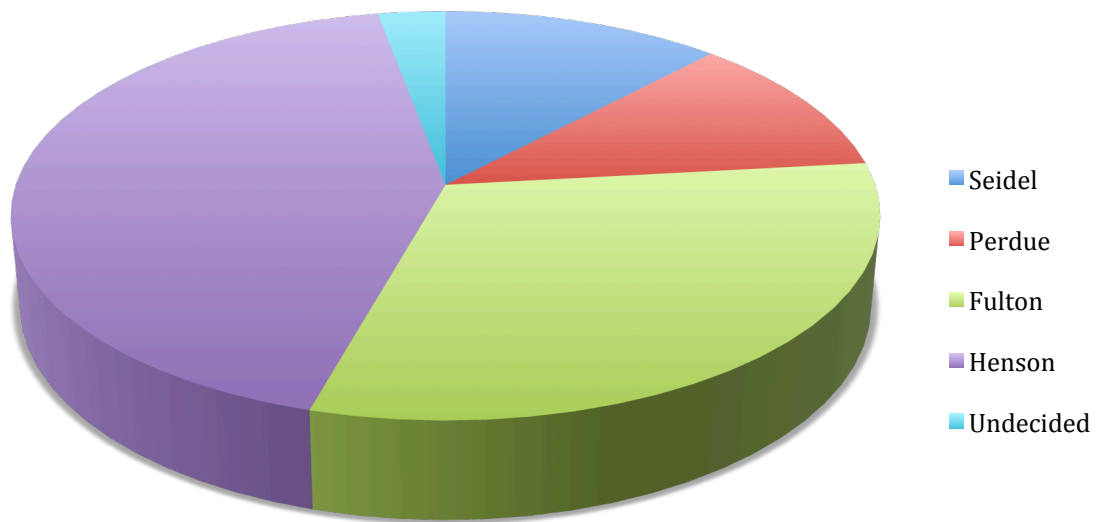
Active Honors Students August 2014	Active Honors Students May 2015
<u>2010-2011</u> 4	<u>2010-2011</u> 3
<u>2011-2012</u> 29	<u>2011-2012</u> 29
<u>2012-2013</u> 47	<u>2012-2013</u> 38
<u>2013-2014</u> 73	<u>2013-2014</u> 64
<u>2013-2014</u> 115	<u>2013-2014</u> 107

**The Honors Program defines cohort as the year that a student entered the program, rather than by year that the student entered Salisbury University.*

Honors Student Headcount (school)

<u>HONORS STUDENT HEADCOUNT</u> <u>August 2014</u>		<u>HONORS STUDENTS HEADCOUNT</u> <u>May 2015</u>	
Seidel	33	Seidel	29
Perdue	29	Perdue	27
Fulton	83	Fulton	75
Henson	115	Henson	103
Unknown or Undeclared	8	Unknown or Undeclared	7
Total	268	Total	241

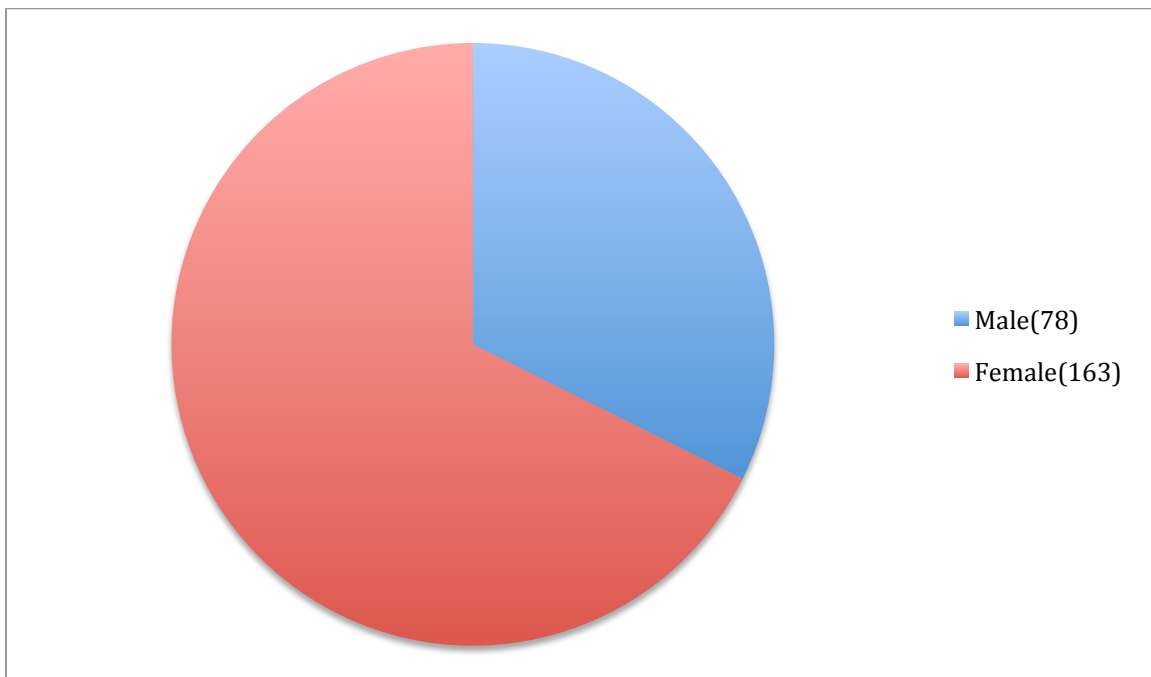
School Dispersion, May 2015



**Honors Program Headcount
(Major and Cohort)
May 2015**

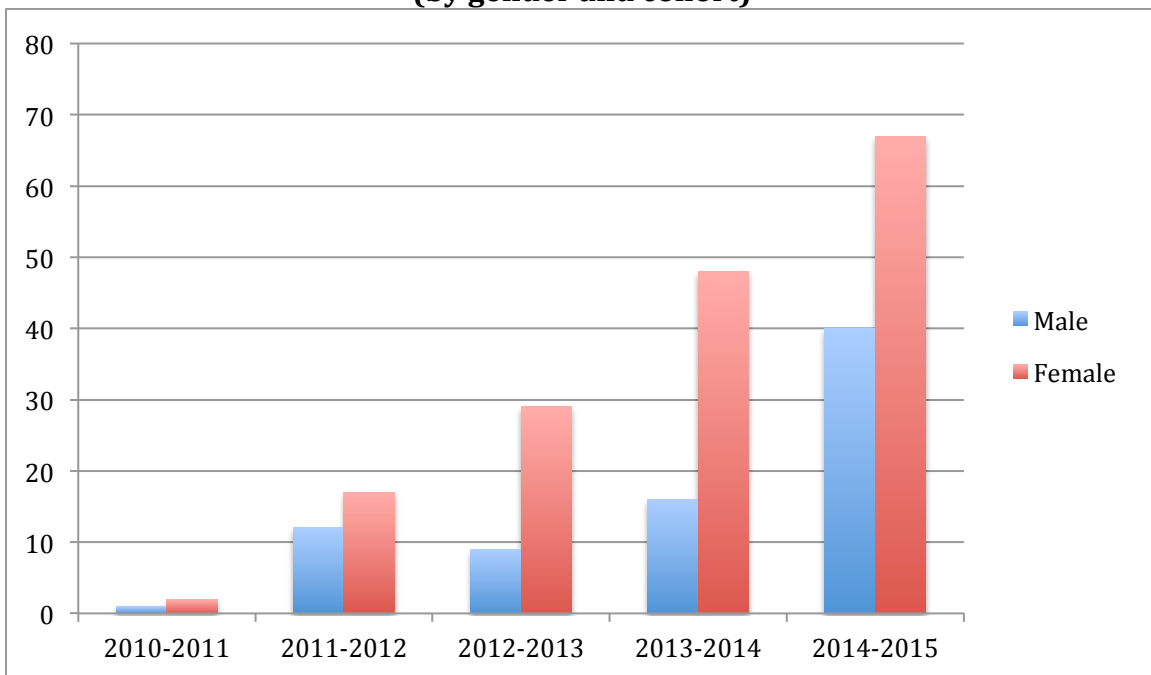
MAJOR	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015	Total
ACCT				2	5	7
ART		1	1		3	5
BIOL		7	6	8	17	38
BUEC					1	1
CHEM		1	1	4	5	11
CHLT					1	1
CMAT		1	3	6	4	14
COSC			2	2	4	8
ECED				1		1
ECON		1	1			2
ELED		2	1	3	4	10
ENGL		2		4	5	11
ENVR					4	4
ESOL				1		1
EXSC	1	1	1	5	5	13
FINA		1		4	1	6
GEOG			1	1	3	5
HIST	1	3		2	5	11
HLTH	1			1		2
INFO				1		1
INTB			1	1	1	3
INTL		1		2	2	5
MATH		1	5		2	8
MDTC			2	1	1	4
MGMT		1	1	2	3	7
MKTG		1			1	2
MUSC		2			1	3
NURS		1	2	6	8	17
PHYS				1	8	9
POSC		1	1	2	2	6
PSYC		1	7	3	2	13
RESP			1		1	2
SOCI					1	1
SOWK			1	1		2
UNKN					7	7

Honors Student Demographics* (by gender)



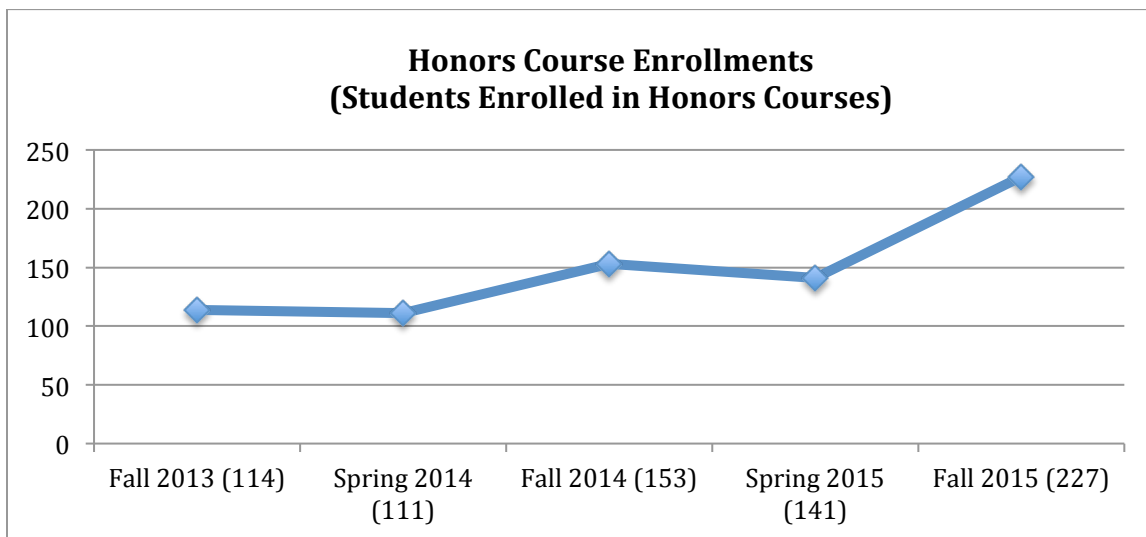
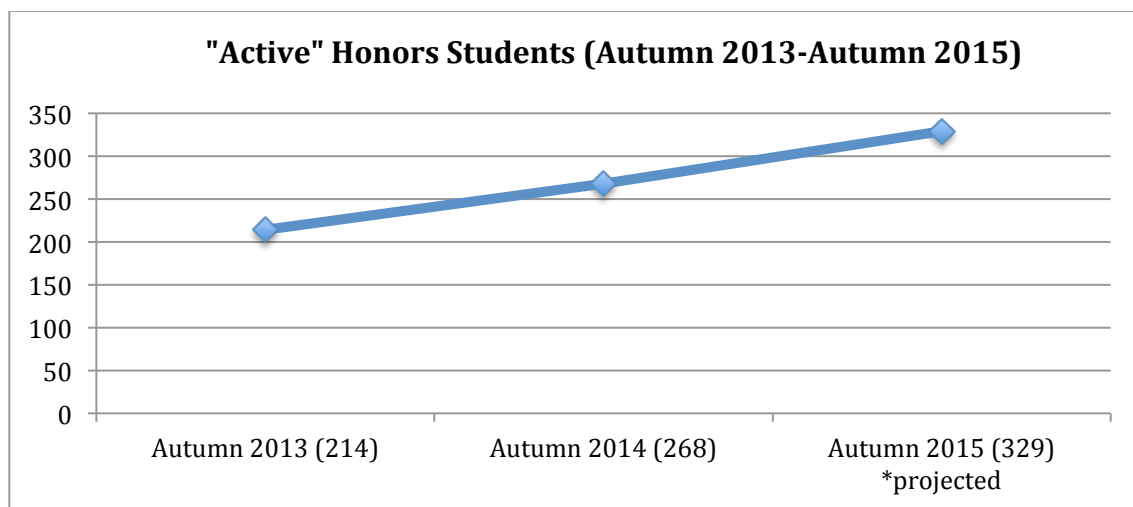
**All demographic data is drawn from May 2015 numbers.*

Honors Student Demographics (by gender and cohort)



Projected 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. The projected number of Honors students in the program for the fall semester of 2015 is based on actual enrollment in Honors courses for that semester. (For comparisons, 145 students were enrolled in the Honors Program in Academic Year 2004-2005.)



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 2014-2015

December 2014 (2)

University Honors

Kristen Loetz, B.S. *Nursing*

John Penuel, B.A. *History*

May 2015 (29)

University Honors

Lindsay Burrier, B.S. *Elementary Education*

Chelsea Chmel, B.S. *Exercise Science*

Megan Crabil, B.A. *Communication Arts*

Victoria DeHoyos, B.A. *Psychology*

Daniel Feeney, B.A. *Economics*, B.A. *Political Science*

Maxi Garte, B.A. *Communications Arts*, B.A. *English*

Heather Giovenco, B.S. *Health*, B.S. *Physical Education*

Leanne Heuer, B.S. *Biology*

Julia Howser, B.S. *Biology*

Alexandra Iannucci, B.S. *Elementary Education*

Gavin Jones, B.A. *History*, B.A. *International Studies*

Kassidy Korb, B.A. *Music*

Megan Lechmann, B.S. *Nursing*

Kaitlyn Mitchell, B.S. *Biology*

Elizabeth Nelson, B.A. *Psychology*

Mark Oberly, B.A. *History*, B.A. *Philosophy*

Elizabeth Raley, B.S. *Finance*

Allegra Sciandra, B.S. *Math*

Kathryn Stout, B.A. *English*

Andrew Sylvia, B.A. *Economics*

John Thomas, B.S. *Biology*

Beverly Tripari Villaplana, B.S. *Biology*

Summer Washburn, B.S. *Exercise Science*

Alex Wehrenberg, B.A. *Music*

Thelonious Williams, B.A. *History*

General Honors

Alexandra Fox, B.A. *Conflict and Dispute Resolution*, B.A. *History*

Certificate of Completion

Shane Johnson, B.S. *Biology*

Robin Karpovich, B.S. *Math*

Mayra Melendez, B.A. *Conflict and Dispute Resolution*, B.A. *International Studies*

Honors Theses and Committees AY 2014-2015

FALL 2014 (1)

"Do Childhood Vaccinations Decrease Disease Prevention" by Kristen Loetz (NURS)

Mentor: William T. Campbell, NURS

Reader: Barbara Pollock, BIOL

Reader: James Buss, HONR

SPRING 2015 (12)

"Factors Affecting Growth Rates of the Red-backed Salamander, *plethodon cinereus*: An Abundant Indicator Species" by Joshua R. Biddle (BIOL)

Mentor: Eric Liebgold, BIOL

Reader: Tami Ransom, ENVR

Reader: Judith Stribling, BIOL

"Death: It's a Part of Life! Does Personal Death Experience Affect Mortality Salience in Adolescents" by Victoria De Hoyos (PSYC)

Mentor: Lance Garmon, PSYC

Reader: Michelle Schlehofer, PSYC

Reader: James Buss, HONR

"Connecticut's Experience with Public Finance for State Legislators: A Critical Analysis" by Daniel Feeney (POSC)

Mentor: Eric Rittinger, POSC

Reader: Hong Yao, ECON

Reader: Harry Basehart, POSC (Retired)

"Benefits of Inclusion in the Elementary Physical Education Setting" by Heather M. Giovenco (HLTH and PHEC)

Mentor: Gwen Beegle, EDUC

Reader: Dean Ravizza, EXSC

Reader: Jennifer Hill, (Teacher at Wicomico High School)

"Dung Beetle Populations on Maryland Cattle Pastures and Gut Microbiome of *Othophagus taurus*" by Kaitlyn Mitchell (BIOL)

Mentor: Dana L. Price, BIOL

Reader: Mallory Hagadorn, BIOL Alumnus

Reader: Grace Clement, PHIL

"Symbol and Spark: Contextualizing the Stonewall Riots" by Mark Oberly (HIST)

Mentor: Emily Story, HIST

Reader: Kara French, HIST

Reader: Grace Clement, PHIL

"Best Hitting Shortstops: A Mathematical Analysis" by Allegra Sciandra (MATH)

Mentor: E. Lee May, MATH

Reader: Jathan Austin, MATH

Reader: John Wenke, ENGL

"Grendel: Interpretations of Evil and Free Will in *Beowulf*" by Kathryn Stout (ENGL)

Mentor: Loren Loving Marquez, ENGL

Reader: Christopher Vilmar, ENGL

Reader: James Buss, HONR

“Cost Benefit Analysis of Nuclear versus Renewable Energy” by Andrew Sylvia (ECON)

Mentor: Dustin Chambers, ECON

Reader: Tami Ransom, ENVR

Reader: Dan Ervin, ECON

“Progress toward the Synthesis of Pestacin and Related Isobenzofuran Motifs” by John Thomas (CHEM)

Mentor: Seth Friese, CHEM

Reader: Stephen Habay, CHEM

Reader: Dee Morrison-Parker, BIOL

“Addressing the Childhood Obesity Epidemic” by Summer Washburn (EXSC)

Mentor: Brent Fedorko, EXSC

Reader: Lisa Marquette, EXSC

Reader: Haven Simmons, CMAT

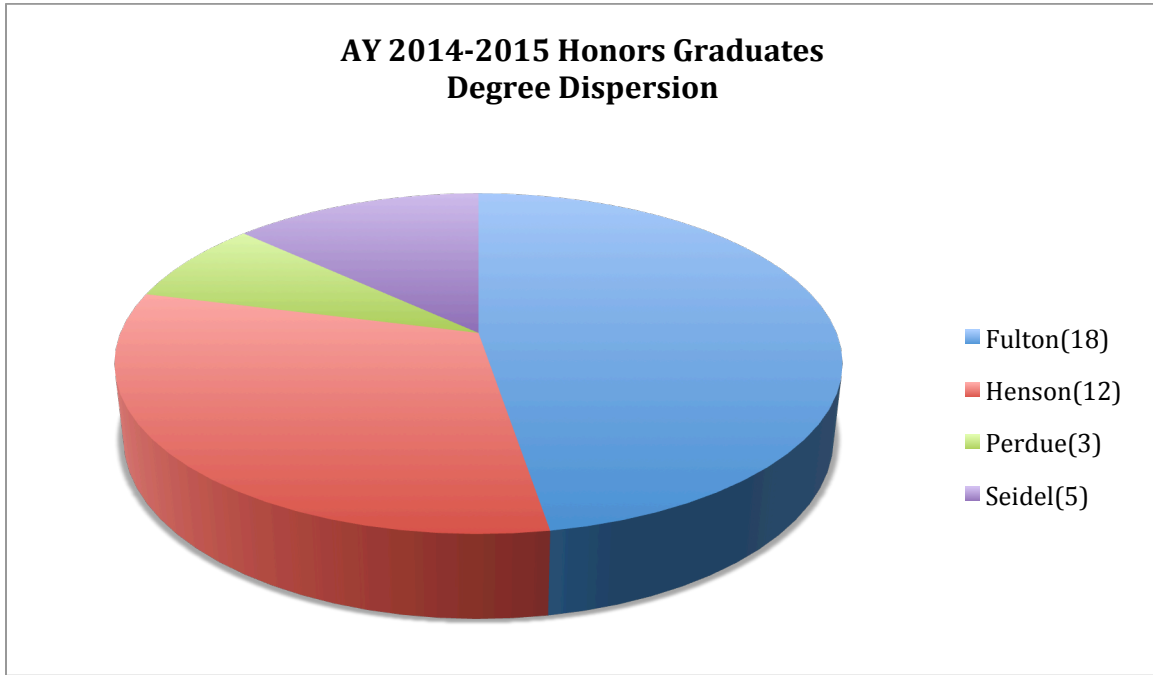
“The Underpinnings of Tuareg Rebellion: Ethnic Marginalization and Salafi Jihadism” by Thelonious W. Williams (HIST)

Mentor: Joseph Venosa, HIST

Reader: Eric Rittinger, POSC

Reader: Len Robinson, POSC

Honors Graduates by School/Major Dispersion



Honors Graduates By Degree Field* 2014-2015

Major	Graduates
BIOL	6
HIST	5
CADR	2
CMAT	2
ECON	2
ELED	2
ENGL	2
EXSC	2
INTL	2
MATH	2
MUSC	2
NURS	2
PSYC	2
FINA	1
HLTH	1
PHEC	1
PHIL	1
POSC	1

**Several of the Honors graduates received multiple degrees (or degree majors). They are broken out here to represent all departments and majors. Hence, the number of degree fields outnumbers the number of graduates.*

SECTION THREE

Honors Scholarships and Awards



Honors Scholarships and Award

The Bellavance Honors Endowment provided nearly \$8,000 dollars in student scholarships, awards, and travel grants in AY 2014-2015.

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 Honors Program offered two retroactive Bellavance Honors Scholarships to Sophomores Savanna McClure and Darby Dicks, as well as a scholarship to entering Freshman Jennifer Luckin. Their names, photographs, and profiles have since been added to the Honors Program webpage and a plaque bearing their names hangs in the Honors House.

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 Jenna Miller. As Dr. Whall was unable to attend, Dr. Troy Banks, a member of the Honors Faculty Committee presented Jenna with a \$500 check, as well as a plaque, at the Honors Banquet in May.

Roth Thesis Prize

In 1999, John and Mary Claire Roth funded an endowment to honor their daughter, 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 two outstanding Honors theses, who split the \$500 cash prize.

Amanda Biederman (BIOL), **Acute Temperature Change and LDH Activity in the Atlantic Killfish, *Fundulus Heteroclitus***

And

Daniel Norris (ENGL), **In the Wake of Heroes**

Travel Grants

The Honors Program also provides travel grants to students who present papers at state, regional, and national Honors conferences. In AY 2014-2015, the Honors Program awarded nearly \$6,000 to students presenting and attending honors conferences. This money helped defer registration and travel costs to the conferences.

National Collegiate Honors Conference – Denver November 5-9, 2014

Two Honors student workers traveled with Director Buss and Assistant Director Wood to the NCHC conference. Elizabeth Raley (ECON/FINA) and Frances Sherlock (MGMT/CADR) attended panels and workshops where they represented the Honors Program's student newsletter, *The Saunterer*, which won second place nationally in the student newsletter category.



(The student poster presentation in the Link of Nations on the campus of Salisbury University during the Maryland Collegiate Honors Council statewide conference.)

Maryland Collegiate Honors Conference
- Salisbury University -
April 17-18, 2015

This year, the Thomas E. Bellavance Honors Program at Salisbury University hosted the Maryland Collegiate Honors Conference on our campus. Although originally scheduled for 160+ participants on March 9-10, the conference was rescheduled in April due to inclement weather. Regardless, more than 100 honors students from across the state attended the conference. Honors students assisted in the planning of activities and served as hosts, guides, and moderators for the conference.

The following students also presented at the conference:

Joshua Biddle (BIOL) presented a poster: **“Estimating Growth Rates of the red-Backed Salamander, *Plethodon cinereus*, and Abundant Indicator Species.”**

Noel Dufrene (SOWK) presented a paper: **“Modern Poland: An Empirical Analysis.”**

Katherine Foster (NURS) presented a paper: **“What’s For Lunch? Battling for Nutrition Education in Public Schools.”**

James Goodwyn (MATH) presented a poster: **“Examining Eigenvalues and Eigenvectors in the Time Evolution Map.”**

Leanne Heuer (BIOL) presented a paper: **“Optimal Experience in Musical Performance vs. Long-Distance Running.”**

Mayra Melendez (INTL) presented a paper: **“Indigenous and African Relations in Colonial Peru.”**

Mark Oberly (HIST/PHIL) presented a paper: **“Gay Rights in Contrast: Latin America and the United States.”**

Summer Washburn (EXSC) presented a poster: **“A Look Into the Obesity Epidemic: A Global Problem.”**

Thelonious Williams (HIST) presented a paper: **“African Legislative Development: Past Successes and Future Hurdles.”**

Northeast Regional Collegiate Honors Conference – Gettysburg, April 9-12

Nine students traveled to Gettysburg with Director Buss. Seven students presented papers, one student presented a poster, and another student had her artwork accepted into the annual art show. One additional student was accepted to the conference but could not attend.

Savanna Albright (CHEM) presented a paper: **“Feeding the Hungry: Evaluating the Nutrition of the Healthy Hunger-Free Act.”**

Darby Dicks (CMAT) had **artwork** accepted into the annual conference art show.

Katherine Foster (NURS) presented a paper: **“What’s for Lunch? Battling for Nutrition education in Public Schools.”**

Kathleen Hogan (NURS) presented a paper: **“Placentophagy: Implementing an Evolutionary Behavior into Western Culture.”**

Megan Mahedy (HLTH) presented a poster: **“Consumer Attitudes and Practices Regarding the Safety Ingredients in Persona.”**

Mary McKernan (ENGL) presented a paper: **“Voluptuous Vixens and Macho Men: Vampire Fiction as Indicators of Gender Issues.”**

Rebecca Miller (HIST) presented a paper: **“Wee Bairns: Illegitimacy in Seventeenth Century Scotland.”**

Elizabeth Raley (ECON/FINA) presented a paper: **“Going Green While Owing Green: Environmental Action vs. Argentine Debt.”**

Frances Sherlock (MGMT/CADR) presented a paper: **“Over Half a Century of Unrest: A Proposed Solution to the Cyprus Conflict.”**

SECTION FOUR

Retention and Recruitment



(Honors students visit Gettysburg for the Northeast Regional Honors Council conference, April 2015.)

Retention and Graduation Data

Salisbury University has a campus-wide first-year retention rate of 81% (2013-2014) and a six-year graduation rate of 66% (highest among the USM comprehensive universities). The statistics below are for Honors Program participants only.

<u>Cohort</u>	<u>Beginning in Honors</u>	<u>Grad. with Honors*</u>	<u>Grad. without Honors</u>	<u>Withdrew from SU</u>
2014-2015	119			8
2013-2014	88	3	1	11
2012-2013	106	10	5	20
2011-2012	86	24	33	14
2010-2011	105	39	47	19
2009-2010	90	35	32	22
2008-2009	119	39	53	26

Freshman to Sophomore Year Retention with University**

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%

Honors Program Retention***

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%

* This includes students who received University Honors, General Honors, or a certificate in completion of Honors.

** This refers to retention at the university.

*** This refers to the number of students who started in the Honors Program and are still active in the Program or have graduated with Honors from the Honors Program.

Five Year Graduation Rate from University

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

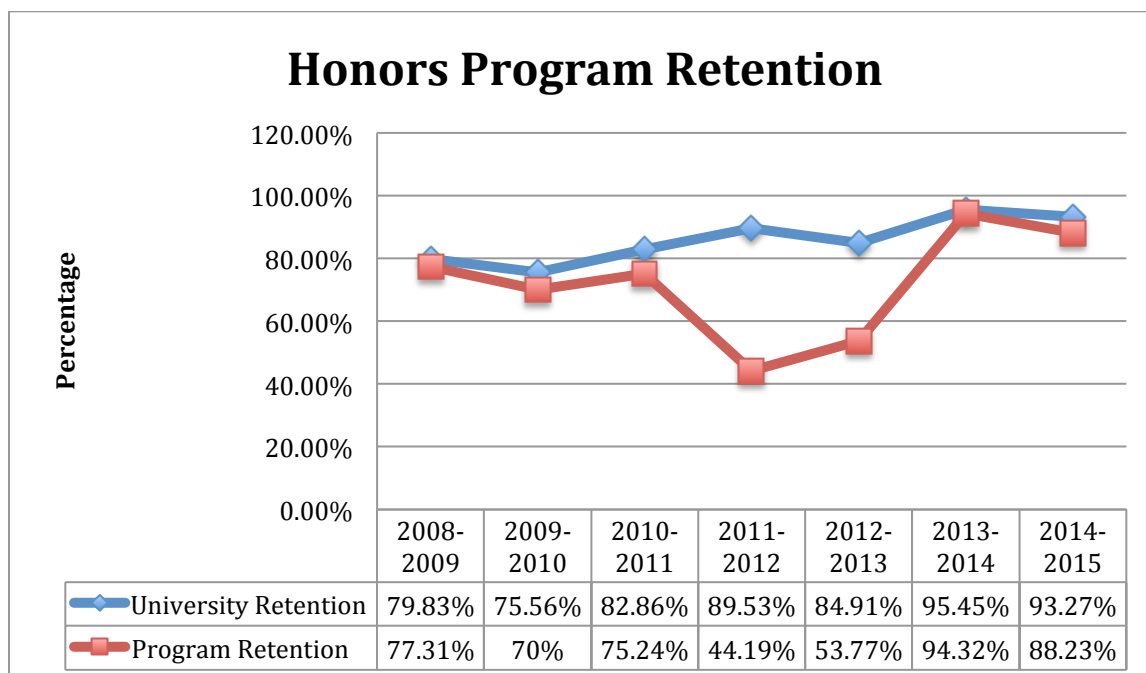
Five Year Graduation Rate with Honors or Certificate of Honors****

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

Five Year Graduation Rate with Full Honors Distinction

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

**** Students graduating with a certificate in Honors have completed all required Honors coursework but failed to maintain a gpa of 3.5.



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

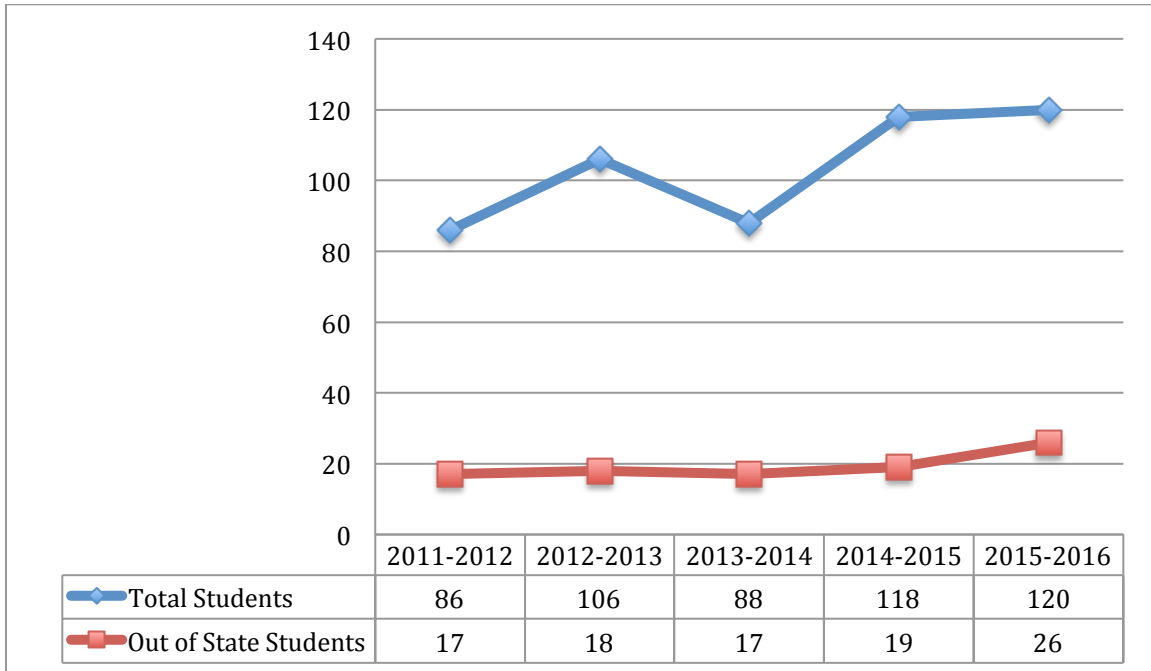
Over the past five years, four different Directors have led the Honors Program. This has led to inconsistency with student recruitment and resulted in low retention numbers for several student cohorts. The Program's recruitment goal for the 2014-2015 freshman class was to attract a large number of high 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 (2015-2016 Freshman Class)

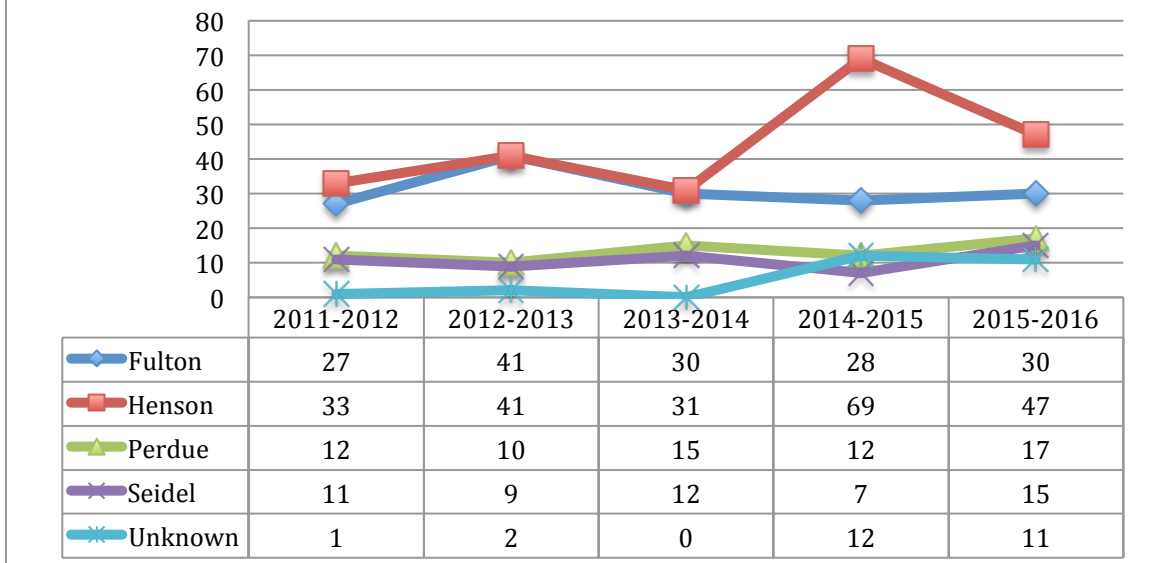
Using similar recruitment techniques as the previous year, the Honors Program again sought a large and talented incoming freshman class. However, more attention was placed on meeting the university's strategic plan of diversifying the Honors Program to meet the needs of all students. Consequently, the 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).

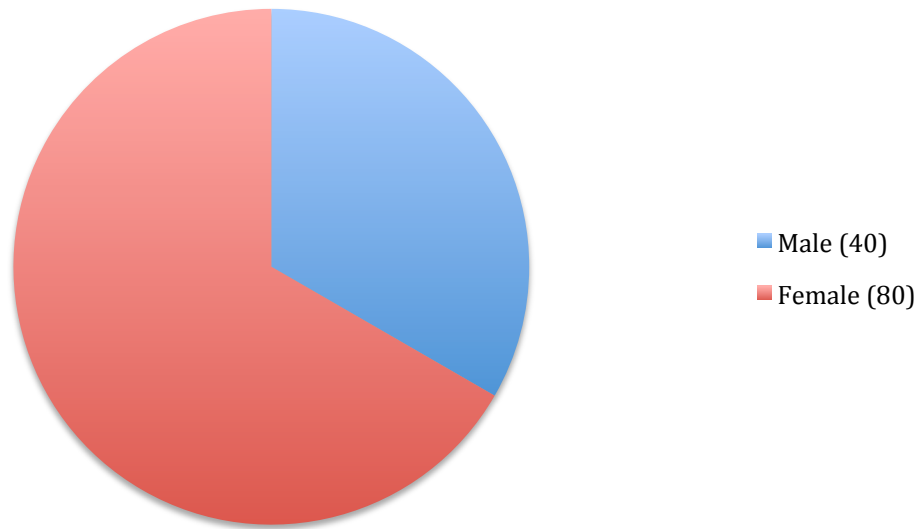
General Demographics for Freshman Classes



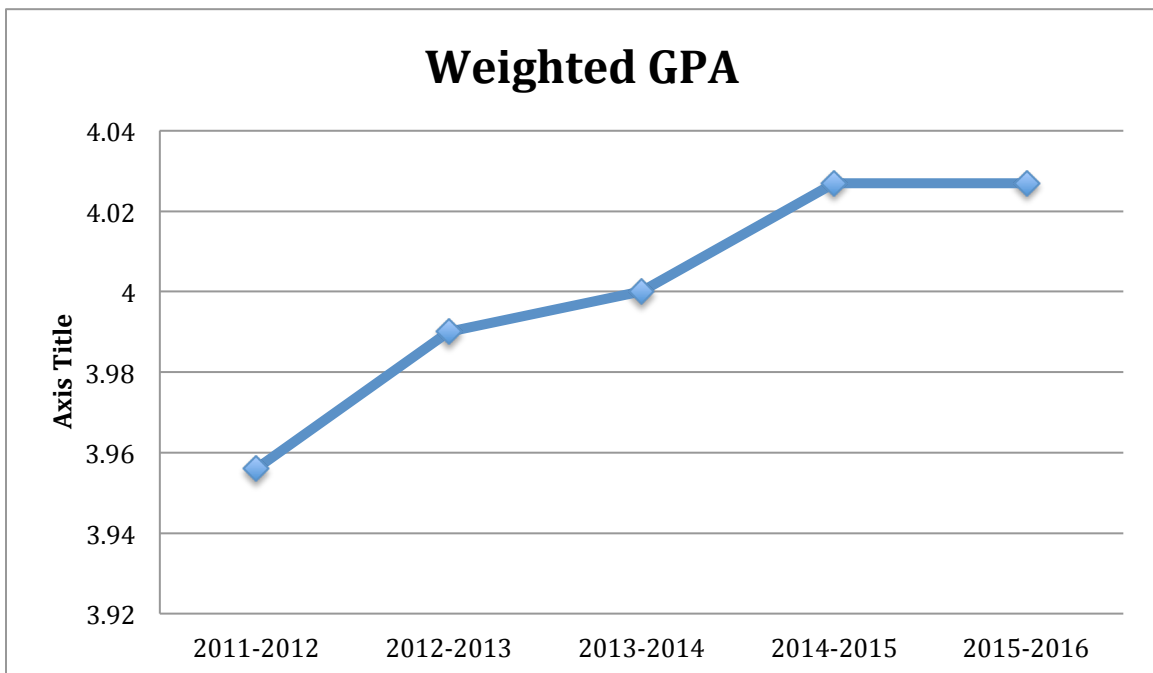
Freshman Class by School

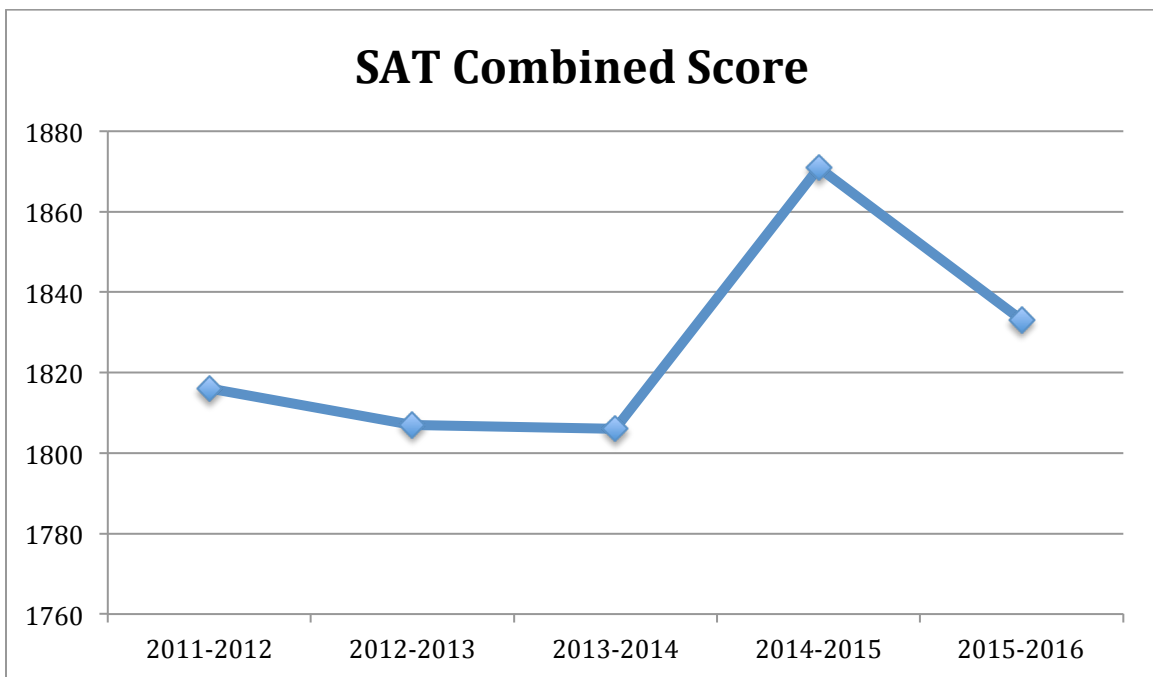
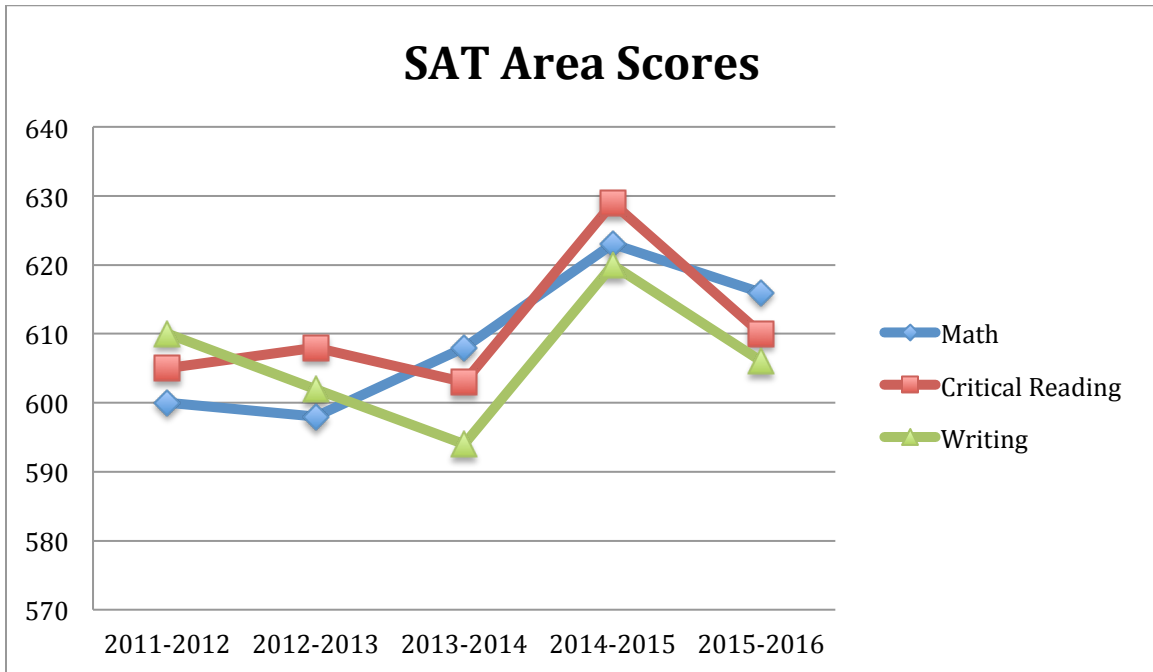


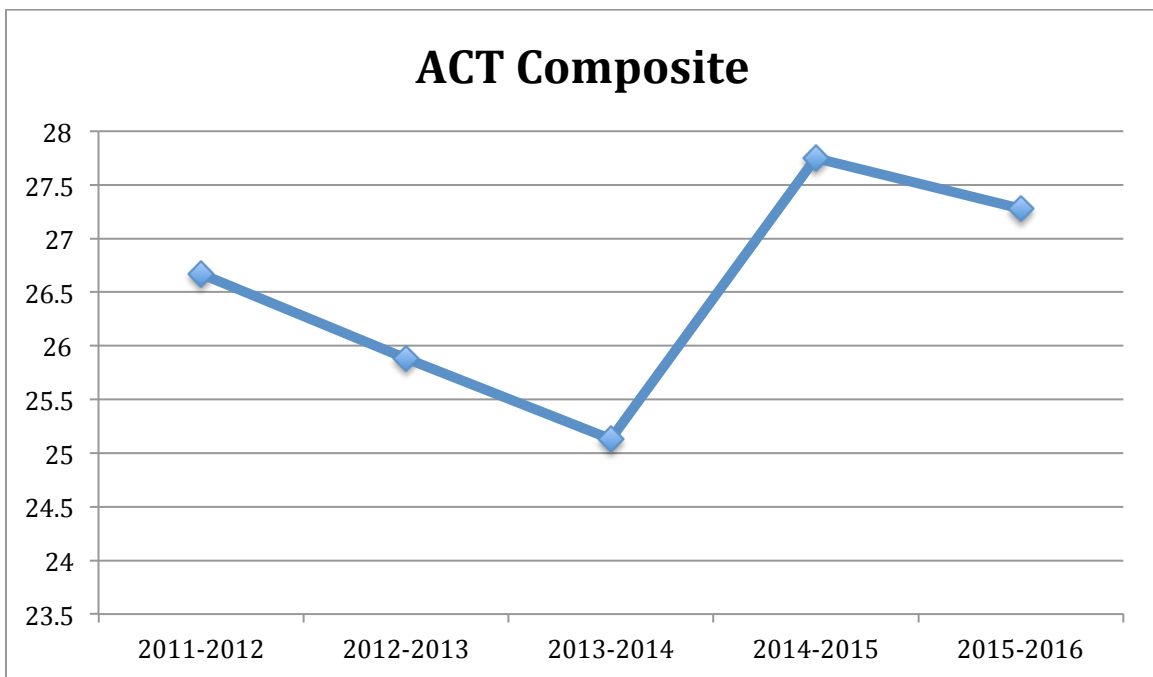
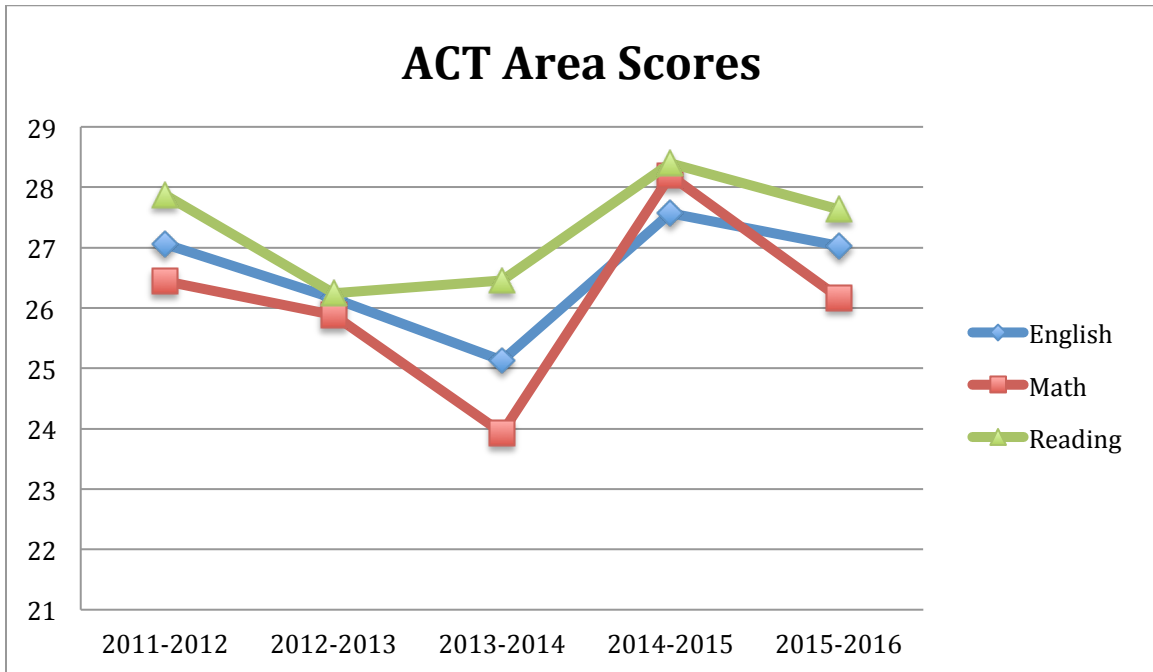
2015-2016 Freshman Cohort



Honors Freshman Class Data Across Time (2011-2015)







Honors-to-University Comparative Freshman Class Data

Honors v. University Wide

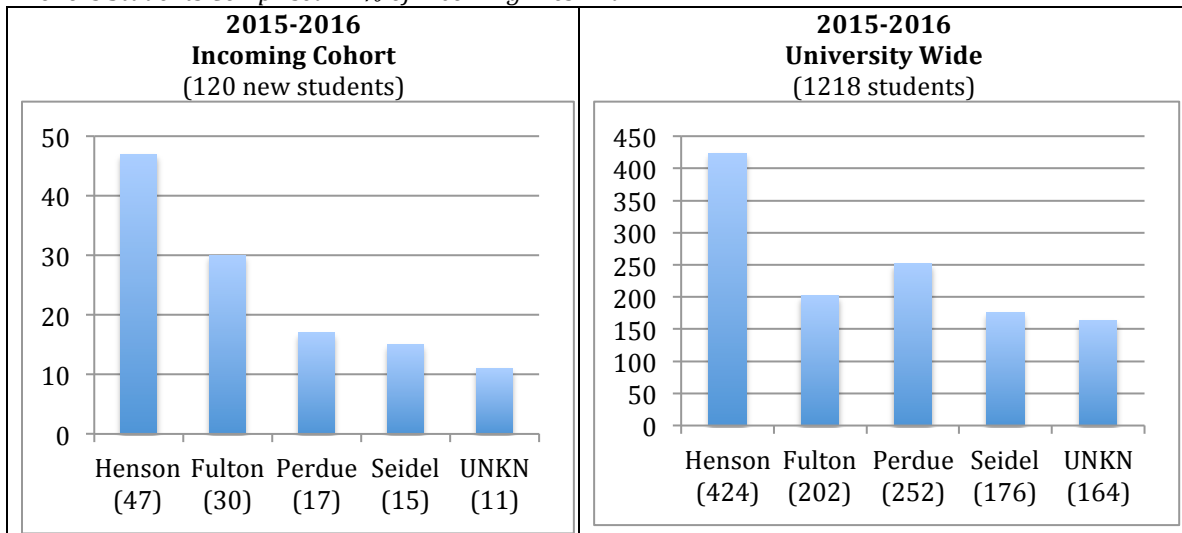
Honors Students Comprised Approximately 10% of Incoming Freshman

2015-2016 Honors Cohort (120 new students)	2015-2016 University Wide (1218 students)
<u>Out-of State</u> 26 (21.67%)	<u>Out-of-State</u> 240 (19.7%)
<u>High School GPA</u> 4.027 Weighted	<u>High School GPA</u> 3.7 Weighted
<u>SAT</u> 1833	<u>SAT</u> 1734
<u>ACT</u> 27.28	<u>ACT</u> 24

Comparative Freshman Class Data (school-by-school comparison) 2015-2016

Honors v. University Wide*

Honors Students Comprised 10% of Incoming Freshman



**These are preliminary numbers and will change after student census in August.*

Detailed Application Data (By School)

Application Profile (2015-2016 Cohort)

GPA

GPA by School (All Applications)

Henson	4.1
Fulton	3.963
Perdue	3.966
Seidel	4.00
UNKN	3.967

GPA by School (Deposits)

Henson	4.142
Fulton	3.914
Perdue	3.932
Seidel	4.063
UNKN	3.945

GPA by School (Rejected Apps)

Henson	3.876
Fulton	3.931
Perdue	3.829
Seidel	N/A
UNKN	3.726

SAT

SAT Scores by School (All Applications)

	<u>Writing</u>	<u>Math</u>	<u>Reading</u>	<u>Superscore</u>	<u>Out of State</u>
Henson	614.75	629.59	604.14	1848.58	24
Fulton	623.96	605.34	636.03	1865.34	16
Perdue	586.57	621.14	610	1817.72	8
Seidel	617.60	613.60	598	1829.20	10
UNKN	601.67	609.44	648.33	1859.44	2

SAT Scores by School (Deposits)

	<u>Writing</u>	<u>Math</u>	<u>Reading</u>	<u>Superscore</u>	<u>Out of State</u>
Henson	611.90	630.48	603.10	1845.48	8
Fulton	603.93	600.71	622.86	1827.50	9
Perdue	589.33	626.67	603.33	1819.33	4
Seidel	612.50	589.17	590	1791.67	4
UNKN	600	618.90	644.44	1863	1

SAT Scores by School (Rejected)

	<u>Writing</u>	<u>Math</u>	<u>Reading</u>	<u>Superscore</u>	<u>Out of State</u>
Henson	571.54	558.46	541.54	1672.31	2
Fulton	558.33	553.33	560	1671.67	1
Perdue	511.67	561.67	535	1608.33	2
Seidel	N/A	N/A	N/A	N/A	N/A
UNKN	440	530	460	1430	0

ACT

ACT Scores by School (All Applications)

	<u>English</u>	<u>Math</u>	<u>Reading</u>	<u>Composite</u>
Henson	27.64	26.15	29.08	27.08
Fulton	28.38	25	28.76	26.90
Perdue	25.77	27.54	26.08	26.77
Seidel	27.70	26.40	27.80	27.55
UNKN	28.67	26.50	26.83	27

ACT Scores by School (Deposits)

	<u>English</u>	<u>Math</u>	<u>Reading</u>	<u>Composite</u>
Henson	26.54	25.92	28.31	27.20
Fulton	27.22	25.44	26.78	26.78
Perdue	26.33	27.17	25.33	27
Seidel	27.60	27.17	25.33	27.83
UNKN	30	30	25.5	29

ACT Scores by School (Rejected)

	<u>English</u>	<u>Math</u>	<u>Reading</u>	<u>Composite</u>
Henson	25.67	23.66	27.50	25.50
Fulton	26.25	22.25	24.50	23.75
Perdue	23	24	21	23
Seidel	N/A	N/A	N/A	N/A
UNKN	23.50	26.50	23.50	24

Year-to-Year Comparative Data**Honors Out of State (2014-2015)**

	<u>Total</u>	<u>OOS</u>	<u>% of School</u>
Henson	69	7	10.14%
Fulton	28	7	25%
Perdue	12	1	8.33%
Seidel	7	2	28.57%
UNKN	12	7	16.67%

Honors Out of State (2015-2016)

	<u>Total</u>	<u>OOS</u>	<u>% of School</u>
Henson	47	8	17.02%
Fulton	30	9	30%
Perdue	17	4	23.53%
Seidel	15	4	26.67%
UNKN	11	1	9.09%

High School GPA (2014-2015)

Henson	4.046
Fulton	3.98
Perdue	3.919
Seidel	4.14
UNKN	4.03

High School GPA (2015-2016)

Henson	4.142
Fulton	3.914
Perdue	3.932
Seidel	4.063
UNKN	3.945

SAT Scores (2014-2015)

	<u>Writing</u>	<u>Math</u>	<u>Reading</u>	<u>Total</u>
Henson	627.65	637.84	622.75	1886.15
Fulton	633.22	605	630	1868.33
Perdue	598.18	631.82	612.72	1842.72
Seidel	593	605.15	594	1792
UNKN	626.67	656.66	619.17	1902.50

<i>Avg.</i>	<i>622.59</i>	<i>628.98</i>	<i>620.28</i>	<i>1871</i>
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SAT Scores (2015-2016)

	<u>Writing</u>	<u>Math</u>	<u>Reading</u>	<u>Total</u>
Henson	611.90	630.48	603.10	1845.48
Fulton	603.93	600.71	622.86	1827.50
Perdue	589.33	626.67	603.33	1819.33
Seidel	612.50	589.17	590	1791.67
UNKN	600	618.90	644.44	1863

<i>Avg.</i>	<i>605.66</i>	<i>616.41</i>	<i>610.38</i>	<i>1832.45</i>
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ACT Scores (2014-2015)

	<u>English</u>	<u>Math</u>	<u>Reading</u>	<u>Comp.</u>
Henson	27.62	28.77	28.08	28.13
Fulton	28.66	26.33	29.33	28.33
Perdue	26	28	26.5	25
Seidel	26	26.5	28	27
UNKN	29	27.5	32	28.5

<i>Avg.</i>	<i>27.57</i>	<i>28.19</i>	<i>28.4</i>	<i>27.87</i>
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ACT Scores (2015-2016)

	<u>English</u>	<u>Math</u>	<u>Reading</u>	<u>Comp.</u>
Henson	26.54	25.92	28.31	27.2
Fulton	27.22	25.44	26.78	26.78
Perdue	26.33	27.17	25.33	27
Seidel	27.6	25.4	28.2	27.83
UNKN	30	30	25.5	29

<i>Avg.</i>	<i>27.03</i>	<i>26.17</i>	<i>27.63</i>	<i>27.28</i>
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2015-2016 Incoming Class Application Data by Major

Major	Accept	Accept Deposit	%Deposit	Total Apps	Deposits	% Total	Scholar Offer	Scholar Accept	OOS Deposit
FULTON									
ART	2	0	0.00%	2	0	0.00%			
CMAT	17	13	76.47%	21	13	61.90%	\$3,000	\$2,000	3
ENGL	5	0	0.00%	6	1	16.67%	\$1,000	\$0	
ENVR	2	1	50.00%	2	1	50.00%			
ESOL	1	1	100.00%	1	1	100.00%			
HIST	4	2	50.00%	4	2	50.00%	\$3,000	\$1,000	2
IDIS	1	0	0.00%	1	0	0.00%			
INTL	3	3	100.00%	3	3	100.00%			2
MUSC	3	1	33.33%	3	1	33.33%	\$1,000	\$0	
POSC	4	0	0.00%	5	0	0.00%			
PSYC	13	8	61.54%	14	8	57.14%	\$3,000	\$2,000	2
SPAN	1	0	0.00%	1	0	0.00%	\$1,000	\$0	
THEA	1	1	100.00%	2	1	50.00%			
	57	30	43.95%	65	31	39.93%	\$12,000	\$5,000	9
HENSON									
BIOL	45	17	37.78%	52	18	34.62%	\$18,000	\$9,000	4
CHEM	6	4	66.67%	6	4	66.67%	\$1,000	\$1,000	
COSC	7	6	85.71%	8	7	87.50%			
ENVS	2	0	0.00%	4	2	50.00%			
GEOG	3	1	33.33%	4	2	50.00%	\$2,000	\$0	
GEOL	1	1	100.00%	1	1	100.00%			
HPAP	3	1	33.33%	4	2	50.00%	\$1,000	\$1,000	
MATH	9	3	33.33%	9	3	33.33%			2
MDTC	3	1	33.33%	3	1	33.33%			
NURS	16	11	68.75%	20	14	70.00%	\$2,000	\$2,000	2
PHYS	5	1	20.00%	5	1	20.00%	\$2,000	\$0	
	100	46	46.57%	116	55	54.13%	\$26,000	\$13,000	8
PERDUE									
ACCT	7	6	85.71%	7	6	85.71%			3
BUS	9	4	44.44%	13	5	38.46%			1
BUEC	5	1	20.00%	6	1	16.67%			
FINA	2	1	50.00%	2	1	50.00%			
INTB	5	2	40.00%	5	2	40.00%	\$1,000	\$0	
MGMT	4	2	50.00%	5	3	60.00%			
MKTG	1	1	100.00%	2	1	50.00%			
	33	17	55.74%	40	19	48.69%	\$1,000	\$0	4
SEIDEL									
ECED	3	2	66.67%	3	2	66.67%	\$1,000	\$0	
EDUC	4	3	75.00%	4	3	75.00%	\$2,000	\$0	
ELED	11	5	45.45%	11	5	45.45%	\$2,000	\$2,000	1
EXCS	7	3	42.86%	7	3	42.86%			2
SOWK	4	2	50.00%	4	2	50.00%	\$1,000	\$1,000	1
	29	15	56.00%	29	15	56.00%	\$6,000	\$3,000	4
UNKN									
	21	12	57.14%	24	12	50.00%	\$3,000	\$0	1
TOTAL	240	120	50.00%	274	132	48.18%	\$48,000	\$21,000	26

SECTION FIVE

Courses, Enrollments, and Assessment



(Students in the freshman Living Learning Community classes visit the National Museum of American History, September 2014)

Course Offerings

Fall 2014 Honors Course List

Critical Thinking and Writing

HONR 111.041	MWF 10-10:50	Lauren Hill
HONR 111.042	MWF 11-11:50	Lauren Hill
HONR 111.451	MWF 1-1:50	Leanne Wood
HONR 111.452	TR 11-12:15	Leanne Wood
HONR 111.453	MW 3-4:15	James Buss

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. In this class 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 Political Activism of the Sixties: A Decade that Changed a Nation

HONR 112.041	MW 3-4:15 PM	Karen Silverstrim
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This course examines the history, conflicts, laws, movements, and resolutions at the centers of the Civil Rights Movement, Women's Movement, Counter-Culture, Native-American Movement, and Gay Right's Movement.

Satisfies General Education Requirement IIIB or IIIC (Social Sciences)

Issues in Humanities: The Vampire (and/as) Economy: The Gift of Death and Diminished (Eternal) Returns

HONR 211.0421	T/Th 11-12:15 PM	Nick Melczarek
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By now, vampires are pretty much dead, right? *The Vampire Diaries*, sparkly abs, *Monster High*—oh, come on. But consider: two supernatural figures have haunted socio-economic analysis since Karl Marx's 1848 *Manifesto of the Communist Party* and (posthumously-published) 1885 *Das Kapital*: the ghost and the vampire. From a political metaphor for consumption that does not replenish the (re)production system (except in making more vampires); or for the transmission of plague, HIV/AIDS, religious immorality, apostasy, foreignness, violation of sex/gender norms; the vampire figure has evolved into a cultural phenomenon of close-knit community for mutual protection and fostering personal relations that don't so much leave the grid as redefine "grid" tout court. The class ultimately investigates how between both Buffy Summers and Jacques Derrida's *Gift of Death*, the vampire constitutes non-human life, a version of the "animality" proposed by Levinas in the question of who/what has rights, and what constitutes "community" (the larger sense of "economy") in the first place.

Satisfies General Education Requirement IIIA or IIIC (Humanities)

Honors Interdisciplinary Seminar: A.I. and Sci Fi(lm)

HONR 311.041	T 9:30-12:30 and Th 9:30-10:45	Ross Leasure
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A sub-genre of Science Fiction deals with the invention and evolution of non-human artificial intelligences, whether embodied in robots, androids and replicants, or disembodied in vast virtual neural networks. These narratives have also given rise to numerous films from Fritz Lang's iconic *Metropolis* (1927) to Spike Jonze's provocative *Her* (2013), even if they are not actually adaptations of novels like Philip K. Dick's *Do Androids*

Dream of Electric Sheep? (as Ridley Scott's *Blade Runner*) or Brian Aldiss's *Do Super Toys Last All Summer Long?* (as Stanley Kubrick's *A.I.*). This body of printed and projected narratives raises profound questions about the nature of identity and personhood: What does it mean to be human? Must one be human in order to be a person? Why do we seek to reproduce ourselves by technological means anyway? Important philosophical considerations are the substance of lecture and discussion in relation to the representation of artificial intelligence in the works of various authors and auteurs. Be advised, some material in this course contains explicit sexual language.
Satisfies General Education Requirement IB (Literature)

Honors Interdisciplinary Seminar: Breaking Boundaries in the Modern Novel

HONR 311.042

TR 12:30-1:45

John Wenke

The novels studied in this course all explore the relationship between elemental boundaries that circumscribe recognized forms of temporal, social and aesthetic definition and the rejection and transgression of these elemental boundaries. These novels offer exploratory narratives that begin with the known world and proceed to the unknown world. The novels explore how the following foundational constructs can be broken and reconfigured: the boundaries of time; the boundaries of race and gender; the boundaries of acceptable social behavior; the boundaries of genre as reflected in the novel of international intrigue, the novel of detection, and the novel of war; the boundaries of civilization as reflected in the post-apocalyptic novel and the futuristic dystopic novel.

Satisfies General Education Requirement IB (Literature)

The History of Nursing

HONR 311.043

M 3-6:00 PM

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

Honors Interdisciplinary Seminar: Becoming Silicon Valley, Epicenter of the Knowledge Economy

BUAD 338.001/HIST 490.002 T 4:30-7:15

Stephen B. Adams

How was a collection of orchards transformed into Silicon Valley, which has been called "the largest legal creation of wealth in the history of the planet?" In this class, we will examine the development and significance of the world's foremost high-tech region, the playground of Steve Jobs, Mark Zuckerberg, and the Google guys. We will explore how the Valley became a symbol of the knowledge economy, in which industrial location is based less on access to raw material and transportation nodes than on access to brainpower. We will look at the development of the Valley through the confluence of three institutional forces: business, government, and higher education. We will also discuss the extent to which Silicon Valley is a distinctively American phenomenon.

Satisfies General Education Requirement IIB (History) Honors Credit Assigned

Honors Junior Research Project

HONR 312.041

James Buss

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 general supervision of the Assistant 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 will meet regularly with the Honors Director to discuss progress and problems.
One credit, pass/fail

Honors Thesis

HONR 495 and HONR 496

James Buss

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; Co-requisite: HONR 496

Spring 2015 Honors Course List

Issues in Social Sciences: The Psychology of Adolescence and Popular Media: Does Media Reflect Reality or Create It?

HONR 112.041

T/TH 9:30-10:45

Lance Garmon

Most of what we know about the adolescent experience has been learned from fictionalized stories in books, movies, and television programs, not from reading scholarly writings on the topic. Do these popular media portrayals accurately reflect the developmental lives of the majority of teens? Or do they exaggerate some experiences, and ignore others? Approaching the question from a psychological focus, and incorporating the wide range of interdisciplinary work addressing the topic, we will explore what is known about the physical, emotional, and social development of the adolescent. Throughout the semester we will contrast that empirical information with the portrayal of adolescence in popular culture, including how that portrayal has changed over the past several decades. One emphasis of course projects will be to explore the possibility of using popular media resources in educational settings when teaching topics related to adolescence.
Satisfies General Education Requirement IIIB or IIIC (Social Sciences)

Issue in Social Sciences: New World Order or New Cold War?**HONR 112.042**

T/TH 8-9:15 AM

Todd Becker

With the fall of the Berlin Wall and the breakup of the Soviet Union, many international observers envisioned the dawning of a “New World Order,” as President GHW Bush hailed it. An ideal constellation of world power in which the rule of law and universal principles would be used to resolve potential and real international disputes instead of force and violence. In the past quarter of a century a very different picture has emerged. What led to the chaotic conditions in the Middle East, the Arab World, and the continuing unstable conditions along the East European-Russian borders? This course will begin by looking at past examples of World Order that prevailed in the period prior to 1989, then transition to the effects of the breakup of the Soviet Union, the Implosion of Yugoslavia and the emergence of a multi polar world in the 21st century. Finally, we will explore the question: What lies ahead, a new system of international balance or a return to old confrontational politics.

*Satisfies General Education Requirement IIIB or IIIC (Social Sciences)***Issues in Humanities: Main Street, USA: The Small Town Myth in American Life and Culture****HONR 211.041**

MWF 11-11:50AM

Leanne Wood

The term “Main Street” is often used as shorthand for an idealized image of the US and the concerns of ordinary Americans, yet Main Street has also sometimes been portrayed as the imagined home of our worst tendencies—pettiness, prejudice, and provincialism. In this class, we will examine the significance of these contradictory visions of Main Street by tracing the ways that they grow out of American literature, material culture, and popular entertainment. We begin with a study in nostalgia as we analyze the stylized and trouble-free townscape that Walt Disney designed for Disneyland in 1955. We then consider how critical representations of small towns in literature and film complicate the Main Street ideal. Finally, we turn to more contemporary renderings of Main Street in urban planning, commerce, and political discourse. In addition to producing critical essays, students will have opportunities to engage with civic organizations and businesses currently working to promote Main Street interests in the region.

*Satisfies General Education Requirement IIIA or IIIC (Humanities)***Issues in Natural Sciences: “Hot Topics” in Earth Science****HONR 212.041**

T/TH 12:30-1:45PM

Brent Zaprowski

The goal of this class is to look at a number of current and sometimes controversial topics of the Earth Sciences which students are likely to read about in the news. Differing viewpoints and ethical considerations are discussed. Examples include global warming, evolution, coastal development and fracking. In order to critically evaluate these topics, the class will review some of the basic philosophical tenets which underlie the scientific process. How are the approaches that scientists employ to view and understand the world similar to, and different from, those approaches taken by scholars in other disciplines outside the natural sciences? What kinds of questions can be answered by scientific methods, and what kinds of questions lie outside the realm of science?

*Satisfies General Education Requirement IV B (Natural Science, Math, and Computer Science)***Issues in Natural Sciences: Energy: Science, Society, and Consequences****HONR 212.042**

MWF 1-1:50 PM

Matthew Bailey

Energy surrounds us everywhere, and we use energy every day in our lives. The rise of our current society has largely been based on how to use energy more efficiently and in

different ways than in the past. This course will study the science behind energy; what energy is, what forms of energy exist, and how energy can be transferred from one system to another. We will look at where the energy we use comes from, and how those sources of energy have changed in the past and will change in the future. We will also discuss consequences of our past and current energy usage, with topics such as pollution and global warming. Energy is not only a scientific topic, but also affects social, political, and economical issues. How energy has shaped our society and is shaping our society today in all aspects of life will also be studied and discussed. We will look at current energy conservation efforts, new types of renewable energy, and what individuals can do to help shape our society's energy needs and policies in the future. This class will be presented in lecture/discussion form, using some math, and with the help of everyday examples.
Satisfies General Education Requirement IV B (Natural Science, Math, and Computer Science)

Honors Interdisciplinary Seminar: Contemporary Trends in American Literature: Postmodernism

HONR 311.041/ENGL 488.001 MW 3-4:15PM Adam Wood

In this course, we will be investigating the narratives of the late 20th and early 21st centuries and their relation to the historical period often, though roughly perhaps, referred to as *The Postmodern*. Examining a selection of novels that range from the more traditionally familiar to the more radically experimental, we will work to develop our understanding of the historical period known as the postmodern, the aesthetic and philosophical practices of postmodernism, and the peculiar position of existing amidst the postmodern condition. Some key questions we will deal with are: How do we define postmodern and postmodernism? How does the postmodern differ from the modern? Are all contemporary novels really postmodern? Why is there such fear and hostility to the ideas of postmodernism? And, perhaps most importantly of all, given our post-9/11 reality, are we will postmodern?

Satisfies General Education Requirement IB (Literature)

Honors Interdisciplinary Seminar: The Edible Past: The History and Culture of Food in America

HONR 311.151 M 4:30-7:15PM/W 4:30-5:30PM James Buss

The production, preparation, and consumption of food reveal insights into connections between people and places. This course examines food as a serious actor in both American history and culture. By examining the industrialization of food production, regional attachments to recipes and diets, the diaspora of food across the nation and world, local food movements, and indigenous approaches to food sovereignty, we will explore the role of food as a cultural marker and expand our understanding of the power and politics behind the distribution and consumption of food. The class will meet twice per week, with one long session when the class will take advantage of the Honors Center kitchen to prepare the types of foodstuffs that we study.

Honors Interdisciplinary Seminar: Economic Freedom in the Global Economy

HONR 311.651/BUAD 338.651 T 7:15-8:30PM Marc Street/Vera Street

The focus of this class is on gaining an understanding of economic freedom, its antecedents, its components, and its consequences. In conjunction with the study of the components of economic freedom, deterrents to economic freedom will also be explored. A key element of the course will be an examination of economic freedom and in various countries. This is a

hybrid class. As such, much work will be done outside of the formal classroom. Information, assignments, readings, discussions, etc. throughout the semester will be posted on the class website on myclasses9.salisbury.edu. It is important to engage with this site frequently (several times a week). You also need to access your Salisbury email frequently.

Honors Junior Research Project

HONR 312.041

James Buss

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 general supervision of the Assistant 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 will meet regularly with the Honors Director to discuss progress and problems.

One credit, pass/fail

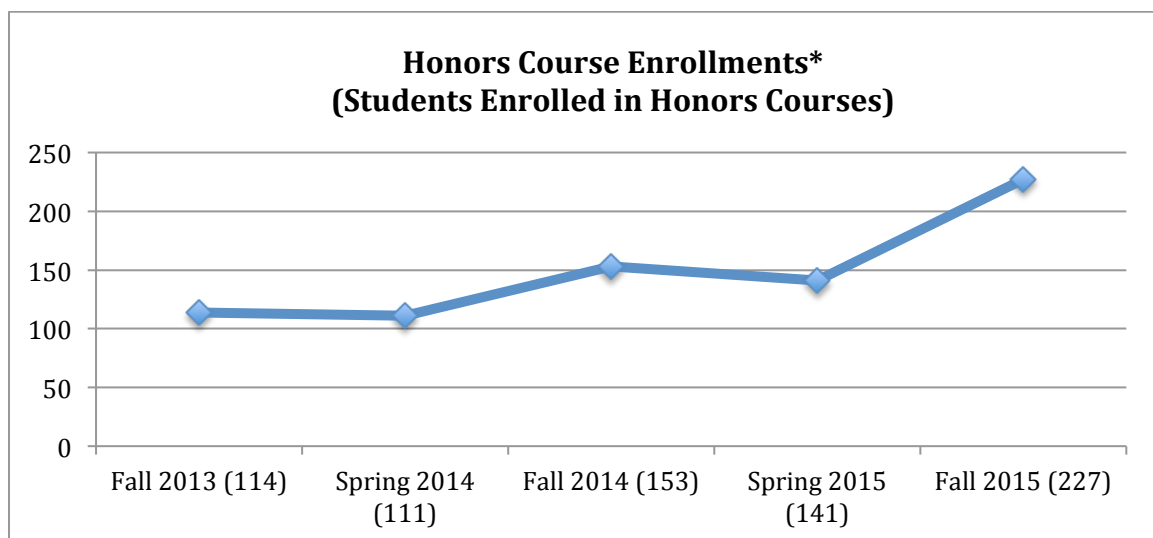
Honors Thesis

HONR 495 and HONR 496

James Buss

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; Co-requisite: HONR 496



**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 2014**

COURSE	TITLE	INSTRUCTOR	MAX ENROLLMENT	ACTUAL ENROLLMENT
111-041	Critical Thinking and Writing	Lauren Hill	20	20
111-042	Critical Thinking and Writing	Lauren Hill	20	14
111-451	Critical Thinking and Writing	Leanne Wood	20	18
111-452	Critical Thinking and Writing	Leanne Wood	20	19
111-453	Critical Thinking and Writing	James Buss	20	14
112-041	The Political Activism of the Sixties	Karen Silverstrim	20	18
211-041	The Vampire and/as Economy	Arnold Melczarek	20	17
311-041	A.I and Sci Fi(lm)	Ross Leasure	20	18*
311-042	Breaking Boundaries	John Wenke	20	15*
312-041	Creative Projects	James Buss	NA	8
490	Honors Thesis Preparation	James Buss	NA	16
495	Honors Thesis	James Buss	NA	5
TOTAL STUDENTS				182

COURSE ENROLLMENTS**SPRING 2015**

COURSE	TITLE	INSTRUCTOR	MAX ENROLLMENT	ACTUAL ENROLLMENT
112-041	The Psychology of Adolescence and Popular Media	Lance Garmon	20	21
112-042	New World Order or New Cold War	Todd Becker	20	11
211-041	Main Street, USA	Leanne Wood	20	21
212-041	"Hot Topics" in Earth Science	Brent Zaprowski	20	21
212-042	Science, Society and Consequences	Matthew Bailey	20	20
311-041	Post Modernism	Adam Wood	15	13*
311-042	The History of Nursing	William Campbell	15	8*
311-151	The Edible Past	James Buss	20	21
311-651	Economic Freedom in the Global Economy	Marc Street Vera Street	5	5*
312	Creative Projects	James Buss	NA	11
490	Honors Thesis Preparation	James Buss	NA	11
495	Honors Thesis	James Buss	NA	14
TOTAL STUDENTS				177

**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.*

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-one students participated in HONR 312 coursework with twenty faculty members from fourteen 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 2014

Michael Bardzell (MATH)
Mary DiBartolo (NURS)
Stephen Gehnrich (BIOL)
Carlotta Jack (ELED)
Brandye Nobiling (HLTH)
Jerry Tabor (MUSC)
Kristen Walton (HIST)

Winter 2015

Jessica Clark (BIOL)
Jose Juncosa (CHEM)
Alexander Stoner (SOCI)

Spring 2015

Jathan Austin (MATH)
Jennifer Cox (CMAT)
Linda Dwyer (HIST)
Les Erickson (BIOL)
Alex Hargrove (HLTH)
Echo Leaver (PSYC)
Michael Lewis (ENVR)
Eric Rittinger (POSC)
Sarah Surak (POSC)
Leslie Yarmo (THEA)(2)

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)
OUTCOME #1 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.	Critical and Interdisciplinary Thinking	1a Critical Thinking (Analyze, synthesize, and/or evaluate ideas, concepts, and/or evidence) 2a.1 Reading (Engage in active reading strategies to interpret and summarize content of written works) 2a.2 Reading (Solve a problem by analyzing the question being asked and identifying the relevant information) 2b.3 Writing (Construct thesis-driven arguments that marshal appropriate evidence and counter-arguments)	Formulate and support a thesis Analyze, synthesize, evaluate, and formulate arguments	---
OUTCOME #2 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.	Critical and Interdisciplinary Thinking; Professionalism and Communication	1a Critical Thinking (Analyze, synthesize, and/or evaluate ideas, concepts, and/or evidence) 2b.1 Writing (Synthesize and apply information and ideas in discipline specific forms of writing);	Inform, argue, and persuade Support claims with adequate and relevant evidence Support generalizations with specific evidence	STAGE TWO: 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

HONR 111 Learning	Honors	Gen Ed	ENGL 103	Information Literacy Goal
		2b.4 Writing /4a.2 Information Literacy (Select, evaluate, and cite reputable and appropriate sources); 2b.2 Writing (Use appropriate evidence, organizational patterns, and styles for specific writing tasks)		evaluate information for quality.
OUTCOME #3 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.	Critical and Interdisciplinary Thinking; Professionalism and Communication	2a.1 Reading (Engage in active reading strategies to interpret and summarize content of written works) 2d.1/2d.5 Interpersonal Communication & Listening (Participate actively and respectfully in meaningful discussions)	Analyze, synthesize, evaluate, and formulate arguments Inform, argue, and persuade Identify and address a variety of audiences effectively Support claims with adequate and relevant evidence	---
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)
OUTCOME #4 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.	Critical and Interdisciplinary Thinking; Professionalism and Communication	1c Critical Thinking (Apply appropriate problem-solving strategies to discipline-specific issues) 2b.2 Writing (Use appropriate evidence, organizational patterns, and styles for specific writing tasks) 2d.1/2d.5 Interpersonal Communication & Listening (Participate actively and respectfully in meaningful discussions)	Inform, argue, and persuade Identify and address a variety of audiences effectively	STAGE TWO: 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.
OUTCOME #5 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).	Critical and Interdisciplinary Thinking; Professionalism and Communication	2a.1 Reading (Engage in active reading strategies to interpret and summarize content of written works) 2b.4 Writing/4a.2 Information Literacy (Select, evaluate, and cite reputable and appropriate sources)	---	STAGE TWO: 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.

HONR 111 Learning Outcomes / Objectives	Honors Program Goal	Gen Ed Outcomes	ENGL 103 Objectives	Information Literacy Goal (RIS)
OUTCOME #6 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.*	Critical and Interdisciplinary Thinking; Professionalism and Communication	2b.4 Writing/4a.2 Information Literacy (Select, evaluate, and cite reputable and appropriate sources) 4a.1/4b.1 Information Literacy (Evaluate appropriateness of primary and secondary, popular and scholarly source materials)	Use the library and the Internet to do research Evaluate various research sources for legitimacy, effectiveness, and relevance	STAGE ONE: 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. STAGE TWO: (see above) STAGE THREE We think it's important for juniors and seniors to: have familiarity with discipline-specific information resources; know how to use Interlibrary Loan
OUTCOME #7 Students will plan, execute, and produce a reflective account of a Community Engagement Project connecting the	Community Engagement	---	Identify and address a variety of audiences effectively	---

topic of the course to their community.				
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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 sessions for the following week.

Tuesday, October 14, 2014

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 23, 2015

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 2014-2015

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 Zocalo 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 2014-2015, the Thomas E. Bellavance Honors Program served 268 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 329 students.

Operating Budget History

Year	<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		329

Itemized Budget Allocation/Expenditure 2014-2015

Category	budget/actual
Total Budget/Expenditures	<u>\$347,875/325,668.51</u>
010001 Staff Control Budget	<u>\$273,363/247,610.22</u>
This allocation included the salaries, benefits, and additional payroll costs of the full time staff assigned to the Honors Program.	
020001 Faculty Adjunct and Student Employee	<u>\$41,545/42,853.22</u>
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 employees to aid with the distribution of recruitment materials and assist in the day-to-day operations of the Honors Program.	
030001 General Operating Budget	<u>\$17,026/19,022.34</u>
Below are itemized expenditures for the Honors Program for the 2014-2015 fiscal year. The program also received an allocation for new furniture for the Honors classroom of \$15,591.	
<u>In-State Travel</u>	<u>\$793.59</u>
This included a Sophomore Experience event at Blades Orchards and buses for a student trip to Assateague Island National Seashore. It also included tickets for a student excursion to the Maryland RennFest--These costs were offset by \$300 that students earned through participation in Seagull Century. That income was deposited in the special events fund.)	
<u>Out-of-State Travel</u>	<u>\$747.00</u>
This included expenses related to tickets for a student trip to NYC and visitations to the 9/11 Memorial Museum and the Tenement House Museum. In addition, this included \$350 in professional development monies for Assistant Director Leanne Wood and travel to a professional conference.	
<u>Out-of-State Travel: Conferences</u>	<u>\$3,736.81</u>
This represents the cost of hotel rooms for the national and regional honors conferences. The Honors Program sent two students to the NCHC conference in Denver and nine students to the NRHC conference in Gettysburg. All of student travel costs (airfare) for out-of-state conferences was subsidized with money from the Bellavance foundation account.	

Printing/Reproduction **\$6,104.31**

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 *Saunterer* magazine.

Registration: Conferences and Seminars **\$2,796.00**

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 Denver, CO and the Northeast Regional Honors Council conference in Gettysburg, PA.

Office Supplies **\$602.56**

This category includes routine office supplies for the Honors Program.

Academic Software Licenses **\$182.04**

The Honors Program operates a private computer lab that requires the purchase of software licenses.

Other Services **\$137.83**

This includes the Livescan fingerprint service for new adjunct faculty and several small miscellaneous expenses related to support services.

Transportation **\$1,600.00**

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.

Building Supplies **\$263.64**

The Honors House needed new lighting fixtures installed on the second floor. These were done for safety.

Instructional Supplies **\$179.77**

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 **\$1,054.29**

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.

Academic IT Non-Capital **\$139.50**

The Honors Program purchased a remote projection system for the television monitor in the student study/conference room.

Institutional Memberships **\$685**

In order for our students to attend the three Honors related conferences, Salisbury University must maintain an annual institutional membership with the Maryland Collegiate Honors Council, the Northeast Regional Honors Council, and the National Collegiate Honors Council.

030001 Special Events **\$5,000.00/\$4,999.90**

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.

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.*

Membership for Fall 2014	Membership for Spring 2015
<u>Chairperson</u>	<u>Chairperson</u>
Marta Losonczy-Marshall (Fulton)	Marta Losonczy-Marshall (Fulton)
<u>Faculty Representatives</u>	<u>Faculty Representatives</u>
Troy Banks (Henson)	Troy Banks (Henson)
Ani Mathers (Perdue)	Ani Mathers (Perdue)
Rachel Buchanan (Seidel)	Rachel Buchanan (Seidel)
Stephen Ford (Library)	Stephen Ford (Library)
<u>Student Representative</u>	<u>Student Representative</u>
Frances Sherlock	Frances Sherlock
<u>Ex-Officio</u>	<u>Ex-Officio</u>
James Buss	James Buss
Leanne Wood	Leanne Wood
Elizabeth Skoglund	Elizabeth Skoglund

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. In the future, the Honors Student Association will present the Honors Program with a report of its activities for publication in the Bellavance Honors Program Annual Report.

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.