

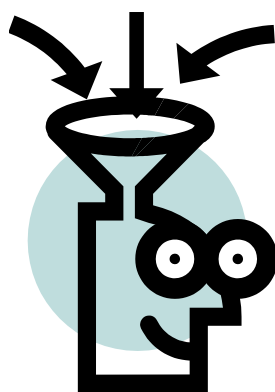
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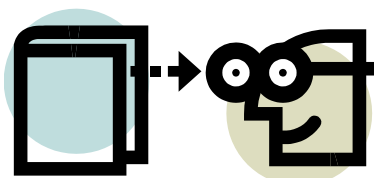
2011-2012

HONORS PROGRAM

MANUAL:



**A GUIDE TO UNDERSTANDING  
ALL YOU NEED TO KNOW  
ABOUT THE HP**



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# **PHILOSOPHY**



**The Indiana University Southeast Honors Program (IUSHP) is designed to promote a rigorous and nurturing academic program for talented, motivated, and highly curious students.**

**With the evolving goal of gaining a view of the interdependence between various academic disciplines in addressing eternal human questions, students will have the opportunity to take a variety of multidisciplinary courses.**



**In an act of intellectual self-reliance, students choose whether to design their own honors project, participate in their academic major's honors program, or conduct their own research projects as they complete the requirements of the IUSHP.**



# **MISSION STATEMENT**



**The mission of the Indiana University Southeast Honors Program (IUSHP) is to serve the entire Indiana University Southeast community, and to give Honors students the strongest possible academic experience, to promote responsibility for their own learning, to encourage a concern for other**



**people, and to offer the resources to become active contributors to society. Furthermore, the IUSHP is meant to cultivate academic excellence and the ability to be intellectually self-reliant and to work effectively with others.**

**Recognizing the profound impact of education upon the student's intellect and values, we balance the challenges posed by the IUSHP's high standards for academic, personal, and social development with support from a nurturing community.**



# GOALS



**The IUSHP reflects the mutual commitment of both students and faculty to achieve the following goals:**

- **To create an atmosphere of intellectual inquiry with an emphasis on scholarly interdependence and self-reliance;**
- **To foster an environment of intellectual flexibility and creativity;**
- **To encourage academic and personal camaraderie among all participants;**
- **To nurture the intellectual and personal development of all participants;**
- **To benefit the entire campus through mentorship, service learning and applied learning, campus and community citizenship, leadership, and outreach activities.**





## HOW DO STUDENTS REMAIN IN THE HONORS PROGRAM?

Generally, Honors students are required to:

- 1) Maintain at least a 3.3 Cumulative GPA
- 2) Maintain the required course load. Full time students must maintain an enrollment of at least 12 credit hours per semester, and part time students must enroll in at least 6 credit hours per academic year.
- 3) Demonstrate progress in the Honors Program each semester by:
  - a. Taking an Honors course and/or
  - b. Making progress on an Honors Project, be it a departmental honors project, or an honors research project, or their own self-designed honors project and/or
  - c. Remaining an active part of the Honors community
- 4) Visit with the Honors Program Director (in a scheduled meeting) at least once per semester
- 5) Make progress toward their degree by successfully completing a minimum of 75% of total attempted coursework
- 6) Update ePortfolio each semester

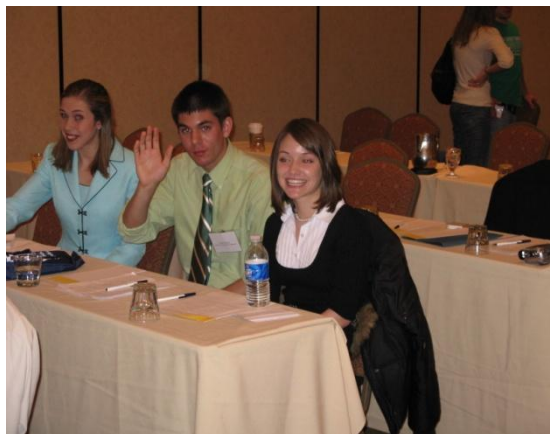
Failure to uphold the above standards will result in probation from the Honors Program. As participants in the Honors Program, students are permitted only one probation.



## WHAT ADDITIONAL OBLIGATIONS MUST BE UPHELD BY CHANCELLOR'S HONORS PROGRAM SCHOLARSHIP RECIPIENTS?

Generally, Chancellor's Honors Program Scholarship recipients will be required to:

- 7) Earn a 3.4 Cumulative GPA
- 8) Participate in HP activities



# HONORS COURSE CRITERIA

**Honors courses are not designed to create more work for students, but to encourage academic inquiry. The Honors Council analyzes course proposals for features that distinguish them as suitable for the Indiana University Southeast Honors Program (IUSHP). Thus, Honors course proposals address some, if not all, of the following criteria:**



- 1) Students will be challenged to develop in-depth understanding of the subject matter of the course;**
- 2) Students will have the opportunity to use primary source materials rather than relying solely upon textbooks;**
- 3) Students will have the opportunity to form learning communities during the course of the semester;**



**4) Students will be given the opportunity to develop appropriate research skills;**

**5) Students will be encouraged to appreciate the interdependency of various academic disciplines;**



**6) Students will experience a variety of learning activities;**



**7) Evaluation of student performance will be based on standards and methods designed to encourage self-reliance, creativity, critical thinking, and intellectual risk-taking;**

**8) Evaluation of student performance will be based on standards and methods that require demonstrated competency and mastery of course objectives rather than relying solely upon the accumulation of points, percentages, and grades.**



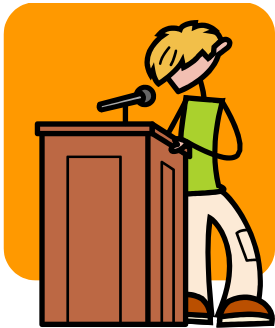
# **HOW DO HONORS COURSES FIT INTO A DEGREE PROGRAM?**

## **HON-H 103**

**HON-H 103 will fulfill certain general education requirements for Honors students. The course replaces ENG-W131 for Honors students and also fulfills the diversity requirement for general education. (Please note that some programs have opted out of the diversity requirement. If you're unsure about the existence of a diversity requirement in your program, contact your regular academic advisor.) In addition, one section of H 103 is typically offered as a first year seminar during the fall semester.**



## **HON-H 104**



**HON-H 104 will to fulfill certain general education requirements for Honors students. The course replaces SPCH-S 121 for Honors students and also fulfills the critical thinking requirement for general education. (Please note that some programs have opted out of the critical thinking requirement. If you're unsure about the existence of a critical thinking requirement in your program, contact your regular academic advisor.)**

## **OTHER HONORS COURSES**

**All other Honors courses, including H 306, H 307, and H 400, do not count toward general education requirements. Honors students are encouraged to use these Honors classes to fulfill elective credit requirements in their major.**



## **REQUIREMENTS FOR TIER ONE** **(UNIVERSITY HONORS MINOR):**

1) Successful completion of the Honors Seminar Sequence\* (HON H103 and HON H104). This is a two-semester sequence of classes designed to provide students with a common intellectual experience and the guidance they will need in preparing research projects for the Upper Midwest Honors Conference.

2) Successful completion of at least two more multidisciplinary Honors courses. (These are Honors electives. The course topics vary from semester to semester.)



\*The Honors Seminar Sequence courses have been approved to replace certain general education requirements. HON H103 replaces ENG W131 and it also fulfills the diversity requirement\*\*. HON H104 replaces SPCH S121 and it also fulfills the critical thinking\*\* requirement. In addition, one section of H103 is offered as a first year seminar in the fall to serve students who need to fulfill the first year seminar requirement.

\*\*Some programs have chosen to opt out of the diversity and/or critical thinking requirements. Please contact your academic advisor if you are unsure about the existence of a diversity requirement in your major.

# **REQUIREMENTS FOR TIER TWO (UNIVERSITY HONORS SCHOLAR):**

**1. Successful completion of at least two 300-level multidisciplinary Honors courses. (These are Honors electives. The course topics vary from semester to semester.)**

**2. Successful completion of one of the following options:**

**a) Honors Research Minor**

**b) Discipline-based, satisfying the requirements of the student's major**

**c) An individual honors project or curriculum, defined in concert with the HP Director and appropriate faculty; examples include studying Farsi or developing a Day of Service**



**3. Engaged participation in one group project during their sophomore and/or junior year. Examples of such projects, which will be negotiable, include:**



**a) Service learning**

**b) Applied learning**

**c) Travel**

**d) Coordinating a speaker series through the HP, in service to the IUS community**

**e) Applying their knowledge for a social benefit**

**Indiana University Southeast Honors Program**  
**Advising Check Sheet**

**General Requirements**

**I. Presentation of Project (choose one):**

- Presentation at Regional/National Conference
- Presentation at IUS Student Conference
- Presentation at Brown Bag
- Public Performance/Display

**II. Portfolio Requirement:**

- Develop and maintain an Electronic Portfolio

**Tier One Requirements**

**I. Tier One Required Courses:**

- HON-H 103 (3)
- HON-H 104 (3)

**II. Tier One Electives (choose 2 of the 4):**

- HON-H 306 (3)
- HON-H 306 (3)
- HON-H 307 (3)
- HON-H 307 (3)

**II. Tier One Project:**

- Research, Applied, or Service-Based (0)

**Tier Two Requirements**

**I. Tier Two Electives (choose 2 of the 4):**

- HON-H 306 (3)

HON-H 306 (3)

HON-H 307 (3)

HON-H 307 (3)

**II. Tier Two Students Must Choose and Complete the Requirements of One of the Three Honors Tracks:**

**1. Research Minor Track:**

Students working on the Honors Research Minor should enroll in at least one hour of HON-H 400 each semester that the project is in progress.

HON-H 400 (1-3)

HON-H 400 (1-3)

HON-H 400 (1-3)

**2. Individualized Track:**

Students working on the Individualized Track should enroll in at least one hour of HON-H 495 each semester that the project is in progress.

HON-H 495 (1-3)

HON-H 495 (1-3)

HON-H 495 (1-3)

**3. Discipline-Based Track:**

Discipline-Based Honors are currently available in select academic departments at Indiana University Southeast. For information on availability and requirements in your major, contact your school or department office.

**III. Tier Two Project:**

The Culmination of Work in the Honors Track (0)

\*Students wishing to vary from any of the above requirements must submit a course substitution form to the Honors Program for approval. Ideally, this process will take place before the course is taken.

\*\*Students approaching graduation should alert HP staff of their intended graduation at least one semester PRIOR to their graduation. For example, students graduating in December should inform the HP offices no later than the start of August.

**Indiana University Southeast Honors Program**  
**Advising Check Sheet for Seniors**

**General Requirements**

**I. Presentation of Project (choose one):**

- Presentation at Regional/National Conference
- Presentation at IUS Student Conference
- Presentation at Brown Bag
- Public Performance/Display

**II. Portfolio Requirement:**

- Complete Electronic Portfolio (see ePortfolio checklist)

**III. Exit Interview with Director:**

- Meet with Director AT LEAST 6 weeks PRIOR to the end of your final semester
- Email titles of all Honors projects to HP staff prior to meeting with the Director

**Tier One Requirements**

**I. Tier One Required Courses:**

- HON-H 103 (3)
- HON-H 104 (3)

**II. Tier One Electives (choose 2 of the 4):**

- HON-H 306 (3)
- HON-H 306 (3)
- HON-H 307 (3)
- HON-H 307 (3)

**II. Tier One Project:**

- Research, Applied, or Service-Based (0)

**Tier Two Requirements**

**I. Tier Two Electives (choose 2 of the 4):**

- HON-H 306 (3)
- HON-H 306 (3)
- HON-H 307 (3)
- HON-H 307 (3)

**II. Tier Two Students Must Choose and Complete the Requirements of One of the Three Honors Tracks:**

**1. Research Minor Track:**

Students working on the Honors Research Minor should enroll in at least one hour of HON-H 400 each semester that the project is in progress.

- HON-H 400 (1-3)
- HON-H 400 (1-3)
- HON-H 400 (1-3)

**2. Individualized Track:**

Students working on the Individualized Track should enroll in at least one hour of HON-H 495 each semester that the project is in progress.

- HON-H 495 (1-3)
- HON-H 495 (1-3)
- HON-H 495 (1-3)

**3. Discipline-Based Track:**

Discipline-Based Honors are currently available in select academic departments at Indiana University Southeast. For information on availability and requirements in your major, contact your school or department office.

**III. Tier Two Project:**

- The Culmination of Work in the Honors Track (0)

\*Students wishing to vary from any of the above requirements must submit a course substitution form to the Honors Program for approval. Ideally, this process will take place before the course is taken.

\*\*Students approaching graduation should alert HP staff of their intended graduation at least one semester PRIOR to their graduation. For example, students graduating in December should inform the HP offices no later than the start of August.

# 1.) What's an E-portfolio?

Like a “standard” portfolio, an electronic portfolio is meant to serve a number of purposes, including the following:

- 1) To permit students to archive and review their own work, and thus see the arc of their development throughout the semester and throughout college (i.e. as a writer, a thinker, a researcher, and a public speaker)
- 2) To permit students to think systematically about their goals as learners, and about the ways they might best meet these goals
- 3) To permit HP faculty members and external reviewers to view and review student work, seeing students' development over time, as well as to communicate with individual students and other faculty members about student development
- 4) To provide a basis for evaluating the effectiveness of the Honors Program curriculum in helping students meet the Honors Program's Student Learning Outcomes (SLO)

## What are the IUSHP's Student Learning Outcomes (SLO)?

**Critical Thinking (CT):** Honors students will exhibit cross-discipline-based higher order thinking skills, the ability to select and organize credible evidence to support converging arguments, and the ability to attend to (if not solve or resolve) academic problems using strategies appropriate to the task at hand.

**Writing:** Honors students will manifest the ability to write clearly, appropriately, and effectively in various academic modes.

**Speaking:** Honors students will exhibit the ability to speak clearly, confidently, knowledgeably and effectively, as well as to express ideas and concepts precisely and persuasively in multiple formats.

**Project Management:** Honors students will conceive, plan, and execute a high-quality research, creative, or applied capstone project in the appropriate disciplinary or multi-disciplinary context.

## Where these Outcomes will be introduced (I), reinforced (R), mastered (M), and assessed (A):

Course	CT	Writing	Speaking	Project Management
Honors 103 I	IA	I	I	
Honors 104 RA	R	RA	RA	
Honors 306 R	RA	R	R	
Honors 307 R	RA	R	R	
Honors 400 MA	MA	MA	MA	
Honors 495 MA	MA	MA	MA	

**Where Direct Assessment will take place (for program review and to assess curricular effectiveness):**

<b>CT</b>	<b>Writing</b>	<b>Speaking</b>	<b>Project Management</b>
<b>H104</b>	<b>H103</b>	<b>H103</b>	<b>H103</b>
	<b>H104</b>	<b>H104</b>	<b>H104 (presentation)</b>
<b>H400/495</b>	<b>H400/495</b>		<b>H400/495</b>
<b>Portfolio</b>	<b>Portfolio</b>	<b>Portfolio</b>	<b>Portfolio</b>

**What Goes Into the Electronic Portfolio?**

Here is the outline of what is *required* to go into the Portfolio; however, a student could certainly elect to drop more items into the eportfolio, as long as these items (called artifacts) are carefully chosen and their inclusion is explained.

**HONORS PROGRAM PORTFOLIO BY OUTCOMES**

<b>A. GENERAL EDUCATION OUTCOME: COMMUNICATION</b>					
Demonstrate competent use of language in a variety of settings.					
<b>Skills, Capabilities</b>	<b>Artifacts</b>	<b>Where</b>	<b>When</b>	<b>Who responds</b>	<b>Evidence</b>
<b>Writing</b>	Reading response and metacognitive letter	<b>H103</b>	1 <sup>st</sup> semester, 1 <sup>st</sup> year	Instructor	Writing rubric with instructor's comments
	<u>Final research paper and metacognitive letter</u>	H104	2 <sup>nd</sup> semester, 1 <sup>st</sup> year	Instructor	Writing rubric with instructor's comments
	Choice of best writing	Any course	Open	Instructor	Writing rubric with instructor's comments
	Final Project findings and summaries	In whichever strand of the HP taken	3 <sup>rd</sup> year or 4 <sup>th</sup>	Instructor/Mentor and/or Council	Writing rubric with instructor's comments
<b>Speaking</b>	Presentation 1 with metacognitive letter	<b>H103</b>	1 <sup>st</sup> year	Instructor	Oral Presentation rubric with instructor's comments
	Presentation 2 with metacognitive letter	H104 or S 121	Open	Instructor	Oral Presentation rubric with instructor's comments
	Presentation 3 with metacognitive letter	Capstone experience, ie conference	3 <sup>rd</sup> year	Sponsoring instructor	Oral Presentation rubric with instructor's comments
<b>Technology (optional, as of November, 2008)</b>	<u>Technology-rich project and metacognitive letter</u>	Any course	Open	Instructor	Technology rubric with instructor's comments (No rubric exists yet, but I'll work on that)

**B. GENERAL EDUCATION OUTCOME: CRITICAL THINKING**

Demonstrate thinking skills informed by experience, knowledge, insight, and reflection.

Skills, Capabilities	Artifacts	Where	When	Who responds	Attestation
Creative, Critical Thinking	Creative or critical thinking essay	H104	1 <sup>st</sup> year	Instructor	Rubric and instructor comments
	<u>Analysis of research sources</u>	H104	1 <sup>st</sup> year	Instructor	Rubric and instructor comments
Meta- cognition	Portfolio overview and metacognitive letters	Open	Open	Instructor	Rubric and instructor comments

**B. GENERAL EDUCATION OUTCOME: DIVERSITY**

Demonstrate an understanding of variety in the human experience, and the willingness to acknowledge that experience contributes to one's understanding of the world.

Skills, Capabilities	Artifacts	Where	When	Who responds	Attestation
Recognizing the basis and impact of personal and systemic discrimination	Critical thinking essay and metacognitive essay	H103	1 <sup>st</sup> year	Instructor	Instructor's comments
Explain perspectives and contributions linked to a variety of cultural markers (e.g. race, gender, ethnicity, etc.)	Critical thinking essay and metacognitive essay	H103	1 <sup>st</sup> year	Instructor	Instructor's comments

**D. OUTCOME: Project Management**

Demonstrate the ability to undertake and complete a large-scale and demanding project

Skills, Capabilities	Artifacts	Where	When	Who responds	Attestation
Integration,	Final Project	In the HP "strand"	4 <sup>th</sup> year, in most cases	Instructor	Rubric or other, as decided by instructor

## **What's a Metacognitive Letter?**

The best definition we've found comes from the **Oxford English Dictionary**, which defines it as: "Awareness and understanding of one's own thought processes, esp. regarded as having a role in directing those processes." The earliest uses of the word are below, and I've placed the most pertinent example in bold-face:

**1972** L. R. GLEITMAN et al. in *Cognition* **1** 161 The lower-order process often proceeds without any meta-cognition... Examples of meta-cognition in memory are recollection..and intentional learning.  
**1977** *Child Devel.* **48** 1/1 **Metacognition refers to the individual's knowledge concerning his own cognitive processes, and the development of such self-awareness in children has become a topic of considerable interest.**  
**1981** *Monogr. Soc. Res. Child Devel.* **46** No. 5. (serial no. 192) **3**  
Metacognition means knowledge and cognitive activity that takes cognitive phenomena as its object.  
**1999** *Korean Jrnl. Thinking & Problem-solving* **9** 85 Theoretical perspectives from different areas of psychological studies..are presented, to demonstrate the construct utility of metacognition.

Basically, metacognition involves being aware of yourself as a learner, and learning how to modify your learning processes to achieve the best possible end. Metacognition requires self-knowledge, goal-setting, time-management, analysis, and taking responsibility for your own learning.

A metacognitive letter is your opportunity to reflect upon any artifact you will be loading into your eportfolio. You'll address at least some of the following things:

- 1) The development of the artifact, for instance the revision process, or the research you undertook as you isolated your ideas**
- 2) The strengths of the artifact**
- 3) The things that disappointed you as you polished the artifact for inclusion**
- 4) Your goals for your next project. For instance, will you work on making eye contact with your audience in future speeches? Will you widen the net in your next research undertaking, being more attentive to the quality of the research materials you've isolated? Will you remember that Student "Z" was the best peer-reviewer you've ever had, and make sure to stay in contact with Student "Z" as you complete your next projects?**
- 5) What you've learned in the process**

## **2.) Accessing/editing the e-portfolio**

### **How Does a Student Add Artifacts to the Eportfolio?**

#### **PC users:**

Please access the RUN prompt (the right, bottom of the menu that appears when you click the start button on the bottom of your home screen) and type in the following address [\\se-cser-nas1\Honors\\_Program\Students\Eportfolio](\\se-cser-nas1\Honors_Program\Students\Eportfolio) ), to upload the materials you'll place in your electronic portfolio. The annotated portfolio chart included (above) should provide you with most of what you need to understand about what's expected of you.

#### **MAC users:**

If you have an OS X Leopard Mac, then do the following:

Use the "goto server" command, or command key-K, with this address:

[Smb://se-cser-nas1.ads.iu.edu/Honors\\_Program](Smb://se-cser-nas1.ads.iu.edu/Honors_Program)

Type the address as it appears above, or copy and paste into the server name field. Then, fill in the user's ADS username and password to create the server link. If you have an OS X Tiger Mac, then you will need to create a secure Kerberos link to Nas1. To do this, you will need to install the Kerberos patch from IU Ware:

<http://kb.iu.edu/data/atse.html>

This file will create the secure communications tunnel between the user's Apple and the Nas1 server. Then, do the "goto server" command, or command key-K, using the above Smb address. Type the address as it appears above, or copy and paste into the server name field. Then, fill in the user's ADS username and password to create the server link.

### **Connecting to the Eportfolio From Off Campus:**

Students can access that network location from home if they make a vpn connection to the IUS network. Directions are here:

<http://kb.iu.edu/data/akko.html>

If you have any problems connecting to your E-portfolio, please contact the HP Office at 812-941-2587, or you may phone the IT Help Desk at 812-941-2447.

# E-Portfolio Checklist

To access your e-portfolio, take the following path:

<\\se-cser-nas1\Honors Program>

**\*note\*** type or cut and paste this into the “Run” menu on a campus computer. To access your e-portfolio off campus, you’ll need to establish a vpn connection first. Instructions on how to do this are found here: [Sslvpn.ius.edu](http://Sslvpn.ius.edu) (you’ll need your username and password)

Once you’ve accessed the Honors Program shared drive, you’ll need to open the “Students” folder, then select “Eportfolios,” then “Active,” then your individual folder (folders are organized alphabetically by last name).

Once you’ve accessed your portfolio, you need to be sure it includes (at a minimum) the following:

## For Honors Research Minor (Tier I) Students:

\_\_\_ **Writing Samples:** H103 reading response and metacognitive letter, H104 final research paper and metacognitive letter, H306 or H307 choice of best writing

\_\_\_ **Speaking:** H103 presentation with metacognitive letter, H104 presentation with metacognitive letter

\_\_\_ **Reflective Essay:** a personal reflection of your experience in the HP

\_\_\_ **Any other pertinent materials** which you feel represent or reflect your work in the HP.

## For Tier II (University Honors Scholar) Students:

\_\_\_ **Writing Samples:** include final essays/projects from ALL HP seminars

\_\_\_ **Final Project:** include final project findings and summaries

\_\_\_ **Reflective Essay:** a personal reflection of your experience in the HP

\_\_\_ **Any other pertinent materials** which you feel represent or reflect your work in the HP.

## **Tips for both Tiers:**

You may organize your portfolio with folders labeled according to course title or semester, but **DO NOT** simply upload materials without organizing them. You may, however, leave your reflective essay unfiled – just be sure to name the file “Reflective Essay” so that it can be easily identified.

If this sounds complicated, please don’t fret – just think of the e-portfolio as a place to showcase your best and brightest work from your HP experience. For instance, if you gave a particularly stunning presentation in one of your HP seminars, you may wish to upload your powerpoint slides or presentation notes as a reflection of that experience. In similar fashion, if you presented one of your Honors projects at a research conference, you may wish to include your reflections on that experience.

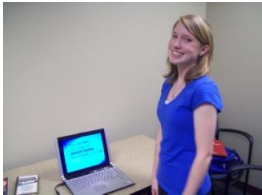
The HP Office Staff is always available should you have questions or concerns about this requirement. Please don’t hesitate to send an email ([iushp@ius.edu](mailto:iushp@ius.edu)) or drop by the office (KV235).



# **HONORS PROJECT PROPOSALS**

***The following format should be used when planning to do work toward the Honors Research Minor or Individualized Honors Track. All proposals must be reviewed and approved by the Honors Program Director, in consultation with the Honors Council.***

***Procedure: Student should submit a complete research proposal of no more than six (6) double-spaced, typed pages written with the educated lay reader in mind. The proposal should include a title and the following elements clearly labeled:***



**1. Statement regarding the significance of the project; explain why it is important and what difference the results will make.**

**2. Statement of hypothesis, research question, or creative objective in a form appropriate to the discipline in question.**

**3. Detailed statement of methods and plan of work, including a timetable. Provide appropriate research risk documentation if relevant.**

**4. Statement of the applicant's qualifications and training to carry out the project.**

**5. Name of faculty mentor (The Honors Director may serve in this capacity).**



**6. A signed and sealed letter of support from the faculty mentor evaluating the student's ability to carry it out in a timely manner and indicating what role the mentor will play.**

*\*Please note that a limited number of Undergraduate Research Fellowships are available each semester through the Office of Academic Affairs. More information is available on their website:*

*<http://www.ius.edu/acadaffairs/studentresearch.cfm>*

*\*\*Any project that involves human subjects must be approved through the Office of Academic Affairs. For more information on research compliance, visit their website: <http://www.ius.edu/acadaffairs/humansubjects.cfm>*

# THE HONORS PROGRAM COMMUNITY:

## How Can You Get Involved?

### HPSAB

The Honors Program Student Advisory Board (HPSAB) is a very active group which frequently organizes student events, including movies, fundraising events, and volunteer activities.

The purpose of the Honors Community is to provide a social network that promotes the following for its members through their collegiate and professional careers:

- Personal and social development
- Academic growth
- Development of professional skills and contacts



For more information about HPSAB, please contact HPSAB Co-Chairs Victoria Bennett ([vlbennet@ius.edu](mailto:vlbennet@ius.edu))



and Taylor Troncin ([tastron@ius.edu](mailto:tastron@ius.edu)).

### Facebook!

Both the HP and HPSAB have Facebook Group Pages (“IU Southeast Honors Program” and “IU Southeast HP Student Advisory Board,” respectively), which we welcome and invite you to join. These are a great way to stay “plugged in” to Program events and activities, both social and academic.

### HP Activities & Events

HP Events vary from semester to semester. Past events include:

- Religious Discussion Forum
- Academic Conferences
- Trips to Actor’s Theatre in Louisville
- Professor’s Pick Film Night Series
- Game Nights
- Graduate School Prep Workshop
- Financial Aid Workshop



# MEHA!

The Mideast Honors Association is comprised of honors colleges and programs from the following states:

- Eastern Illinois
- Indiana
- Northern Kentucky
- Southern Michigan
- Ohio
- West Virginia

One of the perks of being an Honors Program member is the opportunity to attend the annual MEHA Conference. Past conferences have been held in Indianapolis, Indiana; Dayton, Ohio; and Kalamazoo, Michigan.

## What do HP students have to say about MEHA?

### *Melanie Smith:*



My favorite component of the conference was the opportunity to witness the diversity of research conducted by honors students across the region. The interdisciplinary courses of the IU Southeast honors program, in addition to general requirement courses, have introduced me to other subjects; nevertheless, as an upper-class English major, I have not often ventured beyond my subject area. Over the weekend, I learned about everything from Russian composer Dmitri Shostakovich to the movement of knobby periwinkle snails in the Bahamas. These are topics I would not otherwise have been exposed to, and I was immensely intrigued by the random bits of knowledge I was able to collect.

It inspired me to experience the shared passions of students across so many disciplines, and I feel that this conference helped me to better appreciate other fields of study.

### *Julia Brinkworth:*

This entire experience was one of not only academic, but also personal growth. Participating in the MEHA conference not only gave me the chance to travel, but to foster social relationships with my peers and experience a wide variety of academic research topics. I am now more confident as a traveler, as a presenter, and even as an audience member. This trip was a wonderful experience and I will always be grateful for the opportunity to attend.



***Andrew Stillman:***



Over the last weekend of spring break, I was able to attend the annual Mid East Honors Association (MEHA) conference. Although this is my fourth year in a row attending the annual MEHA conference, I still find it a pleasure and a blessing to attend and participate in presentations and discussions with student and faculty representatives from various other honors programs across the area. My participation in this conference this year was integral in my career as an IU Southeast Honors Program (HP) student, because it allowed me to gain valuable experience in presenting, forge friendships with the HP students that attended, and communicate with students of other honors programs.

***James Polivka:***

My experience at the Mid-East Honors Association undergraduate conference did much to support the spirit of independent investigation and camaraderie that the Honors Program seeks to foster. Since the Honors Program has been an integral part of my time at IU Southeast, this conference was a beneficial experience in tying together the different parts of the work that I have done.

Given that my plans after graduation include graduate school, I am particularly happy that I was able to attend this conference. Much of my time as a graduate student will be spent preparing for and participating in conferences such as this one, so it has been nice to have the opportunity to receive such relevant preparation for the next level of my education. Since undergraduate students typically have very limited options to hone their public speaking in front of an unfamiliar and diverse audience like there was at this conference, it was truly a unique opportunity.



***Elmo:***

Elmo thinks MEHA was JUST FINE. Elmo say many funny things, and heard many funny speeches. Elmo went places and saw things. Elmo feels very grown up.

# HONORS PROGRAM GRADUATES:

## Where are they now?



**Considering my academic goals, the Honors Program prepared me better than my major department alone could have. With the encouragement I received in the Program, no crazy idea I proposed, tiny or tremendous, was ever turned down. Through countless questions asked, a little imagination, and a lot of trial and error, the multidisciplinary seminars, research-oriented coursework, and conferences helped me to explore interests outside my major area of study and to find a niche within it.**

**Currently I am a research specialist in the Center for Cognitive Neuroscience at University of Pennsylvania. What this means is: I get to be challenged and enjoy my work. Though I already had great respect for scholarship, without my unique experience at IUS, I don't know that I too would have taken a concept and "run" with it—to the IRB, regional conferences, peer-reviewed journals, and other institutes—like so many scholars before me.**

**Also, as undergraduates, my peers in the Honors Program were writing novels, teaching, creating art, serving the community, and traveling the world in search of beauty and wisdom. Who doesn't want to be around kids with such energy and drive?**

**—Angel Dyke, 2011 Graduate**

**To me, the Honors Program has always been about the people in it. Over four short years, I have been able to cultivate a wonderful network of friends from my peers, as well as the professors within the HP. This network has helped to foster various conversations, ranging from how to survive the zombie apocalypse to thematic aspects of peer-written novels, which have aided in my academic and social growth.**

**Additionally, it is this same network that makes going to HP events so enjoyable: the people in the HP make you want to go to events and hang out with them, regardless of whether the event is of an academic or social nature. The HP literally could not work without the awesome people that are a part of it.**



**What I Am Doing: I am currently doing biomedical research at the University of Louisville through the Department of Gastroenterology and Hepatology, investigating new therapeutic treatments of autoimmune disorders of the gastrointestinal system. In the fall, I will be returning to IUS as a community member of the IU Southeast Orchestra and Band, while also applying to medical schools.**

**— Andrew Stillman, 2011 HP Graduate**



**My time in the Honors Program was such an interesting experience that it would be difficult to condense into a few paragraphs. Indeed, intellectually, as I learned throughout HP classes and discussions, there are many ways of expressing oneself and following one's creative or academic vision, so truthfully I should summarize my HP experience through a snappy limerick. Because of the difficulty of thinking up a rhyme for words like "intriguing" or "formative experience," I will refrain from limerick-making, and will only say that my time in the HP was truly one of the best parts of my undergraduate career. I made**

**friends, delved into new fields I wouldn't have explored otherwise, traveled to the distant shores of Kalamazoo and Dayton, Ohio, and learned that Elmo is a character of much more depth than one might ordinarily think.**

**My future goals: I will be studying at the University of Louisville Brandeis School of Law, where I will spend the next three years pursuing a law degree as well as a Master's degree in political science. Creatively, my goal is to self-publish an entire trilogy based on the superhero novel that I wrote during the HP.**

**– Michael Atkinson, 2011 HP Graduate**

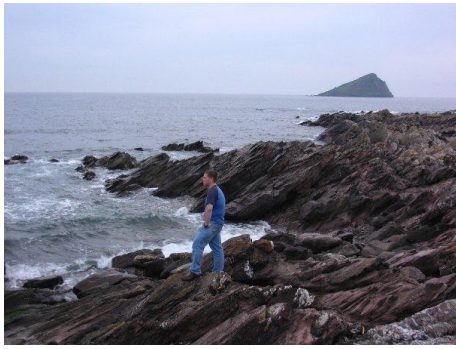
**My time as a student at IU Southeast has been profoundly impacted by my involvement in the Honors Program.**

**While I could talk a great deal about the rich offerings within the Program, I feel that the flexibility the Honors Program gives its members deserves special attention. Through the HP I have been afforded great opportunity to pursue topics within my major field of study, as well as those out of pure interest. The culmination of my Honors thesis has allowed me to synthesize my undergraduate**

**experience while working closely with faculty members on a project of my own design and direction. I have no doubt that my preparation for graduate study has been enhanced not only by the advising I have received as a member of the Program, but also through the liberty and backing I enjoyed in getting my degree path to look, feel, and include the things I most valued. Ultimately this is what has made my experience in the IUSHP such a rich one, it has enhanced the most positive aspects of my time at IU Southeast. Since ours is a campus that prides itself on small class sizes and direct involvement with faculty members, the Honors Program has represented for me a more concentrated form of what Indiana University Southeast strives to be.**



**-James Polivka, 2011 HP Graduate**



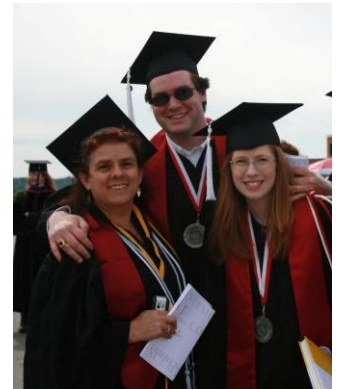
**For me, the Honors Program was an opportunity to challenge myself beyond the expectations of a normal classroom. I enjoyed the fact I was able to take classes outside my normal course of studies and broaden my horizons in a classroom with many different majors. I was also able to complete my own research project with a faculty mentor. In the process of researching my project, I realized what I wanted to do at graduate school and, as a result, am now set to actually study with one of the philosophers I researched. My**

**undergraduate experience was greatly enhanced by this, not to mention the opportunities it gave me socially to meet a new group of friends with similar interests.**

**Where I Am Now: I have spent the last year in northeastern England attending the University of Sheffield, where I am working on my MA in Philosophy. After I have completed my MA, I plan on enrolling in a PhD program to continue on my ultimate goal of becoming a Philosophy professor.**

**-Chris Rothbauer, 2010 HP Graduate**

**Being a part of the Honors Program enriched my overall experience at IU Southeast. I joined the Honors Program in order to challenge myself to excel at a higher level than the traditional class work at IU Southeast. I recently graduated with my Computer Science degree and am now working in a highly analytical position, doing .Net Development work. The skills that I obtained in the Honors Program, especially in Digital Storytelling, have been helpful in the completion of some of the tasks I have been assigned. I believe that the friendships and challenges that I found as a student in the Honors Program, will be a positive influence throughout rest of my life.**



**-Ann Wilson McNally, 2010 HP Graduate**



**I took Evolutionary Psychology (H-306) with Dr. Finkel in the Fall of 2007 and Digital Storytelling (H-307) with Dr. Pinkston in the Spring of 2009. I also completed my independent research project (Gymnastics Training in Young Athletes) and presented a portion of that research at the IUS Student Conference in April 2009. I officially finished my undergrad, earning my Bachelor of Science degree in Elementary Education in December 2009.**

**During my time in the Honors Program, I enjoyed the small class sizes and the group sessions regarding research procedures and possibilities. I also enjoyed meeting and networking with students outside of my major. Since graduation, I've completed my first year teaching at Rock Creek Community Academy. I am continuing to work on a Master of Elementary Education degree, and I may pursue a license for working with the gifted and talented.**

**-Valerie (DeVore) Deaton, 2010 HP Graduate**

**My HP Experience: I can easily say that joining the Honors Program was one of, if not the, best decisions I made at IU Southeast. In addition to unique classes which broadened my perspective and education, the Program offered me valuable life experiences, both through research conferences and as a co-founder and subsequent Chairman of the HP Student Advisory Board for its first three years. I chose to be as involved in the HP as possible, and it paid off both academically and socially: almost all of my friends from IUS were fellow members of the Honors Program!**



**What I'm doing now: I'm currently in graduate school at the University of Tennessee to pursue an MA in English literature.**

**-Will Biel, 2010 HP Graduate, 2010 Outstanding Student in English Literature**



**As I look back as a graduate on my years at IU Southeast, I can honestly say that the focal point of my experience here has been my involvement with the Honors Program. I've fallen in love with the Program's emphasis on multidisciplinary course offerings, its small, discussion-based classes, and its eagerness to establish connections between students and faculty. The opportunities the Program affords for self-propelled learning, such as independent research projects and community involvement, are unexcelled: I've benefited twice now from the chance to present research at the Mid East Honors Association through the provision of the Honors Program. Finally, the social network I've discovered among my friends in the Program has helped to entrench me firmly in a sense of community on campus. The**

**Indiana University Southeast Honors Program has provided me with a firm base for academic exploration and prepared me in more ways than one for the world beyond. My explorations of the world beyond began in fall 2010: I began attending the IU Department of Second Language Studies Graduate Program in Bloomington, and I'm currently serving as an Associate Instructor with the Second Language Studies Program.**

**-Rebecca Yeager, 2010 HP Graduate**

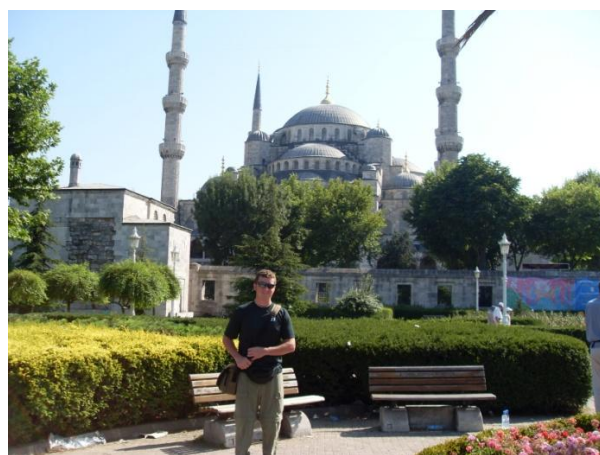
**I was very active during my undergraduate career at IUS, and the HP offered opportunities to become even more involved. I made great friends, expanded my knowledge base to areas outside of biochemistry (my major), networked with students, professors, and community groups, grew in my confidence, and became a professional. Participating in the Honors Program Student Advisory Board allowed me to hone my leadership skills and was an avenue to make a difference on campus by being a part of establishing a graduate school workshop series during my senior year. I enjoy challenging myself, so the Honors Program was a perfect choice for me.**



**In May of 2011 I completed a Master's degree in Bioethics and Medical Humanities at UofL, where I had been employed as a research analyst in the departments of Birth Defects and Developmental Neuropsychology. During this time I had two posters presented at the International Neurophysiological Society meeting in Boston, submitted a paper in neonatal medical ethics to the *Journal of Clinical Ethics*, and worked with several organizations in Louisville to prepare a proposal to submit to the Kentucky legislature to change the law regarding health care surrogates of incapacitated, "unbefriended" patients. Since then, I have also worked as a chemist for a local pharmaceutical company, and will begin working as a research technician at the IU School of Medicine in the fall of 2011. The Honors Program at IU Southeast has led me to take risks and dream bigger dreams by increasing my confidence in myself and my abilities; this has had a direct impact on my life, and was without a doubt one of the best decisions I made as an undergraduate student.**

**-Allison Dudley, 2009 HP Graduate**

**The Honors Program at Indiana University Southeast provided the great opportunity to enroll in classes limited in scope to Honors students only. These classes were perhaps the most educational and fun classes I took while pursuing my undergraduate degree. They challenged me by requiring in depth analytical reasoning by examining all sides of an issue. This assists me in formulating sound arguments in my current field, law. I believe the Honors Program helped me become a more organized student, which has propelled me into academic excellence in law school at Indiana University School of Law – Indianapolis. Standing right at the top of my law school class, I can attribute some of my success to the Honors Program for adding extra challenges and providing an environment to meet others who want to be challenged academically.**



**-Beau Zoeller, 2009 HP Graduate**

# HONORS PROGRAM MASCOT



## **Brief Biography:**

*Courtesy of Wikipedia*

Elmo is self-described as three-and-a-half years old and characteristically refers to himself in the third person.

After becoming a regular guest on *The Rosie O'Donnell Show*, Elmo began touring the talk-show circuit. He has appeared on *Martha Stewart Living* and *Martha*, *The Tony Danza Show*, *Rove Live*, *Wait Wait...Don't Tell Me!*, and *The View*. Elmo and a developmental expert gave babysitting tips on the June 18, 2005 episode of *Teen Kids News*. He has also appeared on *Emeril Live*, helping Emeril make (non-alcoholic) eggnog during a Holiday Special shown in December, 2008. Kevin Clash and Aaron Neville were also guests on this show. On a special episode of *Oprah* called "The Faces Behind The Famous Names," Kevin Clash and Elmo appeared at the same time.

Elmo was the star of the 1999 full-length, theatrically-released motion picture *Elmo in Grouchland*. He also starred in the film *Elmo Saves Christmas*.

Elmo also appeared in a fifth season episode of *The West Wing* along with his friends Zoe and Big Bird. In that episode, Elmo received a medical checkup from Abbey Bartlet, the First Lady (who was making a guest appearance on Sesame Street), and cheekily questioned her about the validity of her medical license.

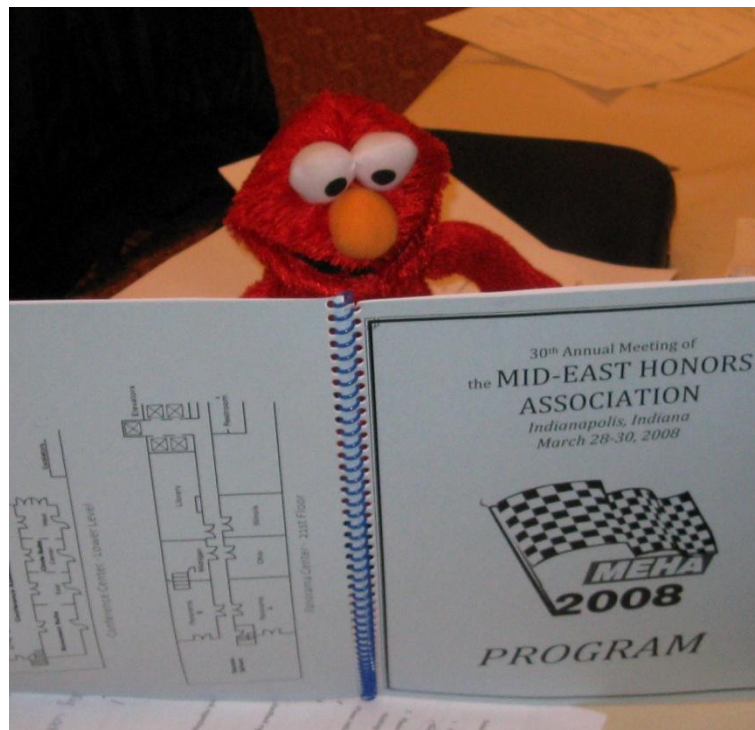
Elmo is the only non-human or puppet ever to testify before the U.S. Congress. At the request and with the assistance of Rep. Duke Cunningham, he testified before the House Appropriations Subcommittee on Labor, Health and Human Services and Education in April 2002, urging support for increased funding in music education.





**SINCE BECOMING THE MASCOT OF THE HONORS PROGRAM IN 2007, ELMO HAS ACCOMPANIED HONORS STUDENTS TO EACH MEHA CONFERENCE AND HAS ATTENDED SEVERAL HP EVENTS.**

**HIS CHEERFUL ATTITUDE AND PERPETUAL SMILE ARE A CONSTANT ENCOURAGEMENT TO HP STUDENTS, AND HIS INTELLECTUAL CURIOSITY IS UNPARALLELED.**



# HONORS PROGRAM STAFF



**DR. ANGELA SALAS**  
**HONORS PROGRAM DIRECTOR**  
KV235B; [AMSALAS@IUS.EDU](mailto:AMSALAS@IUS.EDU); 812-941-2196

DR. SALAS, A PROFESSOR OF ENGLISH, HAS BEEN TEACHING SINCE 1989 AND HAS BEEN AT IU SOUTHEAST SINCE 2006. SHE ENJOYS READING, RUNNING, AND RESCUING ELMO FROM COMPROMISING SITUATIONS.



**REBEKAH DEMENT FARMER**  
**HONORS PROGRAM OFFICE ASSISTANT**  
KV235A; [IUSHP@IUS.EDU](mailto:IUSHP@IUS.EDU); 812-941-2587

REBEKAH IS CURRENTLY PURSUING A PHD IN HUMANITIES AT THE UNIVERSITY OF LOUISVILLE. SHE HAS AN MA IN ENGLISH LITERATURE, AND SHE IS AN ADJUNCT FACULTY MEMBER IN THE ENGLISH DEPARTMENT. SHE ENJOYS TEACHING, LEARNING, READING, AND PLAYING FARMVILLE.



**ALEX JONES**  
**HONORS PROGRAM OFFICE STAFF**  
[JONESJOA@UMAIL.IU.EDU](mailto:JONESJOA@UMAIL.IU.EDU)

ALEX MANAGES THE HP LIBRARY, HP VIDEO FILES, AND E-PORTFOLIO MAINTENANCE. HE IS A COMMUNICATIONS MAJOR, FOCUSING ON ADVERTISING, AND IS ALSO PURSUING A MINOR IN PSYCHOLOGY. HE ENJOYS ART, CREATIVITY, BIKE RIDING, AND SWIMMING.



## HON-H400/H495 Student Attendance Contract

I, \_\_\_\_\_, do hereby acknowledge that, per the requirements of this course, I am expected to attend monthly group meetings with Dr. Salas and my classmates. I also understand that I am required to schedule a minimum of three individual meetings with Dr. Salas during the course of the semester in which I am enrolled.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Director's Signature

\_\_\_\_\_  
Date

## Honors Student Membership Contract

I, \_\_\_\_\_, do hereby acknowledge that I have reviewed the material contained in the HP Student Manual. I understand that as a member of the Honors Program, I am asked to meet the following goals:

- Participate in HP activities
- Take HP courses
- Keep my ePortfolio up to date
- Ask for help or clarification when I need it
- Meet with Dr. Salas as requested
- Respond to HP Office Staff when requested
- Do my best to develop as a student, even if I sometimes run up against daunting challenges

In addition, I understand that Honors students are required to:

- 1) Maintain at least a 3.3 Cumulative GPA
- 2) Maintain the required course load. Full time students must maintain an enrollment of at least 12 credit hours per semester, and part time students must enroll in at least 6 credit hours per academic year.
- 3) Demonstrate progress in the Honors Program each semester by:
  - a. Taking an Honors course and/or
  - b. Making progress on an Honors Project, be it a departmental honors project, or an honors research project, or their own self-designed honors project and/or
  - c. Remaining an active part of the Honors community
- 4) Visit with the Honors Program Director (in a scheduled meeting) at least once per semester
- 5) Make progress toward their degree by successfully completing a minimum of 75% of total attempted coursework
- 6) Update ePortfolio each semester

Failure to uphold the above standards will result in probation from the Honors Program. As participants in the Honors Program, students are permitted only one probation.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Director's Signature

\_\_\_\_\_  
Date