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History of the Honors College

Appalachian State University (ASU) has offered team-taught, interdisciplinary honors courses that fulfill core curriculum/general education requirements for over 40 years. In the late 1960s, several departments hired new faculty members with innovative ideas regarding student learning. Some of these new faculty members began advocating for a formal honors program, similar to ones they had experienced at previous academic institutions, among them Dr. Tom McGowan and Dr. Tom McLaughlin in the English department. The honors program began under the leadership of Dr. O. Kenneth Webb in the General College before moving to Academic Affairs in the late 1980s.

Dr. Hans Heymann organized the first departmental honors program in English in 1970 and, at first, honors was only available in academic departments. Dr. Helen Latour (Languages/Latin) and Dr. Max Smith (Music) were instrumental in forming the General Honors curriculum in the late 1970s, with the first General Honors course offered in the early 1980s. The University Honors Program was renamed the Heltzer Honors Program in 2004 to acknowledge a generous, promised bequest from Harry and Jerri Heltzer of Lenoir, North Carolina. In 2008, the Heltzer Honors Program moved to the newly formed University College, led by Dr. Dave Haney. The honors courses and curriculum have been revised several times since the Honors Program began, most recently in 2007. In July 2010, The Heltzer Honors Program became The Honors College at ASU, housing the Heltzer Honors Program for International Education.

In the late 1970s, the Chancellor's Scholarship was created specifically to promote the development of the General Honors Program by attracting the highest caliber scholars to the new General Honors Program. It became the University's only full academic scholarship at the time, and again in the 2007-2008 academic year, having lost value during the intervening years.

The following faculty have served as leaders of the Honors Program/College:

- Dr. Hubie Williams (English, 1981-1984)
- Dr. Tom McLaughlin (English, 1984-1987)
- Dr. Don Saunders (History, 1987-1999)
- Dr. Ozzie Ostwalt (Philosophy and Religion, 1999-2004)
- Dr. Lynn Moss Sanders (English, 2004-2008)
- Dr. Leslie Sargent Jones (Biology, 2008-present)

Honors College Mission Statement

Appalachian State University, a member institution of the University of North Carolina, has offered academic honors programs to its most academically successful students for more than 40 years. The Honors College offers stimulating honors classes, a living and social community of like-minded learners, and an environment that values global understanding and service. These characteristics contribute to the goal of providing opportunities to broaden and enrich the university experience of the most intellectually-motivated students at ASU. The program
emphasizes developing independent and creative thinking, promoting open and provocative discussion, and nurturing cultured and caring idea exchange. Honors at Appalachian is an academically rigorous program within the larger University, preparing students for their post-graduate training and long-term goals, and developing the intellectual and moral leaders of the future.

Honors College Staff

Director of The Honors College and Academic Advisor, pre-health regardless of major
Leslie Sargent Jones, Ph.D., Professor of Biology
A.B., Bryn Mawr College, PA (Psychology)
Ph.D., Northwestern University, IL (Anatomy)
Postdoctoral Fellow, Duke University, NC (Pharmacology)

Dr. Jones was a neuroscience researcher and medical school educator for over 20 years before discovering a passion for the role of honors in America’s future. Starting out as an honors thesis advisor in the 1990s, she was slowly lured into the remarkable world of honors education. She became the Associate Dean of the Honors College at the University of South Carolina before becoming the Director of the Honors Program at ASU in 2008, which became the Honors College in 2010. Being able to mentor and teach the best students in a university is an exceptional opportunity – and a profound responsibility. This critically important mission motivates her pursuit of excellence in honors education at ASU. She was awarded the Faculty for Undergraduate Neuroscience “Distinguished Mentor” award at the Fall 2012 meeting in New Orleans in recognition of her work founding and directing IMPULSE (see below). She is current Past-President of the North Carolina Honors Association (2014-15).

Dr. Jones obtained her A.B. in Psychology studying septal rage at Bryn Mawr College. She then worked for a year in biophysics at the University of Pennsylvania and a year in genetics at the University of Chicago. She returned to school for her doctorate at Northwestern University School of Medicine examining the anatomical substrates of classical conditioning using 2-deoxyglucose. She was a technical writer in software documentation for two years after that, and then worked as an NIH Postdoctoral Fellow in Pharmacology at Duke University School of Medicine, correlating alpha-1-adrenergic receptor levels with stroke. She stayed on at Duke as a Research Assistant Professor in Pediatric Neurology studying calcium-activated conductances in a cellular model of epilepsy. Her laboratory at the University of South Carolina School of Medicine, where she was an Assistant and Associate Professor from 1988 to 2008, focused on molecules that contribute to morphological and physiological cellular plasticity. Most of the later work was on the role of integrins, a family of cell-extracellular matrix proteins, first shown to be in the adult mammalian brain in her lab, in neuroplasticity.
Associate Director and Academic Advisor, humanities and arts

Heather Waldroup, Ph.D., Associate Professor of Art
B.A., Florida State University (English)
M.A., Florida State University (Art History)
Ph.D., University of California, Santa Cruz (History of Consciousness)
CLIR Postdoctoral Fellow in Scholarly Information Resources, Libraries of the Claremont Colleges (Claremont, CA)

Dr. Waldroup has been with ASU since 2004, when she joined the faculty as Assistant (now Associate) Professor of art history in the Department of Art. Her research explores the intersection of Western and Oceanic visual cultures since the late 19th century, with a focus on colonial photography, contemporary Indigenous art, and museum collection and display. She is currently completing a monograph on American colonial photography from Hawai‘i and Samoa, under contract with University of Hawai‘i Press.

Prior to joining the Honors College staff, Dr. Waldroup had team-taught an interdisciplinary Honors seminar, taught the Art Department’s Honors seminar, and been involved with several Honors thesis projects. Since joining the Honors College in 2014, she has served as chair of the Honors Council, oversees assessment for the College, and advises Honors students in the Arts and Humanities. In May 2014, Dr. Waldroup traveled to Edinburgh, Scotland, to research potential study abroad prospects for Honors College students.

Director of Prestigious Scholarship Program and Academic Advisor, sciences:

Dale Wheeler, Ph.D., Professor, Chemistry
B.S., Western Illinois University (Chemistry)
M.S., Kansas State University (Chemistry)
Ph.D., University of Idaho (Chemistry)
Camille and Henry Dreyfus Postdoctoral Fellow, Berea College, KY (Chemistry)

Dr. Wheeler has been involved with the ASU Honors Program since 1999, when the community was located in Coffey Hall and has served on the Chancellor’s Scholarship selection committee since 2000. Since the spring of 2008, he has served as the Director of the Prestigious Scholarships Program (PSP) mentoring students through the application process. Within the Honors College, he is the Director of the AIM High Program and the academic advisor for science, math, and computer science majors.

Dr. Wheeler holds a Ph.D. in inorganic chemistry from the University of Idaho, where his doctoral dissertation involved the study of porphyrins. He obtained his M.S. from Kansas State University where his research investigated vanadium imido complexes. Following graduate studies, he completed a postdoctoral fellowship at Berea College as a Henry and Camille Dreyfus Fellow and then was a faculty member at the University of Wisconsin-Parkside, where his research involved the study of organometallic salts as model systems for nonlinear optical materials until his appointment at Appalachian in August 1998. Currently, Dr. Wheeler’s research centers around the use of organic and air-sensitive organometallic synthetic techniques to create molecules that are potential hydrogen producing catalysts. He teaches introductory and inorganic chemistry classes at ASU.
Honors Advising Coordinator and Academic Advisor, education

Angela Mead, Ed.D.
B.A., University of North Carolina, Chapel Hill (Communications)
M.A., Appalachian State University (Higher Education Administration)
Ed.D. Appalachian State University (Educational Leadership)

Dr. Mead graduated from the University of North Carolina-Chapel Hill with a degree in Communication Studies. She moved to Boone to obtain a masters degree in higher education administration and fell in love with the university, students and area, so remained once her degree was complete. She has worked with honors students since 2005, and currently serves as the Director of Student Services for the Honors College, where she coordinates advising, orientation, and other student services for approximately 700 honors students. Her scholarly interests include honors program development, first-generation college students, and advising. Dr. Mead loves working with and teaching these highly motivated students who will be the change agents for the future, and she is proud to play a small part in preparing these students for their amazing futures.

Director of Communications and Academic Advisor, social science, pre-law, and business

G. Andrea McDowell, Ph.D.
B.A., Rhodes College, TN (Anthropology and History),
M.A., University of Texas at Austin (Visual Communication/ Photojournalism),
M.A., Temple University, PA (Anthropology)
Ph.D., Temple University, PA (Anthropology)

Dr. McDowell came to the Honors College from a faculty position in anthropology and with professional experience in still photography and graphic design. She spent two and a half years living and working in Japan during and after graduating from Rhodes College. As a cultural and visual anthropologist, Dr. McDowell studied the post-1990 return migration of Nikkei (of Japanese descent) from Latin America to Japan, and has fieldwork experience in the Soconusco Coast of Chiapas, Mexico, and Lima, Peru. Most recently, her research focus has turned to global food systems and she is currently studying economic and environmental impacts to local food culture. Dr. McDowell was drawn to the Honors College at ASU because its commitment to student-faculty research, international experience, interdisciplinary and service learning match her own educational philosophy. In her most recent position as an Assistant Professor of Anthropology, Dr. McDowell was most successful in mentorship, on which she is now primarily focused in her position with the Honors College. Dr. McDowell excels at teaching, directing, and challenging intellectually motivated students to reach their highest potential, and at the same time, guiding them towards life-long learning and civic engagement.

Office Manager: Jessica Yandow, M.P.A.
B.S., Appalachian State University (Political Science)
M.P.A., Appalachian State University
Jessica Yandow has been at ASU since 2005, first as a student, and, starting in 2011, in administrative support positions. While completing her Masters in Public Administration she decided to pursue a career in higher education, so she began her professional career in the Office of Research, where she worked with faculty on their grants and supported the Compliance Office. She came to the Honors College in 2013 and manages all of the College’s budgetary and office needs. She also oversees the International Travel Scholarships, and recently traveled to the University of Johannesburg to help with the effort to expand student opportunities with that ASU partner.

The trip to South Africa has caused her to add travel to her other interests, such as the role of religion in public policy, emotional labor and the work-life balance, and mental health and wellness for college-aged students. She plans to travel to Dublin, Ireland, in 2015 to learn more about the city that the Chancellor’s Scholars visit during their first semester, and she will continue to work to Save the Rhinos, of course.

**Student Assistants:** Anna Coppedge (senior, Exercise Science) and Rachel Sledge (junior, Exercise Science)

**Work Study Students:** Aja Purkett (junior, Communication), Shauna Joyner (sophomore, Art)

Web address for Staff profiles: [http://honors.appstate.edu/Meet-Staff](http://honors.appstate.edu/Meet-Staff)

### Honors College Faculty

The Honors College Faculty (HCF) comprises individuals from departments across the campus with an interest in honors education. There were 20 faculty members in the College for 2014-2015 (listed below), with two joining during the year (Drs. Michael Behrent and Nancy Love) and two retiring (Drs. Michael Jacobson and Howard Giskin).

In order to join the HCF, an ASU faculty member may apply to join the HCF through this process:

1. Teach two HON courses before applying (either the same course twice or two different ones).
2. Submit a letter indicating why they wish to join the faculty and teach in Honors.
3. Attach a Curriculum Vitae with their letter.

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Department</th>
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<tr>
<td>Phillip Ardoin</td>
<td>Political Science</td>
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<tr>
<td>Michael Behrent</td>
<td>History</td>
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<tr>
<td>Kristan Cockerill</td>
<td>Interdisciplinary Studies</td>
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<tr>
<td>Seth Cohen</td>
<td>Fermentation Studies</td>
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<tr>
<td>Michael Dale</td>
<td>Education (FDN)</td>
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<tr>
<td>Jeanne Dubino</td>
<td>Global Studies/English</td>
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<tr>
<td>Tom Hansell</td>
<td>Appalachian Studies</td>
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<tr>
<td>Andy Heckert</td>
<td>Geology</td>
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<tr>
<td>Alexandra Hellenbrand</td>
<td>Global Studies/LLC</td>
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<tr>
<td>Rick Klima</td>
<td>Mathematics</td>
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<tr>
<td>Nancy Love</td>
<td>G&amp;JS</td>
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<td>Thomas McLaughlin</td>
<td>English</td>
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<td>Howard Neufeld</td>
<td>Biology</td>
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<tr>
<td>Chris Osmond</td>
<td>Education (FDN)</td>
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<td>Dee Parks</td>
<td>Computer Science</td>
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<td>Neva Jean Specht</td>
<td>History</td>
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<td>Brett Taubman</td>
<td>Chemistry</td>
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<td>Mary Valante</td>
<td>History</td>
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<tr>
<td>Johnny Waters</td>
<td>Geology</td>
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<tr>
<td>Mark Zrull</td>
<td>Psychology</td>
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Applications for membership in the HCF are reviewed by the HCF Review Committee (HCFRC). Members for 2014-2015 were: Phillip Ardoin, Kristan Cockerill, Seth Cohen, and Tom Hansell. The Honors College Director is an *ex officio*, non-voting member.

An additional responsibility of the HCF is to review and approve or deny all proposals for modifications or additions to the Honors College curriculum. The Honors College Academic Program Approving Committee (HCAPAC) consists of five elected, voting members and the Honors College Director as an *ex officio*, non-voting member. The members of the HCAPAC for 2014-2015 were: Michael Dale, Jeanne Dubino, Andy Heckert, Chris Osmond, and Johnny Waters.

**Honors College Advisory Board**

The Honors College Advisory Committee represents academic and administrative units from across the campus with an interest in Honors. The committee meets each semester to review Honors College initiatives and development, and to provide guidance and advice to the Director. Meetings are called once each semester to report out to the Board the activities and initiatives of the College. Members for the 2014-15 year were:

- Lynn Moss Sanders (Former Honors Coordinator), English
- Tom McLaughlin (Former Honors Coordinator), English
- Ozzie Ostwalt (Former Honors Coordinator), Philosophy and Religion
- Jesse Lutabingwa, Office of International Education and Development
- Lynne Waugh, Academic Advising
- Johnny Waters, Geology
- Michael Dale, Reich College of Education
- Marty Meznar, Walker College of Business
- Nancy Schneeloch-Bingham, Hayes School of Music
- Tom Kane, Housing and Residence Life
- Patrick Setzer, Alumni Affairs
- Laura Crandall, Advancement Services
- Sharon Jensen, Career Development
- Lloyd Scott, Admissions
- Kelly McBride, Library
- Claudia Cartaya-Marin, Chemistry
- Janice Pope, Communication
- Susan Davies, Enrollment Management
- Richard Krenn, General Education
- Alan Utter, Office of Student Research
- Susan Roggenkamp, College of Health Sciences
- Robert Sanders, Graduate School
- Jeff Tiller, Technology and Environmental Design
Honors College Partnership Board

The initial stages of establishing a Partnership Board for the Honors College were started in the fall of 2013, when a slate of potential members was sent to Advancement for research. Starting in the summer of 2014, selected possible members were approached and invited to serve on this nascent board. The Founding member was Dr. Johnny Waters. He has been joined by six other members, as seen below. The current charges of the Partnership Board are the following:

1. Identifying potential donors to help support scholarships and resources for research, international education, and events.
2. Devising strategies to generate interest in supporting the College so that such donors would want give.

Current board membership includes:

Dr. David Cook graduated from ASU in 1980 and completed his M.D. at ECU in 1984. He did both his internship and residency at Bethesda Naval Hospital in 1988, followed by an EMG/Neuromuscular Fellowship at Duke University in 1989. He is Board Certified in both Neurology and Electrodiagnostic Medicine. He has been in private practice for over 18 years in the Capital Neurology & Headache Center of Cary, NC, and is a member of the Wake County Medical Society Executive Council.

Mrs. Jerri Heltzer is a long-standing supporter of Appalachian, and particularly Honors. She and her husband, Mr. Harry Heltzer (deceased) put a bequest in place for the Honors Program in 2004, and she donates annually to the Heltzer Honor Program for International Education ($5K for the past ten years). She has identified friends, like Dr. Ronald Mitsch, as potential donors (he has donated over $50K to the HHP4IE), and continues to support the Honors College with her planned bequest.

Mr. Tim Hefflinger is a 2012 graduate of ASU, with University and Departmental Honors. He was a double major in Philosophy and Sustainable Development; for the latter he was the Outstanding Senior for University College and its representative as the Commencement Speaker. He is currently pursuing a Master of Science degree in Disaster Resilience Leadership from Tulane University in New Orleans, LA, where he also works at the Tulane University Law School Library, overseeing Circulation. He has published in YES! Magazine and presented at the University of East London conference on "Assessing Progress in International Development"; his topic was: "The 'Discipline' of Mainstream Economic Development: Creating Docile Bodies," which was published in Undergraduate Journal of International Development.

Dr. Steven Heffner is a Family Medicine physician with Novant Health at Salem Family Medicine in Winston-Salem. He is a former Chancellor's Scholar and 2005 graduate of ASU and a 2009 graduate of Wake Forest Medical School. He completed his Family Medicine residency in Family Medicine at the Wake...
Mr. Chuck Mantooth is the President of Watauga Medical Center, Inc. in Watauga County, NC. He has been affiliated with the Watauga Medical Center and Appalachian Regional Healthcare System for most of his professional years since 1990. He is a graduate of UNC-Chapel Hill, but is excited about working with the UNC institution in his current “backyard.”

Mrs. Nan Nichols VanHoy is a 1980 Biology Secondary Education major, and has an MS in Biology, as well as a Certificate in School Administration from ASU. She is an ardent supporter of her Alma Mater and has been an active booster for the athletics program at ASU for many years. Recently retired as the Principal of Maiden Middle School in Maiden, NC, she is ready to engage in new challenges, such as helping the Honors College develop in new and exciting ways.

Dr. Johnny Waters is an ASU Professor of Geology and a former member of the 2005-06 Taskforce to study Honors at ASU and what its future should be. He has been a member of the Chancellor's Scholars selection committee the past seven years and a member of the Honors College faculty since it started five years ago. He also won the Honors College Teacher of the Year award in May, 2014. He has been secretary of the Paleontological Society, and has raised approximately $2,000,000 in external research. He has negotiated cooperative scientific agreements with the Mongolia Academy of Science and the Nanjing Institute of Geology and Paleontology, and recently initiated a new research agreement with a group in Wuhan, China than supported the 2015 field season in the Gobi. He is one of eight co-leaders of 200 scientists from 20 countries working on a geology research project funded in part the United Nations. Thanks to him, an example of the type of gift Board members can solicit and what they can accomplish, was inaugurated this January: the Honors College Partnership Board Research Fund. This gift was put in place and implemented in less time than it takes to say the name. Dr. Waters donated to support the research for eight students, which included sending some to conferences to present their findings. The winners and their awarded proposals were:

Daniel Anauo: travel to NC schools for music education research
Dana Cobb: travel to Göttingen, Germany, conference to present her neuroscience research
Michael Judge: materials for plant molecular biology research
Sarah Lackey: travel to Chicago conference to present her political science research
Tibor Nagy: materials for inorganic synthetic chemistry research
Alex Prevatte: travel to UDLAP (Mexico) for research with a research collaborator
Travis Tabor: materials for organic chemistry research
Kelley Whittaker: materials for cancer molecular biology research

Honors College Student Advisory Board
and
Appalachian Honors Association! (AHA!)

The elected officers of the Appalachian Honors Association (AHA!) serve as the Honors College Student Advisory Board, providing a liaison between the students and the Honors College faculty, staff, and the Honors College Advisory Board. The president of AHA! serves as part of the ad hoc three-person grievance subcommittee representative. The officers for 2014-15 were elected in Fall of 2014.

AHA! Officers 2014-15:
President  Sarah Eubanks
Vice President  Zachary Shadomy
Secretary  Rachel Sledge
Treasurer  Elisabeth Moore

AHA! also sponsors activities that support and enhance the academic, service, and social experience of the Honors College students. As an officially recognized ASU club, AHA! students help increase the Honors College’s visibility throughout campus, including service events, such an annual canned food drive, educational programs with guest speakers, and social opportunities, such as ski trips. The group created a new opportunity for upperclass students to participate in a peer mentoring initiative for the freshmen, and this new role will be expanded to include helping with early move-in and the Freshmen Honors Retreat in 2015.

Academic Integrity Policy

According to the ASU Academic Integrity Policy, "Students will not lie, cheat, or steal to gain academic advantage" and "will oppose every instance of academic dishonesty" (http://studentconduct.appstate.edu/). The Honors College takes this policy seriously, and takes students at their word that they will abide by this policy. A student's violation of this agreement may result in immediate dismissal from The Honors College.
Code of Student Conduct

The ASU Code of Student Conduct provides extensive guidelines on conduct for students attending ASU (http://studentconduct.appstate.edu/). Students in the Honors College are held to the high standards detailed by this code and are expected to epitomize respectful and responsible conduct. The Honors College students value diversity, promote pluralism, and cultivate community.

Any violations of this code for which a student takes responsibility, or for which they are found to be responsible, may be grounds for dismissal from the Honors College. This is determined on a case-by-case basis by the Director of the Honors College. Appeals to dismissal decisions may be made to an ad hoc three-person grievance subcommittee composed of two members of the Honors College Advisory Board and one member of the Student Advisory Committee. There have been no such cases since the Advisory Board was constituted in 2008.

For the past three years, incoming freshmen have been asked to review and sign a document that reiterates these policies and explains that if they are reported to the Office of Student Conduct, that office has the student’s permission to let the Honors College know of the charge and any finding. This policy and the form were approved by the University’s General Counsel. The forms have proved useful in meetings with the Residence Life Coordinator (RLC) for the Honors Residential option; the waiver allows the RLC to discuss problems that occur on the Housing side with the Honors College Director. The web address for this information is http://honors.appstate.edu/academics/policies-academic-integrity.

Departmental Honors Programs and Honors Council

There are 29 honors programs offered within departments and the College of Business for their majors. The requirements and procedures for graduating with departmental honors are listed on the websites of the specific department of interest and in the ASU Bulletin. Most departmental honors programs require at least nine hours in departmental honors courses, including a three-hour senior honors thesis/project. Students may take part in more than one honors program at a time, but multiple theses may be required or much larger combined theses. Admission to departmental honors programs is usually offered by invitation only, but students interested in enrolling may make application to the relevant departmental honors director to request admission to the program. Exercise Science was approved by the unit in 2014-15, but has not yet gone to AP&P. The College of Education has been working on creating a college-wide honors program for some time, but has not yet proposed one. The School of Music, Sustainable Development, Nursing, Nutrition & Health Care Management, Recreation Management & Physical Education, and Theater are the remaining colleges/departments without honors opportunities for their students. Appalachian Studies has removed its undergraduate program, so the honors program for that degree is also lost.

Anthropology, Dr. Cheryl Claassen  
Art, Dr. Jim Toub  
Biology, Dr. Lynn Sieffermann  
Chemistry, Dr. Libby Puckett

College of Business, Dr. Dawn Medlin  
Communication, Dr. Jennifer Grey  
Computer Science, Dr. Dee Parks  
Criminal Justice, Dr. Elicka Peterson
Dance, Prof. Marianne Adams
English, Dr. David Orvis
Exercise Science, Dr. Scott Collier
Environmental Science, Dr. Chris Thaxton
Lang, Lit and Culture, Dr. Andres Fisher
Geography and Planning, Dr. Rich Crepeau
Geology, Dr. Chuanhui Gu
Global Studies, Dr. Jeanne Dubino
History, Dr. Benno Wiener
Interdisciplinary Studies, Dr. Joe Gonzalez
Mathematics, Dr. Vicky Klima
Philosophy and Religion, Dr. Laura Ammon
Physics and Astronomy, Dr. Richard Gray
Political Science, Dr. Elicka Peterson
Psychology, Dr. Lisa Emery
Social Work, Dr. Michael Howell
Sociology, Dr. Ed Folts
Tech and Env Design, Dr. Susan Doll

2014-2015 Honors College Student Profile

For 2014-15, there were ~650 students on average in the College (some graduated in December, others joined in the spring). This is a drop in the total number of students from the year before (750), in line with the reduction in the budgetary support for the Honors College and the continued reduction in the number of Chancellor’s Scholars.

The demographics of the Honors College illustrate that in-state students make up the majority of the population (90.5%), and Wake County was the largest single county source of students. There were significantly more females (65.3%) than males, following the national trend for honors programs. While many students do not report their racial identity (12%), of those who self-reported, most identify as White (87%); other groups that students self-identified with were Hispanic/Latino (3.6%), Black/African American (2.5%), Asian (1.2%), and mixed (two or more races: 3.3%). Twelve and a half percent indicated they were first-generation college students (a further increase of 4% from last year, continuing the trend of growth in this population), and 18.3% are classified as low income, based on Pell eligibility. This demographic data (see table) was provided by Institutional Research, Assessment and Planning from a run in July, 2015.
Honors College students are found in every college and, at some time or another, in every major. The majority are in the College of Arts & Sciences, and generally the numbers of Honors students in the colleges parallels the relative sizes of the colleges. The Undeclared students are those freshmen and sophomores in University College who have not yet declared. The numbers of Honors students in the College of Education and the School of Music have been declining, perhaps as a reflection of the absence of honors programs in those colleges and the resulting difficulty for those students to complete both their majors and University Honors.

**Honors College Admissions Data**

The admissions cycle for the entering classes prior to 2013 had no restrictions on the applicant pool. However, for the class of 2013 the applicant pool was limited to students with a 1250 M/V SAT (ACT 28) or higher; this limitation was implemented by Admissions on the Scholarship portal to restrict access to those applications to qualified students. The Honors College does not have an independent portal for applications and uses the Admissions’ Scholarship portal. For the entering class of 2014, the scholarship portal floor was dropped by Admissions to 1150 M/V SAT (ACT 26). This limitation resulted in a substantial reduction in the number of applications seen, from 1800 in 2012 with no limit, to only 773 for Fall 2013 with the 1250 SAT limit, and then 1525 for the entering class of 2014, with a floor of 1150. Extrapolation from previous, unlimited years, and the growth in applications that was experienced up to 2012, would suggest that the true number of those wishing to apply is probably over 2000.

The graph indicates the numbers of students who applied, were admitted, and ultimately matriculated as the freshmen class of indicated year. The entering class of 2014 was 150 students, with 66% females and 11.3% from out of North Carolina. The average M/V SAT was a record at 1367, marking an 84 point gain since the transition from admission by invitation in 2008 to admission by application in 2009.

Information on the incoming class of Fall 2014 is provided, along with a graph indicating the numbers of transfer hours freshmen brought in. The average was 12.9 hours, reflecting similar numbers to 2013 (12.8). However, the percent of students bringing in no credit fell slightly to
only 14%, as the number bringing in credit has been growing. This indicates a continuing shift in the preparation of these students for college, a growing number of whom are pursuing early college, in particular. This may prove to be a challenge for Honors (and the University) in the future, as they arrive thinking they will graduate early, which will preclude completing University Honors (and reduce the number spending four years at ASU).

Incoming Freshmen Data Fall 2014

- Entering Number of Honors Students: 150
- Average SAT (M+V; ACTs converted): 1367
- Average high school class percentile: top 5-10%
- Female: male ratio: 66% female, 34% male
- In-state: out-of-state students: 88.7%:11.3%

Internal Recruiting and Admissions Data

Starting in Fall 2009, freshmen ASU students were invited to apply to transfer into the Honors College if they had a 3.5+ GPA at the end of their first semester. Initial numbers before this effort (2008-09) were very small, but, as seen in the graph, with the exception of 2013, the numbers have grown each succeeding year as the possibility to pursue Honors has become more widely known. Students must submit two letters of recommendation from ASU faculty, their résumé, and an essay on why they wish to be in Honors, in addition to having the requisite GPA (the same process obtains for external transfers from other schools). The demand for students already at ASU to enter the Honors College continued at about the same level as the preceding year, with nearly 80 being admitted to join the freshmen in January of 2015.

There has not yet been any evidence of transfers coming from the community colleges with which we have MoU/MoAs, but it is hoped that this starts to impact external transfer data soon. At this point, students from other schools transferring into Honors at ASU remains in single digits.

Honors College Total Numbers

The total number of students in the Honors College grew from around 500 in 2008 (exact number uncertain) to a high point of ~800 in the 2012-13 academic year, with the expectation of new positions. However, with the loss of resources after the 2009 economic crisis, that number was reduced to ~750; the resources were
not keeping up with intended growth, nor supporting the existing needs of the College. There must be a sufficient number of advising faculty/staff to provide the intense and extensive advising that Honors students require and value, and the College needs two more positions to do that to return to intended number of the 800 total students. There are also insufficient funds to support current students in the travel costs of the International Education requirement; the evidence for this is that 10% of students do not travel to complete this requirement, mostly due to fiscal constraints.

To keep the total number of students within a manageable range, while assuring that all qualified internal applicants can be admitted, the number of entering freshmen was restricted to ~140 for Fall 2014 (but over-yielded to 150, leaving 10+ students without HON 1515 seats, as departments continue to have their own financial struggle with releasing faculty to teach HON courses). For Fall of 2015, the number has been reduced further in recognition of growing limitations in advising, courses, travel support, and general support from the College’s operating budget, which was reduced by 50% in the 2014-15 fiscal year. The snapshot number of students in the College during the Spring 2015 semester was 667.

An advantage of reducing the class size, however, is that the quality of the yielded students is higher. It is apparent from the graph at right that as the College size peaked in 2011, the average SAT of the incoming freshmen dipped (there were multiple reasons for this), but subsequently reducing the incoming class size, and hence the College, has resulted in an increase in the average SAT, once again.

Honors College Diversity

In 2008, the number of non-white students (of any group) in the Honors College was vanishingly small. While efforts to increase the numbers through freshmen admission were introduced, it became apparent that it would be difficult to yield freshmen of color to Honors if they did not see upperclass students like themselves in the College. Consequently, an aggressive internal admission process was started in 2010 to increase the numbers of students representing many different types of diversity: e.g., racial, ethnic, national origin, and socioeconomic. The success of these efforts, as shown in the total percentage of diversity in the College (see demographic data in Student Profile above, 11.4% for entire College), has also resulted in a substantial increase in the number of non-white students entering the College as first semester freshmen (14%, see graph at right).
Chancellor’s Scholarship

The oldest, most distinguished and academically-competitive scholarship at ASU is the Chancellor's Scholarship, offered through the Honors College. It was started in 1980 specifically to attract the highest-caliber students possible to build the new Honors Program. It originally covered all expenses, but over time lost ground, as costs grew but the scholarship did not. The same numbers of students were being given scholarships, but with an ever-decreasing percent of the costs of attendance being covered. By the early 2000’s it was recognized that the caliber of the students was decreasing in parallel with the value of the scholarship, and the institutional decision was made to decrease the number of scholarships to 15, but return it to a full ride scholarship. The impressive increase in the quality of the awardees that resulted from this decision, along with important changes for Honors (e.g., changing the interview/selection process, moving from Program to College, moving to the new Honors housing and office facilities), can be seen in the accompanying graph.

In 2011-12, the Scholarship Advisory Committee, a Committee constituted by Academic Affairs and chaired through Enrollment Management, recommended a reduction to only ten awards. The cut was sought by Enrollment Management, due to that unit’s interest in having more support for students just above the ASU average. With the growing costs of tuition and housing, all scholarships cost more, resulting in a reduction in the total number of scholarships that can be supported by the New River Light and Power income to ASU.

The decision to reduce the number of Chancellor’s Scholars in order to increase the numbers of scholarships to other, less academically-competitive categories of students, was a decision that was not reviewed institutionally nor by Faculty Senate. The number of scholarships was further cut to only seven students the following year (Fall 2013) by this group again, to reduce the costs of the Chancellor’s Scholarship further. The number of Chancellor’s Scholarships returned to ten in the fall of 2014, as the total number had then dropped from the 60 intended by the institution in 2007, to only 42. Next year, 2015-16, it will be only 37, due to the year of only seven.

The impact on the Honors College is that the total number of admitted freshmen has also been reduced in order to minimize the impact of losing one third of these most-competitive students. The rule of thumb has been to have the Chancellor’s Scholars represent 10% of the class, which at 15 meant a freshmen class of 150. That number has been held despite the decrease, in hopes that the numbers would return. Since the number has remained at ten or less for four years, the incoming Honors class has been reduced to ~120 students. This is still more than it should be, with only ten Chancellor’s Scholars, but the caliber of the class still continues to rise, so 8% might be a manageable representation, as long as Honors continues to attract other outstanding
students without the scholarship.

The recipients of the Chancellor’s Scholarship must be admitted to the Honors College and are required to enroll in at least one Honors course each semester for their first four semesters. The Chancellor's Scholarships are renewable for up to eight semesters, if the student maintains a 3.45 academic average. Chancellor's Scholarships are not tied to any major or college (other than Honors), and students may use their award to pursue approved, ASU-associated national and international programs of study.

The scholarship provides the following benefits to incoming scholars:

- Full institutional costs for eight semesters, including tuition, fees, housing, and a meal plan.
- A Fall Break trip to Dublin, Ireland, for all ten freshmen Chancellor's Scholars (lead by the Honors Director).
- Full study abroad support to any of 200 ASU partner institutions around the world for one or more of the eight, awarded semesters (including travel cost assistance).
- Opportunities for service-learning courses and programs locally and throughout the world with the Appalachian and the Community Together (ACT) office (with travel cost assistance).
- Support for research and scholarship through the Office of Student Research (OSR) for research and scholarship in the student's target area of study, including travel funds to attend conferences where the student is presenting.
- Support from the Prestigious Scholarships Program for travel to conferences in the student's area of research/scholarship, and immediate membership in AIM High, with focused mentoring to enhance graduate/professional school and prestigious scholarship applications.
- Tuition assistance for summer travel courses with ASU professors.
- Priority registration for course selection.
- Participation in a unique freshman Honors class designed and taught by the head of the College for the Chancellor's Scholars to promote their professional development (Voyages).
- Dedicated, personalized academic mentoring and advising from the Honors faculty and staff.
- Housing available in the Honors residence hall (Cone Hall for freshmen, Summit for continuing students), or housing support may be used off campus or elsewhere on campus after the first year.
- Chancellor's Scholars may be in any major and in any college.
- Participation in the Honors College and Appalachian Honors Association! activities, including lectures, service opportunities, and social events.
Selection of the Chancellor's Scholars

The selection process for the 2014-15 application cycle for Fall 2015 matriculation was carried out by the Chancellor’s Scholarship Committee. The committee comprised 15 faculty for initial written applications for interviews (Drs. Jamie Anderson-Parson, Jacqueline Bergman, Richard Crepeau, Michael Dale, Jeanne Dubino, Louis Gallien, Alexandra Hellenbrand, Howie Neufeld, Dee Parks, Janice Pope, Lisa Runner, Heather Waldroup, Dale Wheeler), who were then joined by Dr. Johnny Waters and six current Chancellor’s Scholars for the interviews and selection of awardees on Scholars Day. The number of scholarship offers was ten again.

The yield on offers was the best experienced, with 11 offers (91% yield) being made to yield the ten scholars (see graph above). They are also the most academically-competitive group of scholars ever admitted for the Chancellor’s Scholarship or any other at ASU, with an average Math/Verbal SAT of 1506 for the ten matriculating students. As can be seen in the graph, the trend on both yield and caliber of the Chancellor’s Scholars has continued to show a steady climb since the conversion of the scholarship to a full-ride (2007), the change in the recruiting/selection process (2009), and the creation of the Honors College (2010).

- Number of Chancellor's Scholars awarded for Fall 2014: 10
- Chancellors Scholars Average SAT (M+V; ACTs converted): 1506

The data for the past ten years is shown above for context. Notations indicate where changes were made to the scholarship award. Data indicate the number of offers needed to fill the scholarships offered and the average SAT of the final group. Note that 2007 was the beginning of the “full-ride” scholarship awarded to 15 scholars.

Honors Graduation Data

The data on four, five, and six graduation rates from the entering Honors classes from 2005 on were provided by the ASU Institutional Research, Assessment, and Planning Office (shown in graph). It is noteworthy that the Honors Program/College graduation rates are significantly higher than those for the University as a whole (six-year percent graduated from 2008 is 86.5% for Honors vs. 69.6% for ASU total). While this is not surprising, given the higher entering qualifications of this pool, it is also the case that these high-ability students, who could go to school anywhere, choose to stay and complete their degrees at ASU; this is at least a partial validation of the experience they are having in the Honors College.
University Honors Graduation Rates

Starting in the fall of 2009, all students matriculating in the then-Heltzer Honors Program were required to apply for admission to the Heltzer Honors Program. Thus, the graduates four years later, in the 2012-13 academic year, were the first cohort of those who had gone through a required application process. Prior to that, students were “invited” into the Program based on their test scores and GPAs. Rather than choosing to be in Honors, they were simply told that they were in Honors. As a result, with starting numbers of around 330 invited, coded as Honors students, and allowed to live in Honors housing, very few actually chose to do the Program, and the completion rates were probably less than 15% of those invited (the numbers are somewhat uncertain, as no firm data was kept on how many students actually committed to the Program before 2008).

Once an intentional application process was introduced, the impact was seen directly on that entering cohort four years later. The white bars in the graph represent each past academic year since the application process was introduced, and graduates as a percent of entering students continues to climb. Note that many other initiatives were also instituted, so no single change effected these results. The 2014-15 group has the highest completion rate at 54%, surpassing the 50% target set six years ago when the application process was implemented. The goal the Honors College should try to reach is a 70% completion. However, this is an ambitious goal that would put the Honors College among the most successful, thesis-requiring programs/colleges in the country. Significant resources to support research and international education, and additional advisors, would need to be committed to the Honors College to attain that level.
Postgraduate Placements of 2014-15 Graduates

The latest round of Honors College graduates from May 2015, are once again pursuing graduate degrees, along with professional opportunities. They are listed below grouped by their post-baccalaureate plans. While the data is only partially complete, as many are still nailing down jobs or graduate choices, more than half of those are heading directly to graduate/professional school programs. Others have plans for further schooling, but will be working through jobs, internships, and travel opportunities to determine their best path. Not included in this data are students who defer graduate school for a year or more after graduation. For example, four graduates from 2014 will be attending MD/DDS programs in the fall; they are not included here, nor could they be counted in the data from 2014. But integrating over time, over two-thirds of the Honors College graduates pursue graduate/professional school degrees.

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<td>Other grad programs</td>
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<td>Other</td>
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The Honors College Curriculum and Requirements for Graduation with University Honors

The Honors College offers outstanding and highly-motivated students a special opportunity to broaden and enrich their academic experience by providing challenging Honors courses that will lead to graduation with University Honors from the Honors College. Honors courses are offered through the Honors College (HON courses) and as departmental offerings in more than 30 majors. Most departmental honors courses at the lower division level are designed to fulfill General Education or departmental curriculum requirements. Honors courses are typically conducted as seminars in which students meet in small groups to discuss readings, exchange ideas, debate, and share results of individual study and research. The emphasis in Honors is on independent and creative thinking, with a great deal of student participation expected. Support facilities, including classrooms, study rooms, and special programs are available to all Honors College students. In order to graduate with University Honors from the Honors College and have the designation on the final transcript, Honors students must complete the following University Honors (for a total of at least 24 required semester hours in Honors):

1. At least nine semester hours of University Honors courses in at least two of the three major discipline areas (humanities, social sciences, and natural sciences) and one each from the three levels of HON 1515, HON 2515, and HON 3515.
2. Nine additional semester hours of Honors courses from any area.
3. At least three semester hours of Honors courses in the major.
4. The Honors College International Education requirement.
5. Both a total cumulative and Honors course GPA of 3.45 in the senior year.
6. An Honors Thesis/Project (three semester hours minimum), to be examined (defended) and
approved by both an advisor in the student’s thesis/project area and a second reader from a different department. (For a list of the 2014-15 theses, see below).

**Honors Courses 2014-15**

Note that courses with identical numbers and sections were taught in different semesters.

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<td>Intro to Hist Geology</td>
</tr>
<tr>
<td>GLY</td>
<td>GLY 1103-410</td>
<td>Envir Change, Hazards, Resources</td>
</tr>
<tr>
<td>GLY</td>
<td>GLY 4510-410</td>
<td>3D Mechanical Modeling</td>
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<tr>
<td>GLY</td>
<td>GLY 4510-410</td>
<td>Quant GW Disch in Boone Creek</td>
</tr>
<tr>
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<td>GLS 2000-410</td>
<td>Intro to Global Studies</td>
</tr>
<tr>
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<td>Intro to Global Studies</td>
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<tr>
<td>HIS</td>
<td>HIS 1110-410</td>
<td>History and Culture</td>
</tr>
<tr>
<td>HIS</td>
<td>HIS 1400-410</td>
<td>World Empires</td>
</tr>
<tr>
<td>Department</td>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
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</tr>
<tr>
<td>Honors College</td>
<td>HIS 3135-410</td>
<td>Spain to 1492</td>
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<tr>
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<td>HIS 3239-410</td>
<td>Country Music American Culture</td>
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<td>HIS 3542-410</td>
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</tr>
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<td></td>
<td>HIS 3922-410</td>
<td>Western Intellectual Tradition</td>
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<td>Languages, Lit &amp; Cult</td>
<td>LLC 2025-410</td>
<td>Lit in Trans: Don Quixote</td>
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<td></td>
<td>MAT 3510-410</td>
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</tr>
<tr>
<td>Music</td>
<td>MUS 2018-410</td>
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<tr>
<td>Philosophy</td>
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<td>Logic</td>
</tr>
<tr>
<td></td>
<td>PHL 1501-410</td>
<td>Everyday PHL: Hist &amp; Soc Persp</td>
</tr>
<tr>
<td></td>
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<td>Everyday PHL: Hist &amp; Soc Persp</td>
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<td>PHL 1503-410</td>
<td>Everyday PHL: Local to Global</td>
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<td>PHL 2000-410</td>
<td>Philosophy, Society, and Ethics</td>
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<td>PHL 2000-410</td>
<td>Philosophy, Society, and Ethics</td>
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<td>PHL 2000-411</td>
<td>Philosophy, Society, and Ethics</td>
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<tr>
<td></td>
<td>PHL 2000-412</td>
<td>Philosophy, Society, and Ethics</td>
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<td>PHL 2000-416</td>
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<td>PS 3510-410</td>
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<td>Music and Politics</td>
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<td>Psychology</td>
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<td>Honors - Psych: HSSF</td>
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<td>Honors - Psych: HSSF</td>
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<tr>
<td></td>
<td>PSY 3511-101</td>
<td>Honors Colloquium: Memory and Emotion</td>
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<tr>
<td></td>
<td>PSY 3512-101</td>
<td>Honors Colloquium: Women’s Hlth M &amp; B</td>
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<td></td>
<td>PSY 3512-102</td>
<td>Honors Colloquium: Psy of Close Relatnshps</td>
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<tr>
<td>Religion</td>
<td>REL 1100-410</td>
<td>Religion &amp; Contemp Issues</td>
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<td>REL 1100-411</td>
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### Honors College Courses

#### Freshmen Seminars

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
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</thead>
<tbody>
<tr>
<td>FALL</td>
<td>HON 1515-101</td>
<td>Metamorphoses in Life: Love &amp; Death</td>
<td>Dale, M.</td>
</tr>
<tr>
<td></td>
<td>HON 1515-102</td>
<td>Computer Forensics</td>
<td>Norris &amp; Fenwick</td>
</tr>
<tr>
<td></td>
<td>HON 1515-103</td>
<td>Business for Good</td>
<td>Pipes, J.</td>
</tr>
<tr>
<td></td>
<td>HON 1515-104</td>
<td>Sound Advice: Sense of Sound</td>
<td>Licata, T.</td>
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<td></td>
<td>HON 1515-105</td>
<td>Contemp Brazilian Lit &amp; Culture</td>
<td>James, B.</td>
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<td></td>
<td>HON 1515-106</td>
<td>Coping with a Complex Universe</td>
<td>Solinsky, J.</td>
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<tr>
<td></td>
<td>HON 1515-107</td>
<td>Common Good &amp; Social Justice</td>
<td>Behrent, M.</td>
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<tr>
<td>SPRING</td>
<td>HON 1515-101</td>
<td>Metamorphoses in Life: Love &amp; Death</td>
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#### Sophomore Seminars

<table>
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<tr>
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<th>Instructor(s)</th>
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</thead>
<tbody>
<tr>
<td>FALL</td>
<td>HON 2515-101</td>
<td>Faces in the Crowd</td>
<td>Osmond, C.</td>
</tr>
<tr>
<td></td>
<td>HON 2515-102</td>
<td>Blue Danube</td>
<td>Hellenbrand, A.</td>
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<tr>
<td></td>
<td>HON 2515-103</td>
<td>Mymedia.Myworld</td>
<td>Pope, J.</td>
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<td>HON 2515-104</td>
<td>Modernism &amp; Postmodernism</td>
<td>Maiden, E.</td>
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<td>HON 2515-105</td>
<td>Secret Codes</td>
<td>Klima, R.</td>
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<td>SPRING</td>
<td>HON 2515-101</td>
<td>Graphic Novel</td>
<td>Fischer, C.</td>
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<td></td>
<td>HON 2515-103</td>
<td>Art and the Brain</td>
<td>Zrull, M.</td>
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<tr>
<td></td>
<td>HON 2515-105</td>
<td>Food Fights: Cannibalizing Culture</td>
<td>McDowell, G.</td>
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<td></td>
<td>HON 2515-106</td>
<td>Darwin</td>
<td>Waters, J.</td>
</tr>
<tr>
<td></td>
<td>HON 2515-107</td>
<td>Asian Cultures &amp; Societies</td>
<td>Tu, X.</td>
</tr>
</tbody>
</table>
Academic Mentoring: Honors College Advising

All advising for Honors students is handled by the Honors College advising faculty/staff. Through regular meetings with their Honors advisor, Honors students have the chance to discuss course registration plans with someone who gets to know them and helps them plan a curricular path leading to their professional and personal goals. For Honors students, advising is not just about completing a degree, but realizing a dream. This personalized, academic mentoring by the faculty and professional Honors College advisors began in 2009; it is an additional benefit of being in the Honors College, and a critical piece in promoting student success and University Honors completion, as evidenced by the increasing completion rates of honors students (see thesis numbers on page 33).

In the Fall of 2010, the newly created Honors College began to invite the students in the College who were already declared, and those over 30 sh who are undeclared and do not have required advising until they declare, to come for continued advising. Although this latter advising cannot be required of the continuing students, many choose to come for that value-added benefit of being in Honors. The numbers of these students, combined with the freshmen who have required

<table>
<thead>
<tr>
<th>Junior Seminars</th>
<th>FALL</th>
<th>SPRING</th>
<th>Summer 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HON 3515-101 Cybercrime</td>
<td></td>
<td>HON 3515-101 Critical Persp Racism &amp; Whiteness</td>
</tr>
<tr>
<td></td>
<td>HON 3515-102 We Are Water</td>
<td></td>
<td>HON 3515-146 Poland</td>
</tr>
<tr>
<td></td>
<td>HON 3515-103 Fermented Beverages of World</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>HON 3515-104 Inventing Language(s)</td>
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<tr>
<td></td>
<td>HON 3515-105 Bible &amp; Science</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>HON 3515-106 Unlearning Racism</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>HON 3515-108 Community-Based Art</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>HON 3515-109 Exec. Sem Int'l Ldshp &amp; Ethics</td>
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</table>

Special Topics

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING/Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>HON 3531 Voyages</td>
<td></td>
</tr>
<tr>
<td>HON 3531-145 International Experience (India, Mexico, South Africa)</td>
<td></td>
</tr>
</tbody>
</table>

advising, has grown to a point where the faculty/staff of the College are now handling far more advising than they can comfortably manage, along with their other duties. The head of the College, for example, sees an average of 100 students for pre-registration advising. While this is not an appropriate level of individual advising for the College leader, and a similar disproportion exists for the other four faculty/staff members, it is essential that students have this one–on-one counseling to optimize their completion of Honors, along with their majors.

Advising in 2014-15 was provided by the following five personnel, with their areas of disciplinary responsibility listed:

<table>
<thead>
<tr>
<th></th>
<th>Dr. Jones</th>
<th>Dr. Wheeler</th>
<th>Dr. Waldroup</th>
<th>Dr. McDowell</th>
<th>Dr. Mead</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL pre-meds</td>
<td>Arts &amp; Sciences: ALL Natural Sciences</td>
<td>Arts &amp; Sciences: ALL Humanities</td>
<td>ALL pre-law regardless of major</td>
<td>College of Education: ALL majors</td>
<td></td>
</tr>
<tr>
<td>regardless of major</td>
<td>ALL pre-dental</td>
<td>Computer Science</td>
<td>School of Music</td>
<td>Arts &amp; Sciences: ALL Social Sciences</td>
<td>Communication</td>
</tr>
<tr>
<td>ALL pre-dental</td>
<td>regardless of major</td>
<td>Environmental Science</td>
<td>Art</td>
<td>ALL Business majors</td>
<td>Child Development</td>
</tr>
<tr>
<td>regardless of major</td>
<td>Biology</td>
<td>Math</td>
<td>Theatre &amp; Dance</td>
<td>Social Work</td>
<td>Nursing</td>
</tr>
<tr>
<td>Exercise Science</td>
<td>Sustainable Devl</td>
<td>Technology</td>
<td>Health Care Management</td>
<td>Nutrition &amp; Dietetics</td>
<td>Communication Disorders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interior Design</td>
<td></td>
<td></td>
<td>Rec Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Undecided</td>
</tr>
</tbody>
</table>

**Research and Creative Endeavors**

Honors students complete a thesis as the capstone experience of their Honors curriculum, typically in their senior year. However, students start building the foundations for those projects during their freshman year. Students in the creative areas usually work on their performance and production skills both through class work and studio and practice time from their first semester. Similarly, students who plan to pursue degrees in other areas that may depend on library, laboratory, or field research begin identifying areas of interest and potential mentors their first year as well.

Ideally, students are working as volunteers on a mentor's project by their second semester. In the best circumstances, students will find job opportunities that reflect their interests for the summer after freshmen year, and then be able to continue their on-campus research as sophomores using
the Independent Study option, or with support from the Office of Student Research (montage above shows Honors College students presenting at OSR’s Celebration of Student Research and Creative Endeavors Day). This will set the student up for a more focused experience the summer after their sophomore year, perhaps even connecting a research topic with an international experience.

By their junior year, students should be narrowing their ideas to a topic appropriate for an undergraduate thesis, with the help of a mentor, and beginning to draft a prospectus of what they will do. The third and final summer may be when they actually do the research, especially if their project requires an intense period of research, data collection, or preparation. Even if the summer is not needed for their thesis project, it is a last opportunity to gain a full-time experience related to their future career path, whether that is through a bench-research project, a writing job, an internship in business, or a clinical experience.

The theses produced by the graduating students are strong evidence that the students have been involved in innovative research and creative activities while at Appalachian.

**Honors College Theses Fall 2014 and Spring 2015**

<table>
<thead>
<tr>
<th>Student</th>
<th>Thesis Title</th>
<th>Major</th>
<th>Mentor</th>
<th>Date</th>
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<tbody>
<tr>
<td>Amanda Adams</td>
<td>A Review of Hospitality and Tourism Management Graduates’ Post Education Employment</td>
<td>Hospitality and Tourism Management</td>
<td>Brian Whitaker</td>
<td>05/2015</td>
</tr>
<tr>
<td>Jane Bowers</td>
<td>A Call to Action</td>
<td>Dance Studies</td>
<td>Susan Lutz</td>
<td>05/2015</td>
</tr>
<tr>
<td>Miana Breed</td>
<td>The Literary Richard III: The Making of a Monster Through Historiography</td>
<td>Department of English</td>
<td>Allison Gullet</td>
<td>05/2015</td>
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<tr>
<td>Dean Cates</td>
<td>The Creative Effect of Trauma in a Farewell to Arms</td>
<td>English &amp; Economics</td>
<td>Carl Eby</td>
<td>05/2015</td>
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<tr>
<td>Shannon Clark</td>
<td>Native Land, Foreign Capital: A Historical and Anthropological Analysis of Resource Exploitation on the North Slope Borough of Alaska</td>
<td>Anthropology &amp; History</td>
<td>Brian Burke</td>
<td>05/2015</td>
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<tr>
<td>Brian Clee</td>
<td>On Virtual Reality as a Viable Medium for Competency Based Education</td>
<td>Computer Science</td>
<td>Dee Parks</td>
<td>05/2015</td>
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<tr>
<td>Dana Cobb</td>
<td>Environmental Enrichment Promotes Adaptation To Environment Rearrangement In Younger But Not Older Adolescent Rats</td>
<td>Department of Psychology</td>
<td>Mark Zrull</td>
<td>05/2015</td>
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<td>Karson Collins</td>
<td>Intervention Methods For Spurring Emergent Literacy in Children Who Are Deaf of Hard of Hearing By Hearing Parents: A Literature Review</td>
<td>Communication Sciences and Disorders</td>
<td>Robin Morehouse</td>
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<td>Kristen Content</td>
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<td>Department of Biology</td>
<td>Lynn Siefferman</td>
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<td>Allison Cook</td>
<td>The Role of Transformative Learning in Study Abroad Experiences</td>
<td>Art</td>
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<td>Audrey Cook</td>
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<td>Appropriate Technology</td>
<td>Marie Hoepfl</td>
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<td>Student Name</td>
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<td>Advisor</td>
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<td>Margaret Cooper</td>
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<td>Communication</td>
<td>Carolyn Edy</td>
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<td>Anna Coppedge</td>
<td>Vitamin D Receptor Concentration Influences Interleukin-6 Concentration in Burned and Non-burned Human Skeletal Muscle</td>
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<td>Allison Crook</td>
<td>The Effect Of International Aid And Development On Maternal Health In Haiti</td>
<td>Spanish &amp; Global Studies</td>
<td>Andrew Fisher</td>
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<td>Zachary Cruz</td>
<td>The Effect Of Mood On Wishful Thinking And NFL Outcome Predictions</td>
<td>Department of Psychology</td>
<td>Andrew Smith</td>
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<td>Katlyn Doublin</td>
<td>Personality Traits Of Accounting Professionals In Different Practice Areas</td>
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<td>Chemistry</td>
<td>Dale Wheeler</td>
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<td>Ingrid Forsyth</td>
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<td>Reeves Shulstad</td>
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<td>Political Science</td>
<td>Elicka Peterson-Sparks</td>
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<td>Madison Frink</td>
<td>Seeing the Sacred: A Photographic Study of Spirituality in the High Country</td>
<td>Commercial Photography</td>
<td>Chip Williams</td>
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<td>Effects of Whole-body heating on Sleep Quality and Chronic Lower Back Pain</td>
<td>Exercise Science</td>
<td>Caroline Smith</td>
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<td>Haley Goins</td>
<td>Follow The Leader: A Review in Trends in Research of Women’s Progression to Partner in Large Accounting Firms</td>
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<td>Pennie Bagley</td>
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<td>Laura Goldberg</td>
<td>The Advertising Campaign of Victoria Silva: Fictitious Hispanic-American Presidential Candidate</td>
<td>Advertising &amp; Spanish</td>
<td>Lynn Gregory</td>
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<td>Andrew Graves</td>
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<td>Ken Steele</td>
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<td>Anna Howard</td>
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<td>Hospitality &amp; Tourism Management</td>
<td>Dana Clark &amp; Michael Dotson</td>
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<td>Michael Judge</td>
<td>Expression Profiling of the FLIP4 Protein Family in Arabidopsis thaliana</td>
<td>Biology</td>
<td>Annkatrin Rose</td>
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<td>Kristie Kennedy</td>
<td>Mathematics and Music: Using Group Theory to Qualify N-Note Tonal Systems</td>
<td>Department of Mathematics</td>
<td>Vicki Klima</td>
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<td>Anna Knotts</td>
<td>Accessibility over Appeal: Developing</td>
<td>Communication</td>
<td>Scott Welsh</td>
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<td>Zachary Kopkin</td>
<td>Classical Music Audiences through Community</td>
<td>Anthropology</td>
<td>Greg Reck</td>
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<td>Amy Koran</td>
<td>The Charitable Contribution Deduction: How Tax Policy Influences Donor Behavior</td>
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<td>Tammy Kowalczy</td>
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<td>Carys Kunze</td>
<td>The Power of Group Dynamics in Musical Ensembles</td>
<td>Music Education</td>
<td>Jennifer Snodgrass</td>
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<td>Sarah Lackey</td>
<td>The Impact of Age on Political Attitudes: A Comparative Analysis of the Baby Boomer, Generation X, and Millennial Generations</td>
<td>Political Science</td>
<td>Philip Ardoin</td>
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<td>Rebecca LaMaire</td>
<td>Crafting A/R/Tographic Spaces for New Art Educators Through Visual Journaling</td>
<td>Art Education</td>
<td>Brooke Hofsess</td>
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<td>Nicholas Lee</td>
<td>An Exploration of Interventions used by Occupational Therapists</td>
<td>Department of Psychology</td>
<td>Cynthia Anderson</td>
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<td>Kenneth Logsdon</td>
<td>Mexican-American Involvement in Community Gardens: A Study of Participation and Ethnic Identity</td>
<td>Anthropology</td>
<td>Dana Powell</td>
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<td>Emily Long</td>
<td>The Acolytes of Being: A Definition of 'Transcendence' in German History and Politics</td>
<td>History &amp; Political Science</td>
<td>Nancy Love &amp; Michael Behrent</td>
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<td>Paige Marley</td>
<td>Procedures of Nongovernmental Organizations and Social Entrepreneurs in International Development: Two Case Studies</td>
<td>Political Science &amp; Global Studies</td>
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<td>David Marvel</td>
<td>Gustav Mahler's &quot;Lieder Eines Fahrenden Gesellen&quot; as Chamber Music; Orchestration from a Cultural and Stylistic Perspective</td>
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<td>Brittney Maslowski</td>
<td>With Or Without Your Blessing: Elizabeth Grimball And The Struggle Of A Southern Teacher</td>
<td>Department of History</td>
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<td>Marissa Mueller</td>
<td>Review of Chromosome Numbers within the BCD Clade</td>
<td>Biology</td>
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<td>Kimberly Noel</td>
<td>Comparison of Water Quality Upstream and Downstream of Coal Refuse in Southwest Virginia’s Clinch River Basin</td>
<td>Department of Chemistry</td>
<td>Carol Babyak</td>
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<td>Kelly Patterson</td>
<td>Environmental Enrichment Affects the Behavior of Adolescent Rats in a Social Preference Task</td>
<td>Psychology</td>
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<td>Devon Patton</td>
<td>Can Quality Overcome Quantity?</td>
<td>Special Education</td>
<td>Denise Brewer</td>
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<td>Kaitlyn Pechanik</td>
<td>Mindfulness and Suppression as Emotion Regulation Strategies</td>
<td>Special Education</td>
<td>Lisa Emery</td>
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<td>Jefferson Phillips</td>
<td>Historical Foundations of Rural EMS System Challenges</td>
<td>History</td>
<td>Amy Rutenberg</td>
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Katherine Reynolds  The Impact of Sign Language on Hearing Babies' Communication  Communication Sciences & Disorders  Jennifer Dalton  05/2015
Connor Roberson  Hollowing  Department of English  Kristen Jorgenson  05/2015
Alison Rossi  Magnetic Resonance Imagine in the Legal Diagnosis of Antisocial Personality Disorder  Psychology  Mark Zrull  05/2015
Danielle Russell  Synthesis of Functionalized Tolanes for Release of Rose Scent  Department of Chemistry  Michael Ramey  05/2015
Graham Shelton  The Norman Conquest of Southern Italy and Sicily: The d'Hauteville Family and the Creation of the Norman Kingdom  Department of History  W. Scott Jessee  05/2015
Olivia Sings  Racial Biases within Justice and Equality  Criminal Justice  Catherine Marcum  05/2015
Beatrice Smith  Terpenes and Aphid Abundance in Solidago Altissima Individuals  Biology  Ray Williams  05/2015
Nicholas Smith  Functions of the Community Farmers' Market  Department of Sociology  Cameron Lippard  05/2015
Nicole Steyl  Increasing Knowledge and Skills of Students  Communication Sciences and Disorders  Joseph F. Klein  05/2015
Erin Taylor  Cultivating Creative Communities: Creative Placemaking in North Carolina  Art Management  Jody Servon  05/2015
Audrey Thomas  "A Little More Swinging And Upbeat:" The Music Traditions Of The Boone Mennonite Bretheren Church  Department of History  Bruce Stewart  05/2015
Chloe Tipton  Pedagogy of Thoughtfulness: An Investigation of Habits of Mind and Mission Statement of WNC Schools  Interdisciplinary Studies  Peter Nelsen  05/2015
William Vickers  The Weapons in our Hands are Limitless: The Protocols of the Elders of Zion’s Influence on Hitler and Nazi Germany  History  Rennie Brantz  05/2015
Joshua Watson  A Comparison of the Efficiency in Finding Genes Between Sequences Enriched for Hypomethylated Regions and Whole Genome Shotgun Sequence in Bread Wheat  Biology  Matt Estep  05/2015
Kelly Whitaker  The Effects of SH3 Adaptor Function on Tks5 Podosome Localization  Biology  Darren Seals  05/2015
Allison Williams  Satisfaction with Work-Life Balance in the Medical Profession: A Review of the Literature  Biology  Dana E. Brackney  05/2015
Caitlin Williams  The Analysis of Age-Related Differences in Communication Efficiency through the Examination of Executive Function in Young and Older Adults  Communication Sciences and Disorders  Lisa Emery  05/2015
Molly Winstead  An American Drama: The Debate of Slavery  Theatre Arts &  Judkin Browning  05/2015
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<th>Title</th>
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<tr>
<td>in Ante-bellum Theatre</td>
<td>Shannon Wright</td>
<td>History</td>
<td>Leslie Sargent</td>
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<td>Tumblr's Mental Health Community: The Patterns of Microblogging on</td>
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<td>Carolyn Edy</td>
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<td>Trends of Depression</td>
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<td>Sour Springs: A Story of Groundwater Contamination in the Blue Ridge</td>
<td>Chase Erickson</td>
<td>Journalism</td>
<td>Carolyn Edy</td>
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<td>Mountains</td>
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<td>The Use of Ca I and Hɣ in Determining Stellar Activity</td>
<td>Ryan Lambert</td>
<td>Physics</td>
<td>Richard O. Gray</td>
<td>12/2014</td>
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<td>Map and Level Design: The Creation of Video Game Maps and Characters</td>
<td>Alyssa Tyler</td>
<td>Computer Science</td>
<td>Dee Parks</td>
<td>12/2014</td>
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<td>The Adaptive Use of Past Death Experience on Treatment Preferences</td>
<td>Caleb Yelton</td>
<td>Psychology</td>
<td>Lisa Emery</td>
<td>12/2014</td>
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<td>in End-of-Life Care</td>
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The numbers of honors theses produced over the past eight years is shown in the figure at right. The total number (light gray) is subdivided to illustrate the component numbers of theses; the white bars represent the number that were for department only, while the dark gray were for those graduating with the Honors College distinction of University Honors. The past year showed a return to strong numbers for both departmental and Honors College thesis numbers, and the trend of overall growth is clear. While this trend may continue, thanks in part to the “academic mentoring” model of advising (started with most incoming Honors freshmen in 2009) and the creation of more department honors programs (ten new programs in the past five years), there is some concern that the thesis numbers may starting declining as the growing burden of continuing budget cuts and the increased teaching loads of the faculty take a toll. Many tenure-track faculty say they cannot also mentor theses, as student numbers increase, but faculty numbers do not, and non-tenure track faculty cannot be expected to mentor theses; it is not part of their contract, and most do not maintain any scholarly research program in which to engage students.

**Honors College International Education Requirement**

Starting in the Fall of 2007, the Honors curriculum changed to include the requirement of an International Education Experience. Since this requirement took effect, students have studied abroad and become global citizens in a plethora of ways. The Honors College is dedicated to helping students study away to gain a broader understanding of the world and to diversify their learning. While the Honors College supports 40 students in the their International Education program, the total number studying abroad was closer to 137, based on numbers provided by OIED.
Honors College International Educational Experiences

The Honors College, in collaboration with the Office of International Education and Development, created several different educational opportunities for students wishing to have an international setting for their learning. Thanks to partner institutions in Brazil, England, India, Mexico, and South Africa five different internship opportunities were in place for Summer 2015.

*University of the Free State, UFS, Bloemfontein, South Africa (http://www.ufs.ac.za/)*

The UFS generously set up multiple opportunities for ASU students to spend four weeks learning how health care practitioners in several fields prepare for their careers. Three students went for internships in the Summer of 2015 at the School of Medicine. Pre-medical students were paired with a third year medical student at UFS and spent two weeks in hospital rotations and then some time at outreach clinics around the city. Bloemfontein, the “City of Roses,” is the capital of the Free State and sits in the center of South Africa. It is also the Judicial Capital and sixth largest city of South Africa, and has a proud history as the birthplace of the African National Congress. It is situated on the high, central South African plateau 1,395 meters above sea level, so it is cold in July. Students were housed in residence halls on the UFS campus and made many new friends.

*University of Johannesburg, UJ, Johannesburg, South Africa (http://www.uj.ac.za/EN/Pages/Home.aspx)*

A new program was created for Summer 2014 at UJ, in the financial capital of South Africa. Two students spent four weeks in summer 2015 at multiple physical therapy/sports medicine rotations hosted at UJ through their Faculty of Health Sciences, and in collaboration with their partner, the University of Witwatersrand (Wits, http://www.wits.ac.za/). The students were able to live in a hostel on campus.

*Benemérita Universidad Autónoma de Puebla – BUAP, Puebla, Mexico (http://www.buap.mx/)*

BUAP is located in the historic and beautiful city of Puebla, a World Heritage Site, where students experience Mexican history, culture, and geology (one of the tallest volcanoes in the
world, Popocatépetl, “smokes” on the horizon). BUAP is a non-residential university, so students rent rooms in homestays near the campus, learning about life in Puebla from people who live there. While there were no students at BUAP the summer of 2015, there have been students there two previous summers, and plans for more students who are Spanish proficient to go in the future.

*Universidad de las Americas Puebla – UDLAP, Puebla, Mexico* ([http://www.udlap.mx/](http://www.udlap.mx/))

UDLAP is close to Puebla, but is located in Cholula, home to the world’s largest pyramid by volume, with a 16th century church on top. Exploring the state of Puebla included off-campus excursions into the rich cultural heritage and natural beauty of this region. Students stayed in residence halls on the UDLAP campus while there. There were two pre-medical Spanish-proficient students who went to UDLAP in Summer 2015, and two who were not proficient, but who went to the chemistry research laboratory of Dr. Erick Bandala (an UDLAP visiting professor to ASU, fall 2014), where the work is largely done in English.

*Bishop Heber College, Trichy, India* ([www.bhc.edu.in](http://www.bhc.edu.in))

Three students spent the month of June, 2015, at Bishop Heber College, which is located in the Tamil Nadu city of Tiruchirappalli, commonly known as Trichy. This city of 27 million has one of the largest Hindu temple complexes, Sri Ranganathaswamy, and the historic Rock Fort on the banks of the River Cauvery. Two of the students were set up at the Janet Nursing Home and the Stephens Nursing home, where they had extensive medical clinic shadowing experiences in Ob/Gyn practice and HIV care. Another student, who was in ecology studies, was allowed to spend her days learning how to do field observation work counting birds in a local wetland. All of them reported exceptional and life-changing experiences.


In 2014, two students spent four weeks with the irrepressible Ms. Isabel Richardson, the Director of this remarkable service organization in northern Chennai. They were involved in programs such as
Night Shelter for Street Children, Women in Development (entrepreneurial self-help), Prevention of Trafficking in Women and Children, and the Family Counseling Center. They lived at the MCCSS location and worked with the staff of the MCCSS on varied projects, traveling the countryside for conferences and children’s field trips, as well. It was a dramatic experience and both report that, as a result, they are galvanized to “make a difference” through their careers. While no students went in this program for 2015, two rising Honors sophomores did learn about this program through Honors and arranged an internship for their Global Studies major at this site.

*Federal Rural University of Pernambuco, UFRPE, Recife, Brazil* ([http://www.ufrpe.br](http://www.ufrpe.br))

A Chemistry major spent the month of June, 2014, in the laboratory of Dr. Leucio Alves in Recife, Brazil, learning molecular biological techniques used in the study of the zoonotic disease leishmania. There was no student with sufficient Portuguese proficiency to do this program in 2015.

*University of Keele, United Kingdom* ([http://www.keele.ac.uk/](http://www.keele.ac.uk/))

The beautiful Staffordshire region is the home of this partner university of ASU, and it presents an opportunity for pre-pharmacy students to spend a month working in a pharmacy laboratory, working with pharmacy students, and shadowing at regional pharmacies. There was one student in Summer 2014 who spent his four weeks observing pharmaceutical science practice, participating in research, and attending some classes and sharing in student group work. There was not a pre-pharmacy student for this program in 2015.

**Honors College International Courses**

One semester-long course with travel embedded during the fall break (“*Voyages*”) and another with travel embedded for the spring break (“*King Arthur*” photo right) were run through the Honors college.

The *Voyages* course took the ten Chancellor’s Scholar freshmen to Dublin for five days over Fall Break. The students designed their own itinerary for their time in Dublin during the weeks before the trip, and then spent the weeks after the trip presenting about their learning outcomes from the experience. Two seniors accompanied the group as upperclass mentors for the first time.
Many students also took advantage of ASU faculty-led courses unrelated to Honors to fulfill the international education requirement, while still others went on full year, one semester, or summer study abroad programs. Examples of study abroad sites where students spent a semester or more include Australia, Brazil, Costa Rica, Denmark, Ecuador, England, France, Germany, Italy, and Spain.

**Heltzer Honors Program for International Education (HHPIE)**

Established in 2009, the Heltzer Honors Program for International Education Scholarship Award is awarded exclusively to Honors College students who are traveling abroad in an experience that earns them academic credit on their transcript. They were assisted in proportion to the credits to be earned ($50/credit).

**HHPIE Awards for 2014-15**

The total expended for the 2014-15 year in support of student travel was $10,400. In comparison to previous years, the number of those applying for support from this source of travel funds dropped again (21 vs. 31 last year and 44 the previous year). Also, the amount provided to students was cut to $50/credit in order to assure that there would be adequate funds in the near future to support travel. The gifts that have funded part of this travel (the Mitsch and Heltzer donations) have not been renewed and are running out. The first $10,000 are generously funded by Student Development, and they have provided this funding consistently each of the past seven years, but there is no written agreement about receiving it, therefore the other foundation funds are being husbanded against the possibility of losing that resource.

Many of the students who are traveling to conferences receive funding directly from Honors College funds, so the number traveling internationally with some form of support is actually somewhat higher. The College spent an additional $2,700 on international travel, and The Office of Student Development also supports many students’ trips to international conferences or for research (they supported two students for over $1,500 each this past year for thesis research). There are, of course, many other students traveling abroad who simply do not need nor request the support from either the College or the HHPIE.

The table below shows the student recipients of these awards for 2014-15 and their use.
Minor in Medical Humanities

Created in the then-Heltzer Honors Program in 2009, the Minor in Medical Humanities is designed for the health care pre-professional who wants to have a richer and broader program of study than just the required major courses. By pursuing this Minor, students explore questions in the Humanities and Social Sciences that have a direct bearing on health care today. Courses such as Medical Ethics and Health Law, for example, will take the students into current issues of health care practice through the prism of ethical and legal concerns. Courses like Chinese Medicine and Our Primate Heritage will extend the student's thinking into the history of health care and the growing field of evolutionary medicine. While this Minor and most of the courses are not required for medical school or any other health care graduate program, students will find that the Minor will strengthen their application for those programs both for what it says on their transcript and for what it does to their thinking, writing, and speaking.

This Minor is for those students who want a bit more than the standard preparation for their health care field of choice, both those who are already in Honors or for those not in Honors who want to be able to take some Honors courses. The Minor is administered by The Honors College, but application is open to all students in the University regardless of major, and all students accepted in the Minor may sign up for any Honors courses in the Minor. In order to participate in the Minor, a student must have a 3.3 overall GPA at time of application, and this GPA must be maintained to graduate with the Minor. Students are required to apply to participate in the Minor in Medical Humanities and earn the notation on their transcript. Applications must be submitted to the Honors College office to the attention of the Minor in Medical Humanities Committee.
(MMHC) for review and approval. The Minor requires 15 semester hours of coursework, including Medical Ethics, the only required course.

<table>
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<tr>
<th>Medical Humanities Requirements: 3 semester hours</th>
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<tr>
<td>PHL 3015 (3) Medical Ethics</td>
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<tr>
<th>Medical Humanities Electives: 12 hours</th>
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<tr>
<td>ANT 1430 (3) Our Primate Heritage</td>
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<td>ANT 2230 (3) Biological Anthropology</td>
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<td>ANT 3300 (3) Human Osteology</td>
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<td>ANT 4600 (3) Medical Anthropology</td>
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<td>COM 2131 (3) Health Communications</td>
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<td>ECN 3610 (3) Economy of Health Care</td>
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<td>HCM 2110 (3) Introduction to Health System Organization</td>
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<td>HCM 4910 (3) Health Law*</td>
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<td>HIS 3121 (3) History of Ancient Medicine</td>
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<td>HP 4200 (3) Epidemiology</td>
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<td>PHL 3600 (3) Philosophy of Science</td>
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<td>PSY 3205 (3) Biological Psychology</td>
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<td>PSY 3653 (3) Health Psychology</td>
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<td>PSY 4562 (3) Psychology of Adulthood and Aging</td>
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<td>REL 3140 (3) Chinese Medicine</td>
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<td>REL 3150 (3) Religion, Culture, and the Body</td>
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<td>SOC 3100 (3) Gerontology</td>
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<td>SOC 3600 (3) Medical Sociology</td>
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<tr>
<td>SW 4555 (3) Death, Dying, and Living</td>
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<td>WS 3300 (3) Gender and Technology</td>
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<td>(3) Independent Study (as approved by MMHC)</td>
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Additional, relevant courses may be offered as Selected Topics by departments or as HON courses from the Honors College. Such courses may be included for the Minor with approval of the Minor in Medical Humanities Committee (Director of The Honors College, Director of Health Professional Advising, three contributing faculty members, one each from any of the departments contributing courses to the Minor). Examples of such courses that have been offered previously include: Chinese Medicine; Personal and Family Health; Ancient Medicine; Biotech and Society; Social Deviance; Genocide; Humans and Nature; Brains, Behavior and Sex.

MMHC members 2014-15: Leslie Sargent Jones, Chair (Director, The Honors College), Celeste Crowe (Director, Health Professions Advising), Jennifer Gray (COM), Lucinda McCray (HIS), Eric Karchmar (ANT)

The third cohort of graduates with the Minor graduated in 2015: Courtney Bowers, Karson Collins, Corbin Ester, and Nicholas Lee. This brings the total number of graduates to twelve.

Accelerated Degree Options

In partnership with the Walker College of Business, the Honors College is promoting the opportunity to do an accelerated B.S./M.B.A. In fact, ASU offers all high-achieving students the opportunity to complete both their bachelor’s degree and their master’s in any number of degrees at ASU in 4.5 to 5 years. If students come in with Advanced Placement/College credit, they can finish their B.A. or B.S. in six to seven semesters and begin a master’s program while still an undergrad. If they use their last semester as an undergraduate (up to 12 sh) to take graduate courses, they can further shorten the time-to-degree. Since the MBA program offers an intensive one-year format and a rolling admissions process, a student could complete both degrees within four and a half years.

Using this as a model, the Honors College and Graduate School are hoping to encourage students to pursue similar accelerated models and stay at ASU for their graduate degrees in other fields, as well. Currently there is one student pursuing this opportunity in English, with several others expressing interest.

Honors Pre-Professional Advising

As part of the academic mentoring program in 2014-15, students in the Honors College receive tailored pre-professional advising. There is advising for pre-medical and pre-dental students, as well as those planning for pharmacy, DPT (physical therapy), and PA (physician assistant) graduate programs (Dr. Jones), for law school and business school (Dr. McDowell), and for education or nursing careers (Dr. Mead). This mentoring combines the features of pre-professional advising that might be offered by a pre-professional advising office (and that ASU does have for pre-medical/dental students) with the curricular advising needed to be sure that program requirements are met. By integrating both important aspects of support for students, the success rate for post-baccalaureate goals can be improved.

Memoranda of Agreement/Understanding (MoA) with Community College Honors Programs

Starting in the Spring of 2011, the Honors College at ASU has been building relationships with community colleges (CC) across the state to develop increased transfer possibilities for the high ability institutions at our sister institutions in the CC system. The first MoA that was signed in 2011 was with Southwestern Community College. This was followed with MoAs with Asheville-Buncombe Technical CC, Haywood CC, and Wake Forest Technical CC in 2013.
Spring of 2014 brought an MoA with Louisburg College, the first with a private two year college. This past spring, 2015, an MoU was signed with South Piedmont Community College.

**Honors College Events**

A number of events are held throughout the year to meet different goals for the college. Some are designed to promote the student community (Freshmen Retreat and Welcome Supper, Vanguard Knighting), while others are for recruiting purposes (Open House, Honors Days). Still others are to involve the families both at the beginning (Freshmen Family Picnic) and end of their students’ career in Honors at Appalachian (Honorum Laurus in December and May).

**The Honors College Freshmen Retreat/Town as Text Inaugural Event**

In the Fall of 2012, the Honors College was able to inaugurate a Freshmen Retreat event, thanks to gifts provided by some very generous donors. Again this past year, in Fall 2014, the students participated in the Town as Text on the first day of the Freshmen Retreat and then were bused to the Broadstone location for a second day of events planned and managed by the Recreation Management office. Town as Text is a unique event arranged single-handedly by Dr. Dale Wheeler, Director of Prestigious Scholarships. While the concept was borrowed from the NCHC’s “City as Text®” event, this is different in that students visited specific agencies and sites in Boone and then returned to report what they had learned to the rest of the class. The second day’s activities included large group field events in the morning, followed by individual games, high ropes climbing, and river fun in the afternoon. A barbecue lunch was provided (through University Catering). It was a great success again, by all reports, and will be repeated, funds permitting.

**Freshmen Welcome Supper**

On the first Sunday before fall classes start, the Prestigious Scholarships Program and the Honors College hosted a supper for all of the entering freshmen. Some students were not able to come to the Retreat, so this is a chance to bring everyone together as they start college. It is also a forum for PSP and the Honors College to provide some information to help students at the start of their academic career. They were reminded about drop/add week and to meet with their advisor during that week in case of a scheduling emergency. They were also informed of the myriad opportunities that both PSP and the College offer them as they begin their professional path.
Students who are willing to assist the college at public events (Open House, Honors Days, Scholars Day) are invited to join the Honors Vanguard to be recognized for their service to the College. There is no reward attached to this service, either monetary or in service points, but approximately 12 students a year volunteer to join the group and are knighted at the start of the academic year. This past year it was closer to 20! These students are essential ambassadors for the Honors College.

Each year in September, the Honors College hosted a picnic lunch on the Sunday of Family Weekend. This was an opportunity for the families of the freshmen to come and visit their students after the first month of university, early enough to address any issues that might have emerged as the students started college. It was a chance to meet the classmates and new friends their students had made, and to see the campus more intimately. There were generally over 200 people who attend, including some faculty, and it was a fun way for the students to connect their families with their new home. Unfortunately, Family Weekend was moved in the fall of 2014 to coincide with a football game, and it fell on the first weekend in November. The result was a very cold weekend that required the event to be held indoors. While many still came, it was not a successful event in terms of cost-benefit, and will not be repeated while Family Weekend is held in the colder months.

Each Fall and Spring, the University hosts an Open House event attended by over 5,000 guests. The Honors College once again provided information to prospective students through both a table manned by staff and Honors Vanguard students, as well as through talks offered by the College Director or Associate Director. Feedback on these offerings are always very positive and result in many applications, as indicated by their input to Admissions.

There were six days in Fall 2014 when Admissions invited around 30 students and their families to come and visit ASU and the Honors College. While these days are organized and funded by Admissions, the Honors College partners closely with that office to assure an outstanding experience for these students, from attending a mock Honors class (arranged with Honors College Faculty by the HC office) to presenting about Honors during lunch (Director plus a student). There was also a seventh event for diversity recruiting.

This single day in late February is the interview and recruiting day for the top applicants to ASU who are being considered for merit-based scholarships. The interviews for the Honors College’s Chancellor’s Scholarship take place at this time. Current Chancellor’s Scholars participated both
as interviewers and as hosts in the Honors College facilities where we entertained the candidates before and after their committee interview (see above under Chancellor’s Scholarship).

**Honorum Laurus**

The Honorum Laurus is the ceremony honoring those who have completed the Honors College’s curricular requirements and will be graduating with University Honors. The celebration is held each December (right) and May (below) the day before graduation. The immediate family of all graduates are invited and each student is awarded the Honors medal and afforded the chance to speak from the stage. This makes it a uniquely personal recognition that the families and students appreciate. In spring 2015, Honors hosted the families of over 70 students in the Parkway Ballroom of the new Plemmons extension. The ceremony is also an opportunity to acknowledge the superb contributions of our faculty. The Honors College Faculty Member of the Year award (“ToY”) is selected by the students of the graduating Honors Vanguard. They choose the winner from among those who have taught HON courses during their time at ASU. The winner of this award at the May Honorum Laurus was Dr. Tom McLaughlin (who was at the Loft and collected his award when he came back to campus). For the third year, an award selected by the Honors College office was also given for an Honors College Mentor of the Year; this award recognizes a faculty member who has done exceptional work in mentoring students towards their theses. This year’s awardee was Dr. Mark Zrull (left), Psychology. There is also a Special Award given to a retiring Honors College faculty member, which went to Dr. Stan Aeschleman (right), Interim Executive Vice-Chancellor and Provost. The programs are shown.
Honors Residential Community (Cone and Summit Halls)

Students in the Honors College are not required to participate in the residential offering, but Housing allows Honors student living on campus to stay on campus all four years, if they choose, which is another benefit of being in Honors. It is perceived as a great feature of Honors to many students, and approximately 40% of the College students live in the Honors residential community. About 90% of the freshmen live in Cone, joined by roughly an equal absolute number of continuing students living in Summit as part of the Honors residential community. The Honors students in both halls have slide-card access to each other’s building, promoting a sense of community between the freshmen and older students.

Together with Appalachian Hall, the Honors College office and classroom building, the Summit and Cone residence halls comprise the Brad and Carol Wilson Honors and Engagement Community. The space, with its enclosed “bailey” between the four sides of the buildings (see below), is a favorite space for students to meet and play, and classes are often seen meeting on the grassy courtyard in warm weather.

Conference/Institute/Workshop Attendance: Honors College Staff

Federation for European Neuroscience Societies (IBRO): An ASU Honors College student and a student for IMPULSE from the University of the Free State in South Africa co-presented a poster with Dr. Jones at the IBRO conference in Rio de Janeiro, Brazil (see under Students).

Society for Neuroscience (SfN): Dr. Jones took a group of students to this conference where they presented a poster (see students conferences below).
North Carolina Honors Association (NCHA): Dr. Leslie Sargent Jones was the NCHA Past-President for 2014-15. Dr. Wheeler was the only HC member able to attend the 2014 meeting, which was at Mt. Olive College.

National Collegiate Honors Council (NCHC): All of the staff (Jones, Wheeler, Waldroup, Yandow, McDowell and Mead) along with two Honors College faculty members (Drs. Rick Klima and Phillip Ardoin) attended the annual conference of the NCHC in Denver, CO. Dr. Jones gave a presentation on “Honors Spaces.” Dr. Mead was an invited participant for a roundtable on Honors Advising.

NCHC International Institute: Dr. Mead attended the NCHC’s International Institute: Facades and Secrets of Lyon, France, to learn more about the City as Text® pedagogy and methodology in July, 2014. At the Institute, Dr. Mead, along with other Honors Administrators and faculty, participated in a number of excursions and activities designed both to immerse themselves in reading Lyon as text, as well as how those activities may be translated to on-campus activities and study abroad experiences for Honors College students back at their home institutions. Aspects of the program were applied to the Chancellor’s Scholars “Voyages” course trip to Dublin for the freshmen in October, 2014.

NEH Summer Institute: Dr. Heather Waldroup participated in a four-week research institute in NYC on “American Material Culture: 19th Century New York.” She was one of 18 scholars selected for this competitive, federally funded opportunity that took place in July, 2015.

Conference Attendance: Honors College Students

IBRO: Kyle Rossi, accompanied by Dr. Jones, shown here with a co-presenting colleague from UFS in South Africa (Pierre Kriek), presented a poster at the International Brain Research quadrennial conference in Rio de Janeiro, Brazil, July, 2015.

Society for Neuroscience (SfN): Nine Honors College students attended the annual meeting of the SfN in Washington, D.C., Nov. 2014, to present a poster on the online journal, along with mentor Dr. Jones, on the undergraduate neuroscience journal that is hosted through the Honors College at ASU. The students were also able to present at the concurrent Faculty for Undergraduate Neuroscience meeting. The team is shown here with two IMPULSE student colleagues from Middlebury College and the University of California, San Diego.

SYNAPSE: Ten students went to Asheville, North Carolina, in March 2015, to present a poster on IMPULSE at the Symposium for Young Neuroscientists and Professors of the Southeast. They are pictured here with Dr. Jones at their poster.

NCUR: There were a large number of ASU students at the annual meeting of the National
Conference on Undergraduate Research at the Eastern Washington University, Cheney, WA, in April, 2015. Among the students presenting there were many Honors students, such as Grayson Bodenheimer, Emily Long, and Hannah Malcolm.

SNCURCS: A number of Honors students attended the 10th Annual State of North Carolina Undergraduate Research and Creativity Symposium at N.C. State University November 22, 2014. Students from across the state delivered 405 research/creative performance presentations, making this the largest SNCURCS conference so far. Shown here are Senior Honors student Tori Placentra (right) along with fellow chemistry major Ashlyn Henson.

Neuroscience Conference of Göttingen, Germany: Dana Cobb went to Germany to present her thesis research on effects of enriched environments on brain function in rats at this European conference.

Assessment

Course Evaluations by Students

In the past, Faculty were sent evaluation forms to distribute at the end of the semester so that the Honors College could review the students’ responses to the courses. However, in the Fall of 2014, Honors went to an online form and sent the students a link to a Survey Monkey instrument for reviewing the course in the last week of class. While this cost the College financially, the 213 responses out of 319 students in HON classes was a reasonable return rate (67%) and provided much better opportunities for analysis. The overall satisfaction with all HON courses was high, with over three quarters of the students either Agreeing or Strongly Agreeing that the course and the professor were excellent (see graphs). However, there were some courses and professors who were rated quite poorly, and this was useful information for determining which particular instructors were not a good fit for future HON teaching.
In the Spring of 2015, Honors switched to using Qualtrics (freely available through the ASU library). Also, a new set of questions was constructed that were more closely tailored to what HON courses should be accomplishing for Honors students. This proved to be an easy and reasonable platform, but instead of sending the link out in the last week of class, when the paper evaluations were traditionally filled out, the link was sent during exam week. The rationale was that students would now be able to evaluate the entire course, including the exam. The link also was sent to all students who had been in the course from the beginning, so even students who had dropped the course were included, so that reasons for their dropping the course could be included, if it was due to the course being unsatisfactory.

While this meant that even more students were sent the link, even fewer students responded than in the fall. Out of 207 students enrolled in HON courses, only 57 completed the evaluation (27.5%), half the number from the fall. This is thought to be due to the students’ unwillingness to take their own time to fill out the survey. They would fill out surveys during class time, and many were willing to do the survey online during the last week of class (as seen in the fall), but most were uninterested in taking time during exam week or after they had left campus to fill out the evaluation. The strategy for Fall 2015 will be to send the link during the last week of class and to ask the faculty to make time, if possible, for students to pull up the link and fill out the survey during class, as in the past.

The results for the 57 spring responses indicated the usual enthusiasm for the HON courses. Over 85% of the students either Strongly Agreed or Agreed that the instructor was exceptional, and 75% either Strongly Agreed or Agreed that the course was excellent. Other data was collected for a more refined look at what the students liked/disliked about the courses, and the responses were generally strongly positive in all areas. Specifically they were asked to evaluate how well the courses improved their skills in: communication, critical thinking, research, and leadership. It also asked for their evaluation of how well the courses expanded their understanding of global issues, interdisciplinarity, and moral reasoning. Interestingly, improving their research and leadership skills were the least positively reviewed.

Faculty Assessment of Students in HON Courses
The course assessments by the faculty of the students in their HON seminars in the fall were run through Survey Monkey. The spring course assessment surveys were run on the Qualtrics platform. A five-point scale was used to rate the questions shown at right, with five as best. Results indicate that the faculty rank the caliber of the students as 4.43 and their overall satisfaction with the HON course they taught as 4.38/5. Only a few responses rated anything as a
3 (“average”), and only two areas, “autonomy and independence in course work” and “Evidence of leadership” had two faculty indicating they thought the students were average in those two areas.

Thesis Assessment

In parallel with the instrument for course evaluation, thesis committee members (thesis director together with second reader) and students were given similar questions and asked to rate students/themselves on a 1-5 Likert scale (see figure) with 5 as best. In the self-assessments, the students largely agreed with their committee on their accomplishments at the end of the thesis process. Apparent mismatches in the assessment were seen in “Communication - writing,” where the students viewed themselves as more competent than did their committee (similar to the year before, 4.57 vs. 4.2). The same was true about their sense of their leadership skills (students 4.71 vs. faculty 4.44). For the first time, the faculty thought the students were better at communicating about their project than their students felt that they were (4.36 vs. 4.42). The self-assessment on how the students thought they understood the moral and ethical dimensions of their projects dropped a bit (from 4.8 last year to 4.14 this year), while their mentors were nearly at the same level as last year (4.38). Of note, however, is that there continues to be a rating over 4 on every question by both Faculty and Students, with the prominent exception of Global competence. In that category, both groups felt the students were somewhat less competent (3.79 and 3.89, respectively). This has been seen in previous years, though last year the numbers were over 4, so this drop is reflective again of a general sense that they do not know as much as they think they should. See figure at right for comparison of student/faculty assessment across the six indicated areas.
Google Analytics for Honors College Website

In 2008, the website for the then-Heltzer Honors Program was revised, and four more times since, eventually migrating to a Drupal platform. Data for the July 1, 2014 to June 30, 2015, period indicates the usage is still growing globally, and, after being flat last year, has picked up growth at the domestic and state level, as well (see chart). Page views for all 50 states was seen again, with North Carolina having the highest number of hits, of course (31,587, a record, compared to 29,447 last year). The percentage of non-NC hits among US views has increased again from 9.8% in 2011-12, to 25.9% in 2012-13, 28.22% in 2013-14, and now 32.78% this past year. Similarly, the number of world views (non-US) has increased from 3.5% in 2011-12, to 11.9% in 2012-13, to 22.1% in 2013-14, and for 2014-15 was 39.66%, which is a further near-doubling in the percent of global visitors. Non-US views were once again primarily from the Philippines, with >23,000 views, which is triple the number from the year before, which in turn was a doubling from the previous year; these are not random views, as they are >3 minutes/session and >3 pages/visit, indicating serious visitors. This is followed by India, the United Kingdom, Malaysia, Indonesia and Australia, each with over 400 views, which is yet again a substantial increase from the year before, showing the strength of the growth trend.
National data (below) showed that Georgia and Tennessee continue to have the most views after NC, and visitors there spent almost as long and visited as many pages as NC viewers. South Carolina, Florida, and California all had over 1,000 visits. States with over 700 visits included Virginia, New York, and Texas, with Pennsylvania over 500. States with over 300 visits included Illinois, New Jersey, Maryland, Massachusetts, Ohio, and Alabama. Metro regions with the highest visit numbers were again in-state, but Atlanta, New York, Nashville, and Washington, D.C. also continued to poll high numbers.

The detailed data on website usage show that 72% of all sessions were from “new users.” They spent on average 3:07 minutes per view and visited an average of 3.36 pages. The demographics data illustrates that that >27% of the visitors were in the appropriate target age range (18-24), as seen in the graph, while over 54% were male.

It was anticipated that the site would reach saturation at some point, but that this clearly still has not happened. There is continued growth internationally, and while it is not clear how a state institution could capitalize on that, or even if it should, the potential for growth with international students seems to be there.

**Honors College Hosted Journal: IMPULSE**

The online, undergraduate neuroscience journal **IMPULSE** has been hosted through the Honors College since 2009. Dr. Jones serves as the Founding Faculty Advisor for this journal, which has students and faculty from institutions around the world contributing to its mission: training undergraduates in scientific publishing. Founded in 2003, the journal is an outlet for undergraduate neuroscience research, as well as providing an opportunity for students to learn about reviewing, editing, and publishing in the sciences.
In the 2014-15 year, ASU students served as Reviewers and the essential editorial staff: Dana Cobb as Editor-in-Chief, Kyle Sasser as Executive Editor, Alison Rossi as Managing Editor, Corbin Ester as Executive Associate Editor, and Danielle Russell and Rachel Sledge as Publicity Editors. These students presented posters on the journal at the Society for Neuroscience conference in Washington, D.C., and at the SYNAPSE conference in Asheville; Kyle Sasser presented at the International Brain Research Organization meeting in Rio de Janeiro, Brazil.

The journal can be found at: [http://impulse.appstate.edu](http://impulse.appstate.edu).
Overview: Since 2000, the Appalachian State University Prestigious Scholarship Program (PSP) has continually supported enrichment activities and has provided opportunities for Appalachian’s most promising students. This year, the program focused on two major areas: recruitment through the AIM High program and support for the submission of competitive scholarship applications.

Recruitment - AIM High: In July 2014, ~330 students were invited to participate in the AIM High program. The application can be found at [http://psp.appstate.edu/join-aim-high](http://psp.appstate.edu/join-aim-high). The criterion was 30-60 semester hours and a minimum GPA of 3.65. Ninety-four students (28.5%) completed the online application to participate in the program. Seven meetings were held throughout the fall semester 2014.

Submission - Prestigious Scholarship Support: During 2014, six external scholarship applications were supported, completed, and submitted through the PSP Office. These included three Fulbright Grant applications, a Hollings Scholarship application, a Goldwater Scholarship application and a Gillman Scholarship application. Of these, 3/6 (50%) successfully received scholarship support. (Note: One Rhodes scholarship application, one Fulbright grant application, and several Gilman scholarship applications were submitted without support from the PSP office.)

AIM High

Rising sophomores with GPAs of 3.65 and higher were invited to join AIM High during the summer 2014. Of the ~330 invitations, 94 students opted into the group, five more than the 2013 group. During these meetings, students were presented with information pertaining to the requirements and opportunities during their time at Appalachian to make their graduate school applications more competitive. Topics included the personal statement, active involvement in research and creative activities, letters of recommendation, resumes, funding opportunities for research projects, and appropriate scholarships. Seven meetings were held through the year.

September 16, Table Rock Room, Introduction to AIM High
September 23, Table Rock Room, Undergraduate Scholarly Opportunities and Faculty Mentors
October 7, Table Rock Room, Professional Conferences and Funding Scholarly Projects
October 21, Table Rock Room, International Experience Opportunities, Study Abroad and Research
October 28, Rough Ridge Room, Preparation for the Senior Thesis and GRE preparation
November 4, Linville Falls Room, Graduate School Applications
November 11, Parkway Ballroom, Program Summary Banquet

ATTENDANCE (Fall 2014)

<table>
<thead>
<tr>
<th>Meeting</th>
<th>September 16</th>
<th>81</th>
<th>86%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting 2</td>
<td>September 23</td>
<td>63</td>
<td>67%</td>
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<tr>
<td>Meeting 3</td>
<td>October 7</td>
<td>50</td>
<td>53%</td>
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<tr>
<td>Meeting 4</td>
<td>October 21</td>
<td>45</td>
<td>48%</td>
</tr>
<tr>
<td>Meeting 5</td>
<td>October 28</td>
<td>41</td>
<td>44%</td>
</tr>
<tr>
<td>Meeting 6</td>
<td>November 4</td>
<td>57</td>
<td>61%</td>
</tr>
<tr>
<td>Meeting 7</td>
<td>November 11 (banquet)</td>
<td>27</td>
<td>28%</td>
</tr>
</tbody>
</table>
Average Attendance 2014  56  59%  Average Attendance 2013  52  58%
(banquet at the end of the program)  (banquet at the beginning)  47  54%

NOTE: The program attendance was unaffected by whether the banquet was held at the beginning or the end of the program.
<table>
<thead>
<tr>
<th>Informational Meetings</th>
<th>Meeting Topic</th>
<th>Guest Speakers</th>
</tr>
</thead>
</table>
| Plemmons Student Union | AIM High      | Dr. Dale E. Wheeler  
                      |                | Director, Prestigious Scholarships Program |
| Tuesday, Sept. 16      | Faculty Mentors | Prof. Jennifer Cecile (Chemistry)  
                      | Table Rock Room  |                | Prof. Becki Battista (Health and Exercise Science)  
                      | 6:00 - 7:30pm     |                | Prof. Heather Waldroup (Art)  
| Tuesday, Sept. 23      | Faculty Mentors | Prof. Mark Zrull (Psychology)  
                      | Table Rock Room  |                | Carys Kunze (former AIM High student)  
                      | 6:00 - 7:00pm     |                | Prof. Alan Utter (Interim Vice Provost - Director, Office of Student Research)  
| Tuesday, Oct. 7        | Professional Conferences | Prof. Garner Dewey (Executive Vice Chancellor - Academic Affairs)  
                      | Table Rock Room  | Funding for Scholarly Projects | Prof. Alexandra Hellenbrand (Languages, Literature, and Cultures)  
                      | 6:00 - 7:00pm     |                | Dr. Martin Meznar (Associate Dean of the Walker College of Business)  
| Tuesday, Oct. 21       | International Experience Opportunities | Ms. Cama Duke (Director of LSS)  
                      | Table Rock Room  | Study Abroad and Research | Dr. Leslie Jones (Director, Appalachian Honors College)  
                      | 6:00 - 7:00pm     |                |  
| Tuesday, Oct. 28       | GRE Information | Prof. Sandra Vannoy (Associate Dean of the Walker College of Business)  
                      | Rough Ridge Room | Senior Thesis | Ms. Sandra Krause (Director, Graduate Admissions and Recruiting)  
                      | 5:30 - 7:00pm     |                |  
| Tuesday, Nov. 4        | Graduate School Applications | Prof. Josh Brommen-Falks (Psychology)  
                      | Table Rock Room  |  
                      | 5:30 - 7:00pm     |                |  
| Tuesday, Nov. 11       | AIM High Banquet Summary | Dr. Anthony Calamai  
                      | Parkway Ballroom  |  
                      | 6:00 - 7:30pm     | Dean, College of Arts and Sciences |

### 2014 Program Attendance Trendline

![Graph showing attendance trendline from 2014.](image)

- **Attendees**
- **Program Average 56**
September 16, 2014 - Introductory Meeting - An overview of the program and requirements were presented by Dr. Dale E. Wheeler, Director of the AIM High Program. (81 students attended)

September 23, 2014 - The presentation began with Dale Wheeler discussing the importance of undergraduate research, effective ways to identify opportunities for undergraduate research, funding opportunities and the responsibilities of students once they have committed to a project. The importance and responsibilities of a faculty mentor were discussed. Guest speakers were Prof. Jennifer Cecile (Chemistry), Prof. Becki Battista (Health and Exercise Science), and Prof. Heather Waldroup (Art). Students were given the assignment to identify a potential faculty mentor. (63 students attended)

October 7, 2014 – Feedback was given by students concerning their experiences in identifying a faculty mentor. Questions and discussion followed. Guest speakers were Prof. Mark Zrull (Psychology), Carys Kunze (former AIM High student), and Prof. Alan Utter (Director, Office of Student Research). Presentations concerning the importance of attending professional conferences, the benefits to undergraduate students of attending professional conferences, and opportunities for funding scholarly projects from campus programs. A question and answer period followed. (50 students attended)

October 21, 2014 – Guest speakers were Prof. Garner Dewey (Executive Vice Chancellor - Academic Affairs), Prof. Alexandra Hellenbrand (Languages, Literatures & Cultures / Director of the Global Studies Program), and Dr. Martin Meznar (Associate Dean of the Walker College of Business). Prof. Dewey spoke about the university QEP directive and how international experiences are the centerpiece of the program. Prof. Hellenbrand spoke about her personal experiences traveling with students on study abroad trips to Europe and the importance that all students seek out and participate in international experiences. Dr. Meznar spoke about the international programs in the College of Business and the opportunities for participation from the student population at large. (45 students attended)

October 28, 2014 – Guest speakers were Dr. Leslie Jones (Director of the University Honors College) and Ms. Cama Duke (Assoc. Director LAP/Director of LSS). Several students also spoke about their experiences with original scholarly activities and writing a research thesis. Dr. Jones spoke about preparation for and the importance of writing an undergraduate thesis in preparation for graduate school. Ms. Duke spoke about how to prepare for the GRE exam and what to expect on the exam. (41 students attended)

November 4, 2014 - Guest speakers were Ms. Sandra Krause (Graduate School), Prof. Josh Brommen-Folks (Psychology), and Prof. Sandra Vannoy (Associate Dean and the Director of the MBA program in the Walker College of Business). Each speaker gave a short presentation about their respective graduate programs and how to prepare as undergraduates for submission of a competitive graduate school application. Panel members answered questions from students about what to expect in graduate school. Discussion topics included preparation for graduate school applications, expectations for admission, stipends and assistantships, and realistic goals while in graduate school. (57 students attended)

November 11, 2014 – End of the program banquet - Guest speaker was Prof. Tony Calamai (Dean of the College of Arts and Sciences). Dean Calamai talked about his undergraduate experiences and the importance of working with a faculty mentor and being involved in creative scholarly projects. He summarized the AIM High meeting topics of faculty mentors, letters of recommendations, scholarly projects, funding opportunities, international experiences, and the submission of a competitive graduate school application through personal antidotes.
Scholarship Applications

Seven students completed and submitted scholarship applications. The PSP staff provided support to ensure that complete and competitive applications were submitted and all requirements were fulfilled by the posted deadlines.

Spring 2014 / Fall 2014

<table>
<thead>
<tr>
<th>Student</th>
<th>Scholarship</th>
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<tbody>
<tr>
<td>Corbin Ester</td>
<td>Goldwater Scholarship</td>
</tr>
<tr>
<td>Laura Heinen</td>
<td>Hollings Scholarship</td>
</tr>
<tr>
<td>Marissa Stockstad</td>
<td>Gillman Scholarship</td>
</tr>
<tr>
<td>Mary Feamster</td>
<td>Fulbright Research Grant</td>
</tr>
<tr>
<td>Emily Long</td>
<td>Fulbright Research Grant</td>
</tr>
<tr>
<td>Sarah Parker</td>
<td>Fulbright Research Grant</td>
</tr>
</tbody>
</table>

*Successfully received their award

Assistance for the Goldwater Scholarship applicant also included a faculty review committee to interview and provided suggestions for improvement. Members of the committee included: Prof. Andy Heckert (Geology), Prof. Claudia Cartaya-Marín (Chemistry), Prof. Dru Henson (Biology), Prof. Brad Conrad (Physics), Dr. Leslie Jones (Director of the Honors College / biology), and Prof. Dale Wheeler (Director of the Prestigious Scholarships Program and Chemistry).

Assistance for the Fulbright Research Grants applicants also included a faculty interview committee to assess applications and provided suggestions for improvement. Members of the committee included, Dr. Jesse Lutablingwa, Director of the International and Education Development Program, Prof. Suzi Mills (Music), Prof. James F. Barnes (Government and Justice Studies), and Prof. Dale Wheeler (Director of the Prestigious Scholarships Program).

Scholarship Informational Meetings

2014 Fulbright Informational Sessions:

- Wed, Apr. 15 at 9:30a: Appalachian Hall, Rm. 162
- Wed, Apr. 16 at 12:00n: Appalachian Hall, Rm. 163
- Thurs, Apr. 17 at 11:00a: Appalachian Hall, Rm. 163

Five students attended these meetings

Throughout the spring semester, I met with four additional students to discuss details about the Fulbright application process.

AIM High Travel Grant Activity

No applications for an AIM High Travel Grant were received this year.
Office Assistant

In the Fall 2014, Senior Honors student Anna Coppedge was assigned to help with the Scholarship meeting scheduling and the AIM High meetings. Her primary tasks included correspondence with AIM High students for meeting reminders, correspondence with the AIM High invited speakers, taking attendance at the AIM High meetings and recording this information, printing and sending thank you notes to the AIM High speakers. She was also responsible for organizing data from the AIM High applications for presentation at the first meeting and ordering food through the ASU catering office. She helped print posters for upcoming scholarship informational workshops. Anna also helped with correspondence with Fulbright scholarship interview committee members and the Fulbright student applicants. Anna worked in this position until the end of November 2014.

PSP Website

The PSP website was periodically updated to reflect upcoming events and approaching deadlines. Minor updates were made during the spring semester. Anna Coppedge and Michelle Melton helped with this effort. Anna spent many hours during the Fall 2014 semester checking to make sure that there were no dead links posted on the website and updated them when they were identified. She also created a webpage for the PSP site highlighting the three recent scholarship award winners, Corbin Ester (Goldwater Scholarship), Laura Heinen (Hollings Scholarship), and Marissa Stockstad (Gillman Scholarship).

Chancellor’s Scholar’s Banquet and Guest Speaker, September 29, 2014

On Monday, September 29 from 6-8 pm in the Rough Ridge Room of the Plemmons Student Union, all current Chancellor’s Scholars were invited for an evening of dinner and conversation to honor Dr. Emily DiNatale, and to present her with the 2014 Chancellor’s Scholars Alumni Award. A social hour from 5-6 pm in the Whitewater Lounge preceded the banquet. Dr. DiNatalie graduated in 2008 with a psychology degree and her thesis advisor was Prof. Amy Galloway. This was the second year of this event and it is anticipated that the Chancellor’s Scholars Alumni Award banquet will be an annual event.

Town As Text, August 13, 2014: Day One of the Honors Freshmen Retreat

Town As Text was created by the Director of the PSP (Dr. Wheeler) as a mechanism to help connect the students with Boone and Watauga county. As part of early move-in for freshman Honors students, 100 students participated in the Town As Text event for the third year for this event. Students selected agencies of interest (see the following page) and were assigned based upon their responses. Students met at 9:30 am for a light breakfast and then were briefed about their specific assignments. All students rode the Appalacart to the agency location, and then met with the agency director. Students were given a list of suggested questions to find out information about the agency, such as: what is the history of the agency? What services are provided? What population does the agency serve? What are the major concerns or issues currently facing the agency? How can ASU students benefit from the agency (volunteer opportunities or internships)? What is the future of the agency? Following the 20-30 minute interviews, students were allowed to find a place for lunch and then to create a 3 minute presentation for the entire group. Students gathered in the Rankin Science West Room 182 at 1:30p and presentations started at 2:00p. Every student was part of the presentations and all agencies were represented. The presentations last about 2 hours. Following the presentations, students were free until 7:30p when they were to meet at the entrance of the Horn in The West outdoor drama. 85 people attended the musical theatre presentation lasting 2 hours. Students walked home following the end of the play.
Overview

It is a continuing goal of the PSP Office to increase the number of students who apply for and obtain prestigious scholarships. During 2014, the PSP Office assisted with the submission of a Goldwater Scholarship application and a Hollings Scholarship application in January, a Gillman Scholarship application in March, and four Fulbright Grant applications in October. Of those, the Goldwater, the Hollings, and the Gillman applications received awards. The AIM High program is now appropriately focused on rising sophomores to advise them in a timely manner on goals for submitting competitive graduate school and prestigious scholarship applications. In June 2014, invitations were sent to 330 rising sophomores with GPAs of 3.65 and higher to apply to join AIM High and seven monthly meetings were held throughout the Fall semester. The AIM High travel grants continue with the goal of having students attend professional meetings and travel support will be provided to students attending professional that will enhance their chances of obtaining a prestigious scholarship.

During the year, I have also increased recruiting for prestigious scholarships through discussions with the Honors Council departmental representatives, the Office of International Education and Development, and the departments of Global Studies and Languages, Literature, and Culture. Three Fulbright Grant informational meetings were held in April.

Dale E. Wheeler
PSP Director
ASU Honors College
Laurus Honorum: The Honors College Newsletter 2014-2015 Issues
The ASU Honors College was started in 2010. In 2012 it was awarded First Place for its electronic newsletter by the National Collegiate Honors Council at the annual meeting in Boston, MA.

FALL 2014

The Laurus Honorum ("honored with the laurel") is the NCHC award-winning newsletter of the Honors College at Appalachian State University.

Published quarterly, the Laurus Honorum provides news to our students, parents, alumni, and the Appalachian community about Honors College events, programs, and stories featuring our amazing Honors students and alumni.

We want to share your stories and accomplishments so let us hear from you! You can find all contact information and updates at:

You can also follow us on social media:

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Honors Freshmen Retreat: Move-in Day

The Honors College Freshmen Retreat kicked-off with early move-in for all Honors Freshmen on Tuesday, August 12, from 1 - 5 pm. Students, parents, and volunteer upper-class Honors students quickly stored belongings for Honors freshmen moving into Cone Hall. Honors College and Residential Life staff were there to welcome them and guide them through the process. Getting settled quickly, students were ready the next day to launch into Retreat activities. The line up included the following, all featured in photo-spreads on the following pages:

- **Move-in Day**
  Tuesday, August 12, 2014

- **Town As Text**
  Wednesday, August 13, 2014
  Followed by show of the Week Performance

- **Retreat at Broadstone**
  Thursday, August 14, 2014

- **Honors College Welcome Supper**
  Sunday, August 17, 2014

Honors Freshmen Retreat: Broadstone

New Honors students spent Thursday, August 14, at ASU’s Broadstone facility in Valle Crucis bonding with sports activities, challenges, and games led by ASU-UREC workers.

Honors Freshmen Retreat: Welcome Dinner

Rounding out the Freshmen Retreat, Dr. Wheeler and the Prestigious Scholarships Program hosted a Welcome Dinner on Sunday, August 17. Honors Freshmen gathered for one last meal before classes got into full swing.

Thanks to Dr. Wheeler for hosting and organizing the event.
THE KNIGHTING OF THE HONORS VANGUARD

Honors students invited to be a part of the Honors Vanguard were knighted by Dr. Jones in an annual ritual taking place in the Honors College. Members of the Honors Vanguard are Honors students chosen for their previous service and academic success. They serve as volunteers in Honors activities and are rewarded with recognition for their contributions.

NEWS

PAGE 8

Prestigious Scholarships Program (PSP)

Dr. Wheeler and the Prestigious Scholarships Program hosted a Chancellor’s Scholars Banquet (photographs here) held on Monday, September 29, on campus. This was an opportunity for Freshman through Senior Chancellor’s Scholars to get to know each other, share stories, and gain wisdom from one another. Honors College staff and students enjoyed hors d’oeuvres and a catered dinner prepared by a student chef. Alumna and recent Ph.D., Dr. Emily Steinbaugh DiNatale traveled back to ASU to attend the event and join in the festivities. A full feature highlighting her speech at the event follows on page 22 of this newsletter.

NEWS

PAGE 9

Cody McKinney:
Junior Honors Student & Varsity Football Player

Story by Senior Honors Student Kyle Susser

Being a member of both the football team and the Honors College has tested Cody, but he continues to succeed. He has grown both physically and mentally during his time at Appalachian, packing on 45 pounds of muscle mass for football, and sustaining a rather impressive grade point average for Honors.

Maintaining both roles requires Cody to be adept at time management. Cody’s weekdays start at 6 in the morning. He wakes up to eat breakfast with his teammates and proceeds to sit through back-to-back classes until 2 in the afternoon. On Tuesday and Thursday, he has a break from classes from 11 to 12, but even this is filled by a required lecture session with the team. After lunch, he is dismissed and is able to make the linebacker position meeting at 2:45. After being dismissed from the position meeting, Cody scrambles to complete as many homework assignments as he can in the hour before indoor stadium, Cody may have to practice well past 6. After practice, the players shower and attend a study session. This typical day in Cody’s week is eleven hours of guaranteed, nonstop activity.

To not being able to get into classes despite priority registration. When only three or four course options are offered and the majority of these conflict with football requirements, Cody is left with few options. This being the case, he has found that taking things one step at a time is the best way to handle his honors requirements.

The most important priority is his grade point average. As mentioned earlier, he has proven successful. Studying accounting, he was qualified for induction into Beta Alpha Psi, the honors organization within his major.

This performance has also helped him complete another pending honors requirement, study abroad. Cody was recently informed that he was one of only 24 students to be accepted as candidates for the Holland Fellows Program. Offered through the school of business, the Holland Fellows Program pairs students of Appalachian with equal number of students from an university in China. Perhaps the most daunting honors requirement left for Cody to complete is his thesis. His focus will be to the debate of revenue smoothing, an officially policy, topic applicable to the modern business environment.

Despite his humble nature, Cody’s performance at the university is quite impressive. He continues to carry the successes he has demonstrated as a student athlete into his accelerated 4+1 master’s program. Whatever future obstacles lie in wait, his innate quality of perseverance will likely result in success as Cody continues to take things one step at a time.
INTERNATIONAL

HONORS STUDENT TRAVELS THE LAND OF FIRE AND ICE: ICELAND GEOLOGY TRIP 2014

Photography and story by Tyler Jones

This past summer, I went abroad with a small group of students to study the geology of Iceland. Brian Zimmer and Dr. Scott Marshall (both from the Department of Geology) footplod led us through sixty weather, breathtaking scenery, and a host of geological features on the remotest populated island in the world. Each student was assigned a specific地质 task to complete throughout the trip. These features included geysers, volcanoes, glaciers, outlet pipes, and others that are not found in any other place on earth. We spent the days on the top of the mountain, exploring the hidden Lachenflug trail, where we examined hot springs, mountains, sea, and one of Iceland’s most beautiful areas, known as Lachenflug. The trip was an incredible opportunity to study geology in one of the most geologically active areas on the planet. Great friendship and lasting memories will forever remain with each of us as we return to such a unique place!
INTERNATIONAL

STEPHANIE IBARRA

Volunteering at a Hospital in Navarit, Mexico

This past summer, I had one of the greatest experiences of my life. It was my time as a Honors Intern at the Hospital in Manta, Ecuador. I was placed in the obstetrics and gynecology department from the beginning. I know this was going to be a life-changing internship. The hospital itself was small, like many medical centers over here, and the staff was overwhelmed by the number of daily patients. I was placed in a group of 12 interns, and 13 interns, all great people. During my time there, which included my duties, eight interns, and 15 hours of shifts, I learned so much. For one thing, I was able to observe the medical procedures and treatments being performed by the doctors. I was able to witness the dedication and hard work of those doctors and nurses. I also enjoyed the camaraderie and teamwork among the interns. It was the best experience of my life, and I feel that I have learned so much from it.

Below: Stephanie Ivanski, chief intern for the Honors Internship Program, eating dinner with the other interns.

Above: One of the most helpful experiences was helping to translate for the doctors and nurses.

Honors College Annual Report
2014-15
The Honors College was delighted to welcome back Dr. Emily Steinbaugh DiNatale (pictured left and bottom at the event) to campus to share her experiences with current Chancellor’s Scholars at the second Chancellor’s Scholars banquet on Sept. 29, 2014. Emily graduated from Appalachian State University in 2008, graduating with University and departmental Honors and with a Bachelor of Science degree in Psychology. While at ASU, Emily was a Chancellor’s Scholar who was very involved with College Against Cancer and research. She was also the university nominee for the Mitchell Scholarship. Following graduation, Emily received her Ph.D. in clinical health psychology at East Carolina University, focusing her research on diabetes and obesity and psychology. In her talk, Emily discussed the importance of research, sharing how the research she conducted while at Appalachian was also present, and Emily discussed how her research projects with Dr. Galloway helped to prepare her for graduate school. Her relationship with Dr. Galloway was also beneficial, Emily said, and the mentorship focused on diabetes and obesity research. "When I was just starting graduate school, she said, her research focused on diabetes and obesity. "I believe it was the experiences that the Honors College gave me that ultimately led to my acceptance. I recently became a Certified Dietitian, and was hired at Betsy Johnson Hospital, which is located in Dunn, North Carolina. During my interview I talked about my Honors College experiences and how they made me a more qualified applicant (the Honors thesis project helped give me a great answer to "explain a time when you had to use time management skills and how you handled that?"). Joining the Honors College was one of the greatest decisions that I made during my college career—and I hope you find yourself thinking the same thing!"
WINTER 2014
WELCOME

A WORD FROM THE DIRECTOR: BRACING THE SEASONS!

Dr. Bud Gerber Honored with the Medal

Your support is vital to preserving the success and integrity of the Honors Program. Without it, future students and alumni will be unable to continue their journey of academic excellence.

DONATE!

YOU CAN HELP HONORS STUDENTS:

100 • Training and support for new Honors Faculty
100 • Books and supplies for student research
200 • Honors scholarships for current students
300 • Tuition assistance for high-need students
500 • Honors support for student travel
1,000 • Honors support for student leadership projects

NEWS

HONORUM LAURUS CEREMONY

December 2014

In the Honors Laurus ceremony, the Honors College celebrates those who have completed the requirements to earn the distinction of Honoratus Honoree. Graduating students are honored by the Honors Laurus Medal and are officially recognized for their academic excellence.

CHANCELLOR’S DINNER

HONORING CHANCELLOR’S AND WILSON SCHOLARS

On Wednesday, Nov. 11, 2015, Appalachian’s 2015 Chancellor’s and Wilson Scholars were honored at the Chancellor’s Dinner. The event recognized their achievements and celebrated their contributions to the university community.

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NEWS

FRESHMAN FAMILY PICNIC

On Sunday, November 2, the Honors College staff welcomed freshman parents and families to our Annual Freshman Family Picnic hosted on Sunday afternoon of ASU’s Family Weekend. Honors college freshman enjoyed showing their families the Honors College and introducing them to their new Honors College community. Upperclass Honors students, who have already completed the international requirement, came to share their experiences and advice they found. Many were inspired by the variety and positive experiences ranging from semester study abroad, faculty led summer trips, and honors college pre-health programs.

INTERNATIONAL

AYAKO NAKANO:
A SEMESTER AT KANSAI GAIJITSU UNIVERSITY

I was a Japanese exchange student and studied abroad this past fall semester at Kansai Gaijitsu University which, with over 10,000 students, is one of the largest specialized art universities in Japan. I took classes in the theater of making Japanese language classes. By the way, Mr. Miyamoto joined the class in his winter class and heard about Kansai Gaijitsu which is a university for foreign students (2 year program).

For a Japanese person, I learned a lot about the history and culture in the city. While enrolled, learning opportunities are not limited to classes, and there are many activities. Whether you take a stroll downtown, go to the theater, or go to a book festival, there is always something new to discover and from a different perspective. Being surrounded by people from different backgrounds and cultures helps you to make new friends. This experience, most importantly, helped me think critically about my own identity. There are many factors shaping your people identity (ethnography, a geographic origin, etc.). Most in the U.S. refers to Americans but the regions mentioned are unique and complex, easily overlooked in our own society.

We are all citizens of the world. I think it is important to know our American identity from a global perspective. I strongly agree there is a need to take advantage of the opportunity to go and explore our planet. It is a privilege!

ERIC BURTON: STUDY ABROAD EXPERIENCE IN PERU

I spent this past fall semester in Lima, Peru. I studied at Universidad Peruana Madrid, a university founded in 1946 by Mr. Madrid. It is the first private university in Peru and is one of the most prestigious universities in the country. I studied at the School of Business Administration. I had the opportunity to study abroad for the first time. It was an amazing experience. It was a month away from Lima, and many students lived with host families. We had the opportunity to meet new people from different backgrounds and cultures.

During my study abroad, I traveled throughout Peru. I visited Cusco and Machu Picchu. I also traveled to other places such as the Amazon rainforest and the Andes Mountains. I learned a lot about the local culture and traditions. We had the opportunity to experience the lifestyle and traditions of the Peruvian people. It was an amazing experience!
INTERNATIONAL

KYLEE MOBOZ
ADVENTURES IN THE LAND DOWN UNDER

Story by Kylee Moboz

There are only a few things in life I have wanted more than to go to Australia, so when the chance came for me to spend over four months there, I signed up in a heartbeat. In fact, I almost enrolled as a student at Southern Cross University in Lismore, New South Wales. Though there were some culture differences, I found it quite easy to adjust to the Aussie lifestyle. The University was about an hour's drive from Byron Bay and was located amongst national parks and beaches. The best part was that, during the week, I was able to take day trips to Sydney and other areas of Australia, something I have never done before. I learned so much about the environment and lifestyle there; it was truly an adventure of a lifetime.

In conclusion, the University of New England, Australia, was a great choice for me as it provided a great opportunity to experience Australian culture and lifestyle. It was truly an adventure of a lifetime that I would highly recommend to anyone looking to study abroad.

This story was written by Kylee Moboz, a student at the University of New England, Australia.

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INTERNATIONAL

ELYSE LAWSON’S YEAR IN COPENHAGEN

Story by Elyse Lawson

This year, I am studying abroad in Copenhagen, Denmark, with the Danish Institute for Study Abroad (DIS). I am studying Danish during the day while participating in cultural activities during the evening. I have been learning about the Danish culture and society, and have also been exploring the city’s many museums and landmarks. I have been amazed by the beautiful architecture and the beautiful landscapes. The city is filled with opportunities for socializing and cultural enrichment. I have been enjoying the experience and hope to bring back memories of my time abroad.

In conclusion, the Danish Institute for Study Abroad has been a great experience for me. I have been learning about the Danish culture and society, and have also been exploring the city’s many museums and landmarks. I hope to bring back memories of my time abroad.

This story was written by Elyse Lawson, a student at the Danish Institute for Study Abroad (DIS).

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STAFF

DR. WALDROOP PUBLISHES THE COLONIAL CAVE

Beatrice Gramshaw in the Pacific

Assistant Director Beatrice Waldroop has an article forthcoming in the journal, The Colonial Cave, in which she analyzes the life and work of Beatrice Grimshaw, a journalist, writer, and travel author who worked in the Pacific in the early 20th century. Waldroop’s article is to be part of an anthology on early photography in Australia edited by Anne Russett of the University of Melbourne.

This story was written by Beatrice Waldroop, Assistant Director.

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FACULTY

DR. ANDY HEECKERT
RESEARCH SABBATICAL IN ARGENTINA

Honors faculty member, Professor Andy Heckett, will be spending the 2014-15 academic year in Argentina. He will be studying the impact of economic policies on the country’s social and political stability. He will also be conducting research on the cultural and historical aspects of the region. His work will be published in the upcoming issue of the Journal of Latin American Studies.

This story was written by Professor Andy Heckett, Honors Faculty Member.

PAGE 14
STUDENTS INVENT LANGUAGE & SOCIETY

IN HONORS SEMINAR

The students in one of the Honors College’s "Living Language," called "Soviet Language," have a course led by Professor Nina Ratan, who teaches Russian and European history. The students in the course study the history of language, from the language of the Soviet Union to the modern day. They learn about the evolution of language and how it is used in society. The students also learn about the history of the Soviet Union and how it has influenced the language. They study the language of the Soviet Union and how it has evolved over time. The course is designed to help students understand the importance of language and how it is used in society.

ALUMNI

RONALD TROGDEN

SHARES HIS EXPERIENCE

PURSUE GRADUATE STUDIES ABROAD

Ronald Trogden, a 2014 graduate of the Honors College, is currently a PhD candidate in the Department of History at the University of Oxford. He is working on a project that explores the impact of British imperialism on the Indian subcontinent. He is currently conducting fieldwork in India and plans to finish his dissertation in the fall of 2016.

RACHEL GOODING

AT UNC ASHEVILLE SCHOOL OF MEDICINE

Rachel Gooding, 2014 Honors Alumna, is currently attending the UNC School of Medicine. She is studying medicine and plans to become a physician. She is currently working on a research project that investigates the role of genetics in the development of cancer. She plans to complete her medical degree in 2018 and pursue a career in oncology.

RESEARCH

SOCIOLOGY FOR NEUROSCIENCE CONFERENCE

The Honors College Research Group for Neuroscience held a conference last semester to discuss recent research in the field. The conference was attended by faculty and students from various departments across the university. The group has been working on a project that explores the relationship between social media and mental health. They hope to publish their findings in a forthcoming issue of the Journal of Social Media.

SPRING 2015 THESIS SEASON PROMISES TO BE JAM PACKED

After months of hard work, the students in the Honors College have completed their final projects. The projects range from empirical studies to creative writing. The students have demonstrated a high level of academic achievement and are ready to present their work to the academic community. The spring season promises to be a time of celebration and recognition for the students.

SPRING BREAK, HON 3135 SEMINAR TO STUDY KING ARTHUR IN BRITAIN

The Honors College is hosting a seminar on the legend of King Arthur this spring break. The seminar will be held on the campus of the University of Oxford. The seminar will explore the historical roots of the Arthurian legend and its impact on modern culture. The seminar will be taught by Dr. Sarah Brown, a specialist in medieval literature.

LUNCH WITH THE PRESIDENT

On Friday, March 13, 2015, President Tate will host a special lunch for the Honors College students. The lunch will be held in the Presidents' Dining Hall and will feature a special menu. The students are encouraged to attend and to share their perspectives on the Honors College experience.
SPRING 2015

RESEARCH ABOUNDS

INSIDE THIS ISSUE

The Laurus Honorum ("honored with the laurel") is the NOIC award-winning newsletter of the Honors College at Appalachian State University.

Published quarterly, the Laurus Honorum provides news to our students, parents, alumni, and the Appalachian community about Honors College events, programs, and stories featuring our amazing Honors students and alumni.

We want to share your stories and accomplishments, so let us hear from you! You can find all contact information and updates at:

You can also follow us on social media:

Photos, front cover: Honors Senior Resi
dean Frank; top left: Jane Roman; top right; and bottom center: middle right: presenting
research, front row, top left: Honors College Forensics Board Research Team member, Jordan F. Penney presenting
her research at a conference.
HON 3515: QUEST TO FIND KING ARTHUR

Story by Dr. Angela Mead

In March, Dr. Alexander Heidrich and Dr. Angela Mead led a group of Honors College students to view sites in England as part of their study of King Arthur. The group visited various locations associated with King Arthur's legend and his court, including touring the castle of Camelot, which was later destroyed by fire. The group also visited the Morgan Library in London, where they were able to see the actual locations of Camelot (as depicted in a photograph). The tour was part of a larger project to explore the historical and cultural significance of the Arthurian legend.

ERIC VICKERS GRADUATING SENIOR WINS COMPETITION AND LANDS HIS DREAM JOB!

Senior History student Eric Vickers was recently awarded a major senior thesis entitled, "The Picture of Humanity: The Romans' Role in the Creation of the Fibula," which was judged by a panel of experts. His work explores the role of the fibula, a type of brooch, in Roman society, and how it was used as a symbol of status and power. Eric was selected as the best student in the competition, and his work will be published in the forthcoming issue of the Research Journal. Eric has been accepted into a research assistant position at Harvard University, where he will be working on a project related to the study of ancient Roman art.
Honors Student: Abby Woodward and Michael Yonkovig

ASE: Sustainable Farming in Costa Rica

Honors students Abby Woodward and Michael Yonkovig spent spring break in Costa Rica with a group right outside of the Honors Program. While there, they learn more about the operations of the 800-acre farm and get the opportunity to spend a day on the beach and clean up a sea turtle refuge area. They also spent time in the local village of Mastatal, where they worked on an addition to the local school, mixing concrete, putting it on the walls, and clearing the area. We were very lucky to have excellent teachers who were patient and fun to be around. On Thursday, we visited a cocoa farm run by the women in the community next door as a means of income. They showed us how to harvest the cocoa, get the beans out, shell them, and mash them into cacao they sold (photo left). The experience was memorable for all of us, and even though we went there with the intention of helping the farm, we found that it was himself, hospitality, and positivity taught us much more than that they marked.

Honors Student: Annie Pharr

Service for Peace: ASE in the Dominican Republic

Honors Freshman: Annie Pharr

Semester Abroad in Madrid: Dillon Hewitt-Castillo and Jack Schauffer

International Honors Program

ASE: Sustainable Farming in Costa Rica

Honors students Abby Woodward and Michael Yonkovig spent spring break in Costa Rica with a group right outside of the Honors Program. While there, they learn more about the operations of the 800-acre farm and get the opportunity to spend a day on the beach and clean up a sea turtle refuge area. They also spent time in the local village of Mastatal, where they worked on an addition to the local school, mixing concrete, putting it on the walls, and clearing the area. We were very lucky to have excellent teachers who were patient and fun to be around. On Thursday, we visited a cocoa farm run by the women in the community next door as a means of income. They showed us how to harvest the cocoa, get the beans out, shell them, and mash them into cacao they sold (photo left). The experience was memorable for all of us, and even though we went there with the intention of helping the farm, we found that it was himself, hospitality, and positivity taught us much more than that they marked.

Honors Student: Annie Pharr

Service for Peace: ASE in the Dominican Republic

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International Honors Program
Amanda Bryson Spends the Semester Down Under

Story by Amanda Bryson

Now, Australia has been a destination of three-time, sight-seeing, and meeting new people! Pretty much every weekend I have spent traveling worldwide now.

One of my first trips around Australia was to Phillip Island. It is a large rock located off the coast of Kangaroo Island, Australia.

I have spent two weekends visiting on this island. Each time I was able to see the koalas, kangaroos, and many other animals that are native to Australia.

I had an amazing experience there and I plan on visiting again soon.

International

Kathleen Hains, Elizabeth Nolen, & Kevin Cress: Adventures at Keele University and Beyond

These three students are at Keele University in England this semester. They report great adventures and personal growth.

For the first part of the semester, Kathleen Hains has been traveling in the United Kingdom. She has traveled to several cities including London, Edinburgh, York, and Glasgow. Kathleen has been able to see many historical landmarks and cultural sites.

Elizabeth Nolen has been traveling in Europe, visiting countries such as France, Italy, and Spain. She has been able to experience different cultures and appreciate the beauty of each country.

Kevin Cress has been traveling in Asia, visiting countries such as China, Japan, and South Korea. He has been able to experience the unique cultures and traditions of each country.

Staff Travel for Scholarships

Amelia Bradley: A Semester in Salamanca, Spain

Story by Wesley Davis

Every semester, I look forward to studying abroad. This semester, I am at Salamanca, Spain, studying Spanish language and culture.

Salamanca is a beautiful city located in central Spain. The city has a rich history, with many attractions to visit.

I am staying with a host family, who have been very welcoming and helpful. I am also taking part in a study abroad program offered by my university.

The program includes cultural immersion activities, language classes, and excursions to different places in Spain.

I am enjoying my time here and hope to make many new friends.

International

Wesley Davis: A Semester in Salamanca, Spain

Story by Wesley Davis

This semester, I am studying abroad in Salamanca, Spain. I am taking classes at the University of Salamanca, which offers a variety of courses in Spanish language and culture.

Salamanca is a beautiful city with a rich history and culture. I am excited to explore the city and learn more about Spanish language and culture.

I am living with a host family, who have been very welcoming and helpful. I am also participating in cultural activities and excursions offered by my university.

I am enjoying my time in Salamanca and hope to make many new friends.
Honors College Annual Report 2014-15

**FACULTY**

**DR. JOHNNY WATERS: AN EXPLORER EXPLORES**

Dr. Johnny Waters, Clemson College, received the annual Horizon Award from the University of Northern Colorado. The Horizon Award is given to an outstanding faculty member at the university.

Dr. Waters has received numerous awards and honors, including the prestigious National Science Foundation Fellowship. He is currently working on a project that aims to improve the understanding of climate change and its impact on tropical ecosystems.

**ALUMNI**

**ALUMNA CARRIES LESSONS FROM ASU INTO THE CLASSROOM AS A HIGH SCHOOL ENGLISH TEACHER**

Story by: Sara Little-Moore

After graduating from ASU, I was excited to work in a classroom setting. I found that my experiences in the Honors Program were invaluable in my role as a teacher. The lessons I learned from my fellow Honors students and professors have been a constant influence in my teaching.

I find that the Honors Program is a great place to meet like-minded students and to gain a deeper understanding of the world. The Honors Program has helped me develop my critical thinking and research skills, which I have applied in my teaching.

I believe that the Honors Program is crucial for academic success and personal growth. I encourage all students to consider joining the Honors Program and to take advantage of the many opportunities it offers.

**RESEARCH**

**A DREAM OPPORTUNITY FOR AN ASPIRING CLINICIANS SCIENTIST**

Corbin Ester Awarded Postbac

Corbin Ester has been awarded a postbac position at the University of California, San Francisco. He is one of the many Honors students who have been successful in securing opportunities in the medical field.

Corbin has been working on a project that aims to develop a new treatment for Parkinson's disease. He is currently collaborating with several other researchers on this project and is looking forward to seeing the results.

**SERVICE**

**HONORS STUDENTS SERVE ALL AREAS OF BOONE**

Story and Photos by: Honors students John N. and Sherry A. Hauser

Even with busy schedules, Honors College students still find time to serve the community. This spring semester 2015 was no exception. Students are back in Boone and continuing the longstanding tradition of giving back.

Honors students have been serving the community in various capacities, including at the Boone Food Pantry, the local library, and even as tutors for local children.

In addition, some Honors students have been involved in international service, such as volunteering in South Africa. They have been working with local communities to provide education and support.

These students have been able to gain valuable experience and make a positive impact on the lives of others.

**SYNAPSMEETSAshville**

Sunday, March 31, was a sunny day in Boone, but the prospects of rain were ever on our minds as we set off to make the drive to UNC Asheville for the annual SYNAPSMEETSAshville. Despite the forecast, the event was a success. The weather was perfect, and we received many positive feedback from the attendees.

The event included a keynote speech by Dr. John Waters, a panel discussion on environmental issues, and a networking session for students and faculty. The event was a great opportunity to meet and connect with others who share a passion for environmental issues.

This event was a true celebration of the work being done by the Honors Program and its students. We are grateful for the support of our sponsors and look forward to future events.
UPCOMING

SPRING 2015 HONORUM LAURUS CEREMONY
TO BE HELD ON MAY 8TH

In the Honors College, we celebrate those who have completed the requirements to earn their Honors degree. Students are officially "honored with the laurels." Honored the Honors LAURUS medal and unique graduation hood. The medal design reflects the logo of the Honors College, which is to incorporate the mountains sculpted in the Appalachian State University woodework. This Spring 2015 ceremony, on May 8th, will be held and will include a record number of graduates (over 70).

STUDENT RESEARCH DAY
APRIL 24TH

The 10th Annual Celebration of Student Research and Creative Expression was held on Thursday April 24th, 2014 on the 4th floor of the new Honors Student Union addition. Come see Honors students showcase their research in presentational talks and posters.

SPRING THESIS SEASON: UNEXPECTED & JAM-PACKED

We have a record number of over 70 defenses lined up over the next couple of weeks. Cer оста завершает это сезон by successfully defending his thesis entitled, Organic Frameworks for Oxidation of Potential Hydrogen Condensates, on Thursday, April 30th. Interdisciplinary thesis projects range from art installations, chemistry lab work, to proposals for staging political campaigns.

It is such a thrill to watch Honors students transform from knowledge consumers to producers. These events are some of the most exciting in the life and community of the Honors College.

SUMMER 2015

LAURUS HONORUM

EXPERIENCING LIFE

INSIDE THIS ISSUE

The Laurens Honorum ("Honored with the laurels") is the SCHR award-winning newsletter of the Honors College at Appalachian State University.

Published quarterly, the Laurens Honorum provides news to our students, parents, alumni, and the Appalachian community about Honors College events, programs, and stories featuring our amazing Honors students and alumni.

We want to share your stories and accomplishments so let us hear from you! You can find all contact information and updates at: www.honors.appstate.edu.

Photos, front cover, background: Honors student Lala Craig's image of Cape Girardeau, Missouri, "deep right": The Sheldon Museum of Art entry; "top right": Mike Stathis in Corning story p. 27; "bottom right": Detail of "Labor" in back story p. 10; and "top right": "Labor" in back story p. 10.
BUSY SUMMER FOR HONORS OFF AND OUT EXperiencing REAL LIFE

It is summer in Boone, but the last few days one hears about Reports to this issue will catch you up on the recent round of graduates and other news from heading off to which is in

keeping track of. There are some samples of thesis defense to give you a flavor of that ongoing process (more will be published in Sept). Then there is the Interim Dinner

reunion, where we welcomed our newest outstanding class of Honors students, so you can read about the students who will come to replace our outgoing graduates. Of course, there is some news of activity on a few of the many international experiences that Honors students are doing. So much, and so far, and so fun. Correy Dowd (Clinical Psychology), Haley Goins (Accounting), Dean Cates (English), Katie Reynolds (Biology (all ’15), ) have all had a great summer. We are very excited to see their thesis abstracts in the Honors Laurus Graduation Ceremony.

Kelly Patterson, a Marine Science major, who will be continuing her love of history through the Historic Preservation

Five Honors Grads Off Medical School

Two May graduates and one student are heading to the medical school this coming fall. Beth Reynolds (Biology (all ’15), ) has decided to pursue her career in medicine, and Josh Watson (both ’15) is choosing from several excellent opportunities. Jeff Phillips (Ph.D. studies in plant molecular biology. They will be joined at UGA by Audrey Thomas (’15), a History major, who will be in the Audiology graduate program at UNC-CH, and Nicole Steyl (’15), who will be enrolling in the UNC-CH Speech Pathology graduate program. The Rosenstiel School of Marine and Atmospheric Science

Women in Science Awards for Three

Honor and Their Marks (both ’15), are moving to UNC-CH this fall, and will be moving to their positions this summer before returning to the mountains for Semester finals (’15), who will be in the Audiology graduate program at UNCG, and Delta Rho (’15), who will be enrolling in the UNCG Speech Pathology graduate programs. NASA Computer Science and Artificial Intelligence

Three Graduates Completing Their Internship and Applied Research Experience (ARE) at NASA, where he will be working on the AI. His Honors thesis is on creating a prototype AI program that is a good model, serving as a successful gradient for his career path into development.

NASA Collects All Honors Goals

Michael Judge and Josh Watson (both ’15), attended the University of Georgia this year for their Ph.D. studies in plant molecular biology. They will be at UGA for Audley Thomas, (’15), a History major, who is hoping for letters of invitation to the American Association for the Advancement of Science. Radiant Equinox, (’15), has an offer at Eastern Virginia Medical School that he has accepted and Danielle Russell (’15) will be attending the University of South Carolina School of Medicine.

ONE OF THE HONORS COLLEGE'S FAVORITE TIMES

This is by no means a full report, as many of our recent graduates are still weighing options. What follows will give you a sense of the directions our recent graduates are headed:...
**Amber Daniel: Honors Sophomore and Varsity Track & Field Athlete**

Amber Daniel is a Varsity Track & Field Athlete who is an Honors Sophomore. She balances her rigorous academic schedule with her athletic commitments.

As a varsity track and field athlete, Amber Daniel balances both with a lot of organization and good time management skills. She explains: "I personally have to make sure that I put all of my practice, classes, and study time into the schedule on my phone. It is definitely difficult, but manageable especially with the resources offered on campus. I am grateful for the availability of resources who help me to stay on top of my class work as well as help me to create a balanced schedule that accommodates my training throughout the day."

She further explains that being an Honors student, as well as an athlete, has taught her that it is very rewarding to sacrifice. She finds that flowers and athletes are on an equal playing field when it comes to challenges and when you invest time and dedication into the sport you are interested in.

Amber's typical day starts pretty early. As a self-described early bird she likes to have as many classes start at 8 am as possible. After class to four classes a day normally, and the occasional half, she heads to practice. Every day except for competition days and meet Fridays she has an hour throwing practice followed by another hour or more of weightlifting. After practice she has dinner with teammates at the dining hall and then heads directly to her dorm to study. She does homework from 7 until her 11pm bedtime. She further explains, "Everyday I do it all over again. I think my day is pretty typical for most athletes."

Amber adds, "I have definitely built a community here at Appalachian with my teammates and with my Honors classmates. As an Honors student major, many of my classes discuss the human body and how it works. Those courses not only relate to my life as an athlete, but also make me more aware of my body and the way my muscles function. I love that. For many, it is their first time within my major to see research involving my teammates. In the future, I plan on seeing my major's doctor and being a pre-med student at the school. However, I have to make sure I study for the exams I have to take in order to stay on track."

Amber's typical day ends with studying. She further explains, "I sometimes have to put on the Alarm and study until midnight or early morning. That is definitely preparing me well for graduate school with the amount of time I need to complete and study for tests."

**WELCOME TO OUR NEW CHANCELLOR'S SCHOLARS!**

Appalachian and the Honors College are delighted to welcome ten new Chancellor's Scholars to campus in fall 2015! The Chancellor’s Scholarship is the scholar and most academically competitive scholarship at Appalachian, and the year’s incoming students are a most impressive group of students, with an average SAT/ACT score of 1860. The Honors College is delighted to have a total of 1,440 applicants for the ten scholar-ships for the 2015-2016 academic year. With this very intense competition, the committee had to make some difficult decisions. This prestigious scholarship has been awarded to the following ten outstanding students (photograph not in alphabetical order, clockwise):

Morgan Coyle
Raleigh, North Carolina, psychology (pre) and biology major
John Dempsey
Jalalabad, Afghanistan, computer science major
Emily Fedders
Rocky Hill, West Virginia, communication studies major
John Luke
Knoxville, Tennessee, psychology major
Emma Lassiter
Gatlinburg, Tennessee, interior design & marketing major
Elizabeth Williams
Morganton, North Carolina, graphic design major
Katherine Miller
Jacksonville, Alabama, computer science major
Morgan Coyle
Beckley, West Virginia, environmental science major
Alexxis Jester
Apex, North Carolina, music performance major
John Luke
Morganton, North Carolina, graphic design major

This four year, full ride scholarship includes tuition, fees, housing and a meal plan, which can also be applied to approved study abroad experiences—nearly $60,000 for the four years. The Chancellor’s Scholarship spiced their first full break in Dublin, Ireland, with Dr. Leslie Sargent Jones, Director of the Honors college, and access to a discounted owl and study tours in the Honors College. We welcome them and look forward to highlighting their accomplishments in future editions of the annual Honors newsletter.
INTERNATIONAL

Three Honors Students Explore & Learn in India

Three Honors students had an amazing trip to India this summer. They explored different aspects of Indian culture, history, and medicine.

Sarah Irsik (center), Savannah Ray and Maddison Stasziewicz, shown right, (Savannah middle, Maddie right with one of their new friends) took a trip to La Malinche and stayed in a cabin where it was cold enough to require a sweater. They also visited the Rock Fort of Trichy, climbing to the top for views. They are pictured (bottom left) on a hiking trail up the extinct volcano. Something new for this group was their daring adventure down the Great Pyramid sitting on the steps up the Great Pyramid of Cholula, and admiring the neighborhood volcano, Popocatepetl.

In addition to four weeks of clinical study counting birds in a neighborhood wetland (Emily), they also learned about other kinds of surgeries (e.g., cholecystectomy) that she was also able to observe. She commented that the doctors at the facility were unfailingly helpful and welcoming guide into this new world.

In addition to their professional experiences, they also involved themselves in the local community service programs. They helped at a local children’s home, the International Hostel, at Bishop Heber College (BHC) in Trichy, India.

Sarah Mbiki (photo left), shown with a surgeon, Dr. Johnston) found Dr. Devi (shown in right photo) was her indomitable Dr. Devi (shown in right photo) that she has collected seven godchildren, “godchildren,” that she has observed.

In addition to their professional experiences, they also involved themselves in the local community service programs. They helped at a local children’s home, the International Hostel, at Bishop Heber College (BHC) in Trichy, India.

Handson Experience at the Universidad de las Americas Puebla, Mexico

Two honors pre-med and one honors chemistry major went to Mexico and spent two weeks this past June at the Universidad de las Americas Puebla (UDLAP) in Puebla, Mexico. The three students were hosted at BHC for the month of June while they shadowed in obstetric clinics (the Sarahs) or participated in an environmental study counting birds in a neighborhood wetland (Emily).

The three students were hosted at BHC for the month of June while they shadowed in obstetric clinics (the Sarahs) or participated in an environmental study counting birds in a neighborhood wetland (Emily).

Kevin Goslen Shares The First Day of His Many Adventures in Trier, Germany

Kevin Goslen spent this past spring semester in Trier, Germany. He shares a story from his adventures... The first day of his semester abroad...

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INTERNATIONAL

Kimberly Bowman Explores
THE FLORA AND FAUNA OF AUSTRALASIA
Story by Kimberly Bowman

This summer, I participated in the Summer 1 Internship course focusing on "Flora and Fauna of Australia". During this trip, we spent several days exploring the wildlife of various regions. We were fortunate enough to visit the Great Barrier Reef, where we observed numerous species in their natural habitats. We also visited the Daintree Rainforest, an area known for its diverse plant and animal life. The experience in Australia was enriching and educational. We were able to appreciate the beauty and diversity of our planet's flora and fauna, which is especially important given the current challenges facing the environment.

Above: Kimberly (top photo) looking at the Great Barrier Reef.

Honors Student Joins Faculty-led Trip Studying
RELIGIOUS AND ETHNIC CONFLICT IN WESTERN EUROPE
Story by Kimberly Lipe

This summer, I traveled to Ireland and Northern Ireland to study the history of religious and ethnic conflict. I was invited to study the roots of the conflict and the impact it has had on the region. The experience was eye-opening, and I was able to gain a deeper understanding of the complexities involved.

Above: Kimberly (left) with other Irish students exploring a beach at the Centre Tropical Zoo.

INTERNATIONAL

Isaac Church Travels with
HON 3518: BUSINESS IN POLAND

Isaac Church, a junior accounting major, traveled to Poland on the HON 3518: Business in Poland course led by Dr. Albert Brzozowska, professor of management at WVU. The 10-day trip included visits to Warsaw, Krakow, and the Novo Sady region, where he had the opportunity to meet with local business leaders and gain insights into the Polish economy. Isaac also had the chance to explore the rich cultural heritage of Poland, including a visit to the Wawel Castle.

Above: Isaac (bottom) looks over the Westerplatte Memorial in Gdansk.

Tyler Ramsey: Joins ASU Faculty-led Trip to South Africa

Tyler Ramsey, a senior in chemical engineering, joined an ASU faculty-led trip to South Africa. The trip included visits to Cape Town, the Kruger National Park, and Durban. Tyler had the opportunity to see the beauty of the landscape and learn about the history and culture of South Africa.

Above: Tyler (top left) and (bottom center) on a field trip in South Africa.

Kai Des Fages Shares Her
EXPERIENCE OF A LIFE: TIME CUBA

As a honoree, Kai Des Fages had the opportunity to travel to Cuba and engage with the Cuban culture. She had the chance to see the way of life in Havana, the local music and art, and the beauty of the Cuban landscapes. Some of her favorite experiences included visiting the Fidel Castro Museum and attending a traditional Cuban dance performance.

Above: Kai Des Fages stands in front of the Viñales Valley.
Three of the most recent Honors College graduates will be joining the ranks of educators having completed degrees in education.

Carys Kunze (photo right), a choral music education major, completed her student teaching at Wilkes Central High School in Wilkes County, North Carolina. While student teaching, Carys worked with students in the various levels of chorale, culminating in directing her own ASU graduation! She conducted almost all of the beginning and intermediate choral pieces, and reports proudly that all the groups did very well. Carys is now considering several possibilities for teaching for next year, and we wish her all the best as she mulls over her future choices.

Rebecca LaMaire (photo left) graduated with a degree in art education. She completed her student teaching at Paisley IB Magnet School in Winston-Salem, NC. Overall it was a very positive experience and she said that she grew enormously as an educator. She particularly enjoyed working with 6th grade students and focused her job search on elementary school art teaching positions. She has accepted a job offer with Durham Public Schools as the art teacher at Holt Elementary Language Academy, and she is currently in the process of relocating to be sure her students at Holt will love having Rebecca as their art teacher!

Devon Patton (photo right) just received her special education: general curriculum degree. She will be teaching kindergarten through second grade special education students in Chapel Hill, North Carolina, next year. Devon was the student speaker representing all College of Education undergraduates at the May graduation ceremony. Congratulations, Devon!

We're very proud of all of our students, and commend these three Honors College graduates for choosing education for their future careers.

Recent Honors Alumnae Become Educators
Honors College Annual Report
2014-15

Honors students represented Appalachian at the 2015 NCUR held at Eastern Washington University, April 16-18. This included research across all areas and the following oral presentations: Grayson Bodenheimer, sociology (photo right) whose talk was entitled, "A Pill for All Ills: A Theoretical Analysis of Antidepressants"; Emily Stewart Long, history (photo left) who presented a paper entitled, "No Place called Home: Myths and Reality of Immigrant Experience"; and Hannah Malcolm, history (below) who presented "Religion Beyond the Cult of the Supreme Being: Nationalism and the French Revolution." Other Honors students representing Appalachian are Cameron Brown, Emily Stewart Long, and Hannah Malcolm. Cameron Brown presented a paper entitled, "The Effects of Social Media on Adolescent Mental Health." We are very proud of all Honors students who presented at NCUR this year and look forward to seeing many more in coming years!

Honors at NCUR

We had a record number (over 70) thesis defenses and Spring 2015 graduates. Interdisciplinary thesis projects ranged from art installations, chemistry lab work, to proposals for staging political campaigns. A smattering of photos illustrating the variety from lab research to creative endeavors are shown here.

For complete coverage, see our Facebook postings including photo albums: https://www.facebook.com/Appstatehonors. Check out our website for a list of thesis authors, titles, abstracts, and mentors: http://honors.appstate.edu/academics/thesis-examples.

It is such a thrill to watch Honors students transformed from knowledge consumers to producers. Congratulations to all Honors students who have successfully defended theirses! These events are some of the most exciting in the life and community of The Honors College.

'Tis the Thesis Season

Appalachian State University held the 18th Annual Celebration of Student Research and Creative Endeavors on Thursday, April 23rd, 2015 in the Student Union Ballroom. All students and faculty are encouraged to participate in Student Research Day. Research drives towards the Honors thesis and paves the way for graduate work and professional success. Congratulations to all of our students who presented their work across all areas and disciplines at Student Research Day! We are very proud of all Honors students who presented at NCUR this year and look forward to seeing many more in coming years!

Honors at NCUR

Honors Students Shine at ASU's Student Research Day

Lauren Anderson Awarded NASA’s NC Space Grant

This scholarship will support Lauren’s continued research with Dr. Mitchell at the Environmental Research Station. This project, funded by a grant from the NASA Appalachian Research Stations Program, will help Lauren develop the critical skills needed to conduct research at the cutting-edge of scientific discovery. Lauren plans to use this grant to support her research on the effects of climate change on plant growth and productivity.

Merrick Marquie Wins W.I. Pleasmons Medalist

The W.I. Pleasmons Medal is awarded to students who have made significant contributions to the field of biology. Merrick has been recognized for his outstanding research on the effects of climate change on plant growth and productivity. His work has helped to advance our understanding of how plants respond to changing environmental conditions.

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Mac Shelton: Connecting Honors with ROTC

Rising junior Honors student and business management major McCarthy (Mac) Shelton is also in the ROTC Appalachian program. Both of these require unique and exceptional commitment and dedication. The Honors requirements are rigorous, but the ROTC program requirements are intense and include physical training between 3-5 days a week plus 2-3 hours of coursework per semester for a full four years. Mac is navigating these challenges by drawing links between the missions of each. Honors emphasizes interdisciplinary perspectives, international experience, and service. In his ROTC extracurricular activities, like the German Armed Forces (GAF) Badge, the Mountain Man Competition (MMC), and the Cultural Understanding and Language Program (CULP), Mac is finding these priorities are connected.

In his experience working toward the GAF badge with the 166th battalion, Mac reports, “My unit, 166th Appalachian, always wins everything at the GAF. This is how we maintain our culture.” Similarly, Honors is the highest intellectual challenge and academic success. In the Mountain Man Competition (photo right), which Mac describes as his “favorite thing he has done with the ROTC.” He states, “It’s a great way to be part of a great cause, the Gold Star Foundation, which supports families of fallen soldiers. If you can’t make a living and还要 do better for your family, who does? Our cadets have been part of a competition in the Confederacy.”

Finally, Mac had the opportunity through the ROTC to get to Guyana during the summer of 2014 with the CULP program, which is a direct military-to-military exchange that sends US cadets abroad (photos right). He reports an amazing experience that included running in the jungle at night, getting bitten by bats, hitting shore targets with AK-47s from a moving boat (Mac’s favorite, as shown in the photos far right), surviving on what was available in the environment, and blowing up hot and dry grasslands. This is exactly the type of once-in-a-lifetime experience Honors intends for our students, yet each international experience is unique. Mac worked with Dr. Johnny Waters on an independent study project to fulfill his Honors international requirement, spending eight days in the jungles of Brazil, which he describes as “a great experience.” He reports being able to contribute to important research initiatives while also developing skills for his future.”

If you would like to donate to the Honors College and support our talented students, please visit our website and click on the image above, which is located at the bottom of our home page at www.honors.appstate.edu.

For more information on how to donate, please email or call the Honors College. We appreciate your support and generosity!