

Honors Program and Visiting Scholars Committee Annual Report 2015-2016

Presented to the Faculty Senate, January 26, 2017

The Honors Program and Visiting Scholars Committee recommends approval of the following:

1) Adopt the following eligibility standards

Students may participate in the Honors Program if they meet the following standards: Sophomores, juniors, and seniors must have earned at least a 3.40 cumulative grade point average at URI; transfer students must have received a GPA of 3.40 or better at their previous institution to be eligible for honors courses. Incoming freshmen are invited to participate in the Honors Program based on one of the following: they must have earned a grade point average of 3.50 or higher in high school and must have a combined score of 1,300 on the critical reading and math portions of the SAT exam: Or they must have earned a 3.80 GPA in high school, and SAT scores are not considered.

2) Change University Manual sections 8.60.10 - 8.65.13

8.60.10 Honors Program. ~~The mission~~ Objectives. ~~The principal objectives~~ of the Honors Program ~~is shall be~~ :

~~8.60.11 To provide for the development and maintain maintenance of an interdisciplinary intellectual community; to stimulate intellectual of scholars, students, artists and interested faculty.~~

~~8.60.12 To provide intellectual excitement for and reward to all participants; both students and faculty to inspire and enhance~~

~~8.60.13 To provide for examination of and training in~~ critical, creative, and integrative thinking; ~~and to foster~~ :

~~8.60.14 To provide students with opportunities to broaden their intellectual development, and to become engaged in more sophisticated inquiry in their major fields of study than would normally be possible.~~

~~8.60.15 To provide students a series of defined intellectual products at each level as vehicles for practicing the skills and forms of thinking they have learned and to otherwise express their intellectual accomplishments.~~

8.61.10 Content. The Honors Program curriculum shall consist of four years of course work at the undergraduate level, integrated as follows:

8.61.11 ~~100- and 200-~~level offerings shall be general courses ~~one semester in length. They shall be courses~~ specifically created for the program or existing courses that have been modified to serve its purposes, and. ~~These courses shall be taught by URI or emeriti faculty and may enroll up to 20 fifteen students each. No more than fifteen such courses, divided approximately evenly between semesters, shall be offered in a year. Except for the Analytical Thinking Skills courses which are for three credits,~~ 100- and 200-level honors courses may be offered for one to four credits. Enrollment preference in 100-level honors courses shall be given to first year students~~freshmen~~.

8.61.12 ~~At the~~The 200-level, ~~the Honors program shall~~ offering ~~shall be~~ an interdisciplinary, ~~one semester~~ colloquium. URI faculty and/or staff shall serve as coordinators for the colloquia. Outside lecturers and ~~shall also participate in the presentations.~~ Emeriti professors also may participate. The size of the student enrollment shall be specified yearly. Three to four credits may be earned for participation in the colloquium. Enrollment shall normally be limited to students with sophomore standing or above. ~~Students may take the colloquium more than once.~~

8.61.13 300-level offerings ~~shall be tutorial courses organized by discipline or college or by groups of disciplines and/or colleges. These tutorials shall~~ normally be semester long courses taught by URI or emeriti faculty. Enrollment in each tutorial shall be limited to 15 eight students and unless the instructor considers a larger number essential. Tutorials shall ordinarily be offered for three to four credits. ~~However, in special circumstances they may be offered for one or two credits each semester as part of a three credit course which extends throughout a year. Enrollment shall be limited to students with junior standing or above.~~

8.61.14 400-level offerings shall consist of honors projects and interdisciplinary seminars. Seminars which culminate in major papers or other significant intellectual products, or special seminars which integrate substance or explore ideas and shall be limited to 15 students each. - Projects and seminars shall extend through the senior academic year. ~~However, especially well qualified students may begin projects in the last semester of their third year.~~ Honors projects shall normally be directed by URI faculty. ~~Special seminars may be taught by URI or emeriti faculty and shall be limited to fifteen students each.~~ Honors projects and ~~special~~ seminars shall each be offered for three to four credits per semester.

8.62.10 Eligibility. Eligibility standards, including QPAs, for each level of the program shall be determined ~~on a yearly basis~~ by the Honors Program and Visiting Scholars Committee and are published in the University Catalog. ~~the standards for each year shall be announced by February 1st of the preceding academic year.~~ Students who do not meet the ~~announced~~ standards may petition the Director for admission. ~~to the program or for retention in it if they have already taken part in the program.~~

8.62.11 Eligible students may participate at any level in the Honors Program. Students who wish to complete the program and receive the transcript notation must begin their participation no later than the beginning of the 3rd year in the undergraduate program.

~~8.62.12 To participate in an honors project, a student must receive the endorsement of his/her respective department chair and academic dean.~~

8.63.10 Requirements. Students must complete at least six courses and a minimum 18 credits of course work in the Honors Program, and attain the specified QPA (8.62.10) ~~a QPA of 3.30~~ or better for these courses ~~as well as a 3.30~~ and the specified QPA overall, in order to graduate with the notation “Completed the University Honors Program.”

8.63.11 These courses shall include: a minimum of three (3) credits ~~of Honors Seminar~~ at the 100- or 200-level; a minimum of three (3) credits of the Honors Colloquium—~~HPR 201 or 202~~; three (3) credits ~~of Honors Tutorial~~ at the 300- or 400-level; six (6) credits at the 400-level, which may be either six (6) credits of the ~~Senior~~ Honors Project (~~HPR 401 and 402~~) or three (3) credits of the Senior Honors Project (HPR 401) and three (3) credits of the Senior Honors Seminar (~~HPR 411 or 412, or other approved Senior Seminar~~); three (3) additional Honors credits taken at any level; ~~and a 3.30 grade point average for honors courses and a 3.30 cumulative grade point average.~~

8.63.12 The Honors Program shall supply a list of names of the students who have successfully completed the Honors Program to the Office of Enrollment Services who shall enter on the transcript of students who meet requirements: “Completed the University Honors Program.”

8.64.10 Program Direction and Development. The Director of the Honors Program ~~and Visiting Scholars Committee~~ in consultation ~~in conjunction~~ with the Director of the Honors Program and Visiting Scholars Committee shall be responsible for overseeing ~~directing and developing~~ the Honors Program.

8.64.11 The Committee shall approve all courses offered in the Honors Program ~~and the instructors for them~~. No faculty member shall be compelled to teach in the Honors Program or direct Honors projects.

~~8.64.12 The Committee shall establish general standards for students' performance and productivity in the Honors Program courses.~~

8.64.13-12 The Committee shall conduct periodic evaluations ~~of the effectiveness~~ of the Honors Program and its separate components.

~~8.64.14 The Committee shall review the specific programs submitted by participating departments and colleges. These reviews shall insure that the separate programs meet the requirements of the Honors Program.~~

8.65.10 Department and College Responsibilities. University College advisors and upper division advisors ~~the chairpersons of the departments~~ shall inform eligible students within ~~University College and their departments respectively~~ about the Honors Program.

~~8.65.11 Departments and colleges may develop specific programs which complement the Honors Program. Participating departments shall submit to the Honors Program and Visiting Scholars Committee descriptions of their separate program for approval.~~

~~8.65.12-11~~ Neither departments nor colleges may establish requirements that prohibit eligible students majoring in their departments or colleges from participating in the Honors Program.

8.65.13 Department chairpersons and deans shall consider Honors Program courses when scheduling teaching loads.

Changes incorporated

Honors Program

8.60.10 Honors Program. The mission of the Honors Program is to develop and maintain an interdisciplinary intellectual community; to stimulate intellectual excitement for all participants; to inspire and enhance critical, creative, and integrative thinking; and to foster opportunities to broaden intellectual development.

8.61.10 Content. The Honors Program curriculum shall consist of four years of course work at the undergraduate level, integrated as follows:

8.61.11 100- and 200-level offerings shall be general courses specifically created for the program or existing courses that have been modified to serve its purposes, and may enroll up to 20 students each. 100- and 200-level honors courses may be offered for one to four credits. Enrollment preference in 100-level honors courses shall be given to first year students.

8.61.12 At the 200-level, the Honors program shall offer an interdisciplinary colloquium. URI faculty and/or staff shall serve as coordinators for the colloquia. Outside lecturers and emeriti professors also may participate. The size of the student enrollment shall be specified yearly. Three to four credits may be earned for participation in the colloquium. Enrollment shall normally be limited to students with sophomore standing or above.

8.61.13 300-level offerings shall normally be limited to 15 students and shall ordinarily be offered for three to four credits.

8.61.14 400-level offerings shall consist of honors projects and interdisciplinary seminars. Seminars shall be limited to 15 students each. Honors projects shall normally be directed by URI faculty. Honors projects and seminars shall each be offered for three to four credits per semester.

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8.63.11 These courses shall include: a minimum of three (3) credits at the 100-or 200-level; a minimum of three (3) credits of the Honors Colloquium; three (3) credits at the 300- or 400-level; six (6) credits at the 400-level, which may be either six (6) credits of the Honors Project or three (3) credits of the Honors Project and three (3) credits of the Senior Honors Seminar; three (3) additional Honors credits taken at any level.

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**ANNUAL REPORT
HONORS PROGRAM AND VISITING SCHOLARS COMMITTEE
2015-2016**

Informational report to the Faculty Senate, January 26, 2017

This report summarizes activities of the Honors Program and Visiting Scholars Committee during the immediately past 2015-2016 academic year.

The Honors Office has three distinct divisions: The Honors Program; National Fellowships; and Pre-health professions advising.

HONORS PROGRAM

A. Eligibility Standards

For freshmen entering in the fall of 2015 we changed the standards to: students who meet the following eligibility requirements will be invited to participate in Honors once admitted to the university:

- By earning a cumulative high school GPA of 3.80 or higher
or
- By earning a cumulative high school GPA of 3.50 or higher **AND** a combined SAT score of 1250+ or higher in Critical Reading and Mathematics (or the ACT equivalent score of 27).

We decided on the dual eligibility criteria because SAT scores are highly correlated with family income; we wanted to be sure we were not excluding first generation and Pell eligible students.

Accepted students

	<u>Eligible accepted students</u>	<u>identify as students of color</u>	<u>participate</u>
AY 2013-14	942	11.99%	15%
AY 2014-15	1062	11.68%	15.6%
AY 2015-16	916	14.62%	15.7%
AY 2016-17	1076	16.17%	16.1% (based on one semester)

B. Advising and Early Registration for Honors Program

Demand for advising services is a good indication of student engagement with the Honors mission, as such advising often seeks to ascertain how Honors courses and experiences can be integrated into a student's major and minor programs of study.

In addition, participation in Early Registration advising suggests a means by which to assess student commitment to completing the Honors Program. Early Registration advising requires both student completion of a form detailing their progress toward meeting program requirement and their signature on a statement confirming their intention to complete the entire program.

1. *Individual Advising for First Year and UC Advising (N. Caronia and C. Foster):*

AY 2015-2016: Students

- i. Breakdown: Fall 2015: 400 Students
- ii. Breakdown: Spring 2016: 524 Students

2. *Early Registration advising:*

AY 2015-2016: 617 students

C. Courses and Enrollment

During the Fall 2015 semester, the Honors Program offered 51 Honors courses (in addition to Honors Projects, Honors Directed Study and Administrative Internships).

In the Spring 2016 semester, we offered 37 Honors courses (in addition to Honors Projects, Administrative Internships and Honors Directed Study).

Class Enrollments

- Fall 2015: 942 students
- Spring 2016: 556 students

D. Faculty and Staff

The Honors faculty is drawn from seven of the University's colleges. See Appendix A for a list of those who taught Honors courses in 2015-2016. Over the past several years we have consciously attempted to increase the disciplinary diversity of our course offerings.

E. Honors Colloquium

The 2015 Honors Colloquium, *The Power of Humor* was coordinated by Rachel DiCioccio (Communication Studies, Harrington School of Communication and Media), and Brian Quilliam (Pharmacy), with the assistance of Deborah Gardiner of the Honors Program.

The Colloquium examined topics such as humor in the law, humor and diversity, and humor in science. Patch Adams, Pediatrician, clown, activist and co-founder of the Gesundheit Institute for Holistic Medicine, was the opening speaker for the Colloquium and discussed *Humor in Medicine*. The colloquium closed with a presentation by Marc Abrahams, Author, editor and co-founder of the *Annals of Improbable Research*.

In addition to financial support from the Honors Program, sponsors in support of the Fall 2015 Honors Colloquium were:

URI Office of the President; URI Office of the Provost; The Mark and Donna Ross Honors Colloquium Humanities Endowment; The Thomas Silvia and Shannon Chandley Honors Colloquium Endowment; URI College of Human Science and Services; URI Talent Development; URI College of Arts & Sciences; URI Harrington School of Communications and Media; URI John Hazen White, Sr. Center for Ethics

and Public Service; URI College of Pharmacy; URI College of Engineering; URI College of the Environment and Life Sciences; URI College of Nursing; URI College of Business Administration; URI Division of Student Affairs; URI Department of Communications and Marketing; URI Department of Publications and Creative Services; URI ITS Instructional Technology and Media Services; URI Gender and Women's Studies Program; URI Theatre Department; URI Family Weekend 2015; URI Alan Shawn Feinstein College of Continuing Education/Providence Campus.

The Fall 2016 colloquium, *Inequality and the American Dream*, coordinated by Jill Doerner (Sociology), Kristin Johnson (Political Science), Erik Loomis (History), and Liam Malloy (Economics) opened with Victoria M. DeFrancesco Soto, Political Analyst and Professor, University of Texas at Austin, speaking on *Immigration*.

2015-2016 was the sixth year that the Colloquium was web-streamed live on the URI homepage. This will continue, as will archiving of most public lectures for more widespread use. The URI Department of Media & Technology Services, the URI Department of Communications and Marketing and the URI Publications Office also wonderfully support the Colloquium.

For Spring 2016, we offered 3 Honors Colloquia: *Classroom without Borders*, directed by Rob Widell, Assistant Professor of History; *Why People Collect Things*, directed by Cheryl Foster, Professor of Philosophy and Catherine Morrison, Lecturer, Communication Studies; and *Lying & Backstabbing*, directed by Travis Williams, Associate Professor of English.

F. Awards and Endowment

The Honors Colloquium has two endowed lectures thanks to the help of Tom Zorabedian and Dean Winnie Brownell. We are working with Katherine Flynn, Director of Corporate and Foundation Relations at the URI Foundation, to increase external support for the Honors Colloquium.

G. Visiting Scholars

We supported several faculty proposals to bring visiting scholars to campus. We also worked with Vice Provost Laura Beauvais to award grants for international distinguished visiting scholars. One scholar visited the campus for a semester visit and taught an Honors 300-level course during the fall semester. We will work with the Provost's office in developing and evaluating this program.

H. Honors Project Conference

Honors Projects were presented at the eleventh annual Honors Project Conference on May 4, 2016. The student conference scheduled poster presentations and oral presentations throughout the day for humanities, social science, natural science, and professional college projects in Lippitt Hall. Each student completing a project also contributed an abstract to the conference program, available in the Honors Program office in Lippitt Hall. Presenters and titles are listed in Appendix B along with faculty sponsors. Associate Director Carolyn Hames serves as the primary advisor to students completing the Honors Program and is the main organizer of the annual Honors conference.

I want to express sincere appreciation to these faculty sponsors who devote their time to mentoring the students completing their Honors Projects. Their contribution is particularly remarkable in that four of these faculty members were not teaching an Honors course in 2015-2016. Together with the sixty-four faculty teaching Honors courses, this brings the total number of faculty participating in the Honors Program during 2015-2016 to one hundred-eight

(108).

We continue to assist Karen Markin of the Division of Research and Economic Development on the Undergraduate Research Initiative for Artistic and Scholarly Projects. This program, generously funded by Vice President Gerald Sonnenfeld and Provost Donald DeHayes, provides support for undergraduate research across the University, irrespective of participation in the Honors Program. I also wish to thank Provost DeHayes for his continued commitment to supporting student research in the Honors Program.

I. Spring Honors Celebration and Awards Ceremony

The Spring Honors Celebration and Awards Ceremony was held after the annual Honors Project Conference on May 4, 2016 in Lippitt Hall.

J. Honors Program and Visiting Scholars Committee 2015-2016

The members of the Honors Program and Visiting Scholars Committee during the past year were: Lynne Derbyshire, COM, Director, Honors Program, Chair; Jose Amador, NRS (16); Jill Doerner, SOC (18); Skye Leedahl, HDF (17); Rob Widell, HIS (17); Molly Bennett, Student Senate; Logan Duffy, Student Senate; Ashley Marranzino, Graduate Student Association.

K. Honors Housing

Housing is available to qualifying upper class Honors students on the 4th floor of the Garrahy apartments and sophomore housing for 50 students in Coddington Hall.

NATIONAL FELLOWSHIPS

AY 2015-2016

- **National Fellowships**

Led by Honors Assistant Director Kathleen Maher, the Office of National Fellowships supports student applications to prestigious external fellowships and scholarships.

For awards requiring formal institutional nomination or endorsement, 47% of our nominees (8 of 17) became awardees or finalists during the 2015-2016 academic year. Awardees hailed from the colleges of Arts & Sciences, CELS, and Engineering.

- **2 BOREN SCHOLARS**

- Honors student **Lauren Buchholz** (ECN/PSC/CHN junior) received \$20,000 to subsidize cost of academic year of Chinese Flagship capstone study abroad year in China.

- Through the Boren Scholarship's African Language Flagship Initiative Honors student **Nikkole Turgeon** (BS Medical Laboratory Sciences '16; Pre-Med) received full funding to participate in a semester-long Portuguese immersion program in Mozambique, preceded by a ten-week intensive program at the University of Florida.

- **2 FULBRIGHT U.S. STUDENT GRANTEES**

Three of URI's five applicants to the Fulbright US Student Program made it through the national screening committee, two of which received grant offers.

- **Hilary Lohmann** (MS in Marine Affairs '15) was offered a 10-month fully funded grant to conduct research in Barbados.
- **Abbey Miklitsch** (PSY/SOC senior) was offered a 9-month fully funded English Teaching Assistantship to Malaysia.

Unfortunately, both Ms. Lohmann and Ms. Miklitsch declined their award offers.

- 1 GOLDWATER SCHOLAR

Sam Spink, a biomedical engineering junior conducting research in the Kiesewetter Laboratory (Chemistry), was named as a 2016 Goldwater Scholar. This is the most prestigious national award for STEM undergraduates who intend to pursue careers in STEM research.

- 1 FINALIST, MARSHALL SCHOLARSHIP PROGRAM

Honors alumna **Jennifer Pigoga** (CMB/BIO' 15; pre-medical) was selected as a finalist and interviewed for the highly prestigious Marshall Scholarship. (Nationally, only thirty-two students were selected as scholars for this honor, which provides two or more years of funding for to study in the United Kingdom.)

- 1 FINALIST, TRUMAN SCHOLARSHIP PROGRAM

Junior Honors student **Sterl Carpenter** (Political Science and Economics) was selected as a finalist and interviewed for the highly competitive Truman Scholarship, which recognizes juniors who wish to make a difference through public service. (Nationally, only 54 students were selected as scholars.)

In addition to awards requiring institutional nomination, the Office of National Fellowships supports students applying for many other nationally competitive awards, the most significant of which are noted below.

- 2 DAAD (GERMAN ACADEMIC EXCHANGE SERVICE) UNDERGRADUATE SCHOLARS

This award, which is comparable to a German Fulbright, was awarded to two International Engineering Program students who are currently studying at partner universities on these funds. **Conner Briden**, (Mechanical Engineering & German) is studying at TU Braunschweig and **Grace Samita** (Mechanical Engineering & German) who is studying at TU Darmstadt.

- 17 BEATRICE S. DEMERS FOREIGN LANGUAGE FELLOWS

In this sixth year of the Demers program, URI students received **17** Demers Foreign Language Fellowships, for a **combined total of \$238,545**. The Office of National Fellowships offers a campus-wide workshop on applying for the Demers, as well as individual essay review, and the majority of winners each year have taken advantage of these services. In the six years since its inception the Demers has provided over \$1M to 96 URI students (and one faculty member) to support foreign language immersion.

- 18 GILMAN SCHOLARSHIPS

The Gilman Scholarship Program is a U.S. Department of State undergraduate grant program for U.S. citizens of limited financial means (Pell grant recipients) to enable them to study abroad. While Gilman Scholarship applications are processed through the Office of International Education and Enrollment Services/Financial Aid, the Office of National Fellowships assists in the promotion of the Gilman and critiques applications for Honors and Pre-Health students, as well as others who seek our assistance. During the 2015-2016 academic year, 18 URI applicants were awarded study abroad scholarships ranging from \$2500 to \$5000. An additional three URI students were named as alternates.

- 1 INSTITUTE FOR THE RECRUITMENT OF TEACHERS (IRT) INTERN

The Institute for Recruitment of Teachers (IRT) addresses the lack of diversity in the nation's teaching faculties by recruiting outstanding students of color and other scholars committed to diversity, counseling them through the graduate school application process, and advocating for sufficient funding for advanced study.

Honors (and TD) student **Kevin Pajaro** ('16 Communication Studies) was selected to participate in the 2015 IRT summer workshop at Phillips Academy. Kevin went on to be accepted to 10 graduate programs and is currently enrolled in the Michigan State University Masters in Student Affairs Administration with full funding.

- 3 MICHAEL P. METCALF FELLOWS

Administered by the RI Foundation, the Michael P. Metcalf Memorial Fund and Christine T. Grinavic Adventurer's Fund provide grants to RI college students to subsidize experiences intended to broaden their perspective and enhance personal growth. They may include travel in this country and abroad and a variety of internship and public service programs. Three URI students were named 2016 Metcalf Fellows:

- **Margaret-Amelia Crook** (Marketing) Wildlife Cat Sanctuary Program in South Africa
- **Ryan Curtis** (Political Science & Psychology) six weeks in Peru volunteering at an orphanage for children with disabilities and doing jungle conservation work
- **Nicholas Tierney** (Honors and Health Studies) two months traveling through the Patagonia region of Chile through a program supported by the National Outdoor Leadership School.

- 1 NOAA HOLLINGS SCHOLARSHIP

Marine Biology and Ocean Engineering student **Johann Becker** was named a 2016 NOAA Hollings Scholars. He is the 21st URI student to be awarded the scholarship since its inception in 2005. Johann will receive \$19,000 over two years and will complete a 10-week full-time paid internship at a NOAA site in the summer of 2016.

- 1 US-UK FULBRIGHT SUMMER INSTITUTE

Freshman Honors student **Brandon Lovejoy** (Theater and Public Relations) was selected to participate in the highly competitive three-week-long Fulbright Summer Institute at Shakespeare's Globe Theatre in London.

- 1 CLEO SCHOLAR

URI alumnus Komlan Soe (Political Science '15) was selected for participation in the CLEO (Council on Legal Education Opportunity) ASAP (Achieving Success in the Application Process) program. This is a two-day pre-law summer “bootcamp”/seminar which focuses on the law school application process.

In addition to the aforementioned awards, the Honors Program routinely identifies academic opportunities on and off campus for students to participate in and guides them through the process of applying for competitive undergraduate research experiences (e.g. NSF REUs), special post-baccalaureate programs and graduate school.

PRE-HEALTH PROFESSIONS ADVISING PROGRAM

Assistant Director Andrew Simmons leads the Pre-Health Professions Advising Program and chairs the Health Professions Advisory Committee (HPAC).

The Pre-Health Program supports student and recent alumni preparing to apply for admission to medical, dental, optometry, physician assistant, and other health profession training programs that require a degree beyond the baccalaureate (with the exception of pre-veterinary, which has a program in the College of Environment and Life Sciences). Though housed in the Honors Program, Pre-Health Advising is open to all URI students.

The program is guided by four goals:

1. **Knowledge**—students will gain knowledge of their intended profession sufficient to make an informed career choice.
2. **Planning**—students will develop and continuously refine an academic plan that is scientifically rigorous while learning important skills and knowledge beyond the sciences.
3. **Reflection**—students will continuously assess and/or reflect on their learning in order to understand areas of strength and those in need of improvement, and to become increasingly aware of and understand their own motivation for a career in the health professions.
4. **Application**—students will develop carefully planned and well-timed applications to health profession schools.

Each of these goals are addressed through workshops, events, web and print resources, outreach, and advising. In addition to existing programming we have added new resources this year to help students meet our four goals:

Pre-Health Ambassadors. This is a group of 12 volunteer peer advisors consisting of student group officers, upper level Honors students, and other student leaders within the community of pre-health students. The ambassadors this year have assisted with the development of information sessions and staffed several events. Their information is available on the pre-health website and freshman and sophomore students are encouraged to seek them out for advice on a number of topics from the perspective of an experienced peer (e.g. how to find experience in the field, effective study strategies, etc.)

Pre-Health Experience Night. This event, held on December 7, connected recent alumni, faculty, and exceptional upper level students with younger students who are beginning to think about gaining relevant field experience such as research, community service, and clinical shadowing. The event drew 62 students.

Essay Writing “Boot Camp.” This workshop is being offered at the beginning of the admission process with a focus on style and developing compelling essay topics.

Students and recent alumni receive comprehensive support for their applications through the HPAC. Each year, the committee interviews students and recent alumni applying for admission to medical, dental, optometry, or podiatry school. The process begins with a self-assessment interview with the HPAC Chair to determine their readiness for the process. Applicants deemed to be ready then submit a comprehensive dossier that includes a personal statement, list of activities, and academic information. During the spring semester each student participates in a group interview with HPAC, and then two individual interviews with committee members. From the dossier and interviews, along with recommendation letters submitted by individuals familiar with the applicant’s work, the HAC Chair prepares a comprehensive letter of recommendation from HPAC, which is forwarded to each applicants designated schools along with their supporting letters of recommendation. This Committee letter is either required or strongly preferred by medical and several other health profession schools.

2016—Known Outcomes

Medical (MD and DO)--Admitted

Kingsborough	Brett	Touro College of Osteopathic Medicine-New York
Tomasi	Luca	Tufts Univeisty School of Medicine
Andersen	Stephanie	Uniformed Services University, F. Edward Hebert School of Medicine
Davis	Hilary (Riley)	Tulane University School of Medicine
Doane	Eric	University of New England College of Osteopathic Medicine
Kuhar	Benjamin	New York Institute of Technology College of Osteopathic Medicine
Morales	Tomas	Loyla University, Stritch School of Medicine
Piccoli	Kim	University of New England College of Osteopathic Medicine
Garcia	Catherine	Brown University, Warren Alpert Medical School (via Early Identification Program)

Physician Assistant--Admitted

Veith	Alexis	Bryant University
Caouette	Alyssa	Johnson and Wales University via Articulation
Chabot	Jessica	Johnson and Wales University via Articulation
Cookson	Nicholas	Johnson and Wales University via Articulation
Lovkay	Alison	Johnson and Wales University via Articulation
Walsh	Ethan	Johnson and Wales University via Articulation
Awopeju	Emily	Massachusetts College of Pharmacy and Health Sciences, Worcester
Hiendlmayr	Kara	Methodist University
L'Esperance	Kristen	Northeastern University
Israel	Lisa	Quinnipiac University
Grilli	Anais	Tufts University
Nunes	Jennifer	Tufts University

2017--Progress Report

Bello	Gisel	Admitted to: Brown-Alpert (multiple other interviews).
Boisvert	Matthew	Admitted to: Uniformed Services University, F. Edward Hebert School of Medicine (multiple other interviews).
Burgess	Harrison	Admitted to: Marian College of Osteopathic Medicine; Touro-NY College of Osteopathic medicine.
Christy	John	Interviews at George Washington University, New York Medical College.
Doyle	Joshua	Admitted to: Brown-Alpert. Interviewed at Mayo, Johns Hopkins.
Everett	Nicole	Admitted to: Massachusetts College of Pharmacy and Health Sciences Optometry Program. Interview at Illinois College of Optometry
Harrison	Olivia	Admitted to: Tufts, Rochester, Vermont.
Lafen	Julia	Admitted to: Boston University Dental.
Lanata	Lizz	Admitted to: University of New England College of Osteopathic Medicine, Philadelphia College of Osteopathic Medical, Michigan State University College of Osteopathic Medicine. Interviewing at: Vermont, New York Medical College.
Law	William	Admitted to: Vermont, Uniformed Services University, F. Edward Hebert School of Medicine, Brown-Alpert, New York Medical College, Hofstra-Northwell, Tulane (multiple other interviews).
Moreau	Mallory	Admitted to: St. George's.
Shihadeh	Hanaa	Admitted to: Vermont.
Tinkham	Matthew	Admitted to: University of Maryland.
Tributino	Alec	Admitted to: University of New England College of Osteopathic Medicine.
Votolato	Griffin	Admitted to: University of Maryland Dental School. Did not interview with HPAC.
Mennillo	Haran	Brown-Alpert via EIP
Snow	Ethan	Brown-Alpert via EIP

Appendix A

Honors Teaching Faculty, 2015-2016

The following faculty members were selected to teach Honors Program courses during the 2015-2016 academic year:

College of Arts & Sciences: Christopher Barrett, Lecturer (Honors Program); Nancy Caronia, Lecturer

(Honors Program); Charles Collyer, Professor (Psychology); Mark Comerford, Associate Professor (Mathematics); Madeline Derbyshire, Associate Professor (Communication Studies); Rachel DiCioccio, Professor (Communication Studies); Jill Doerner, Associate Professor (Sociology & Anthropology); Caroline Druschke, Assistant Professor (Writing & Rhetoric); Victor Fay-Wolfe, Professor (Computer Science & Statistics); Cheryl Foster, Professor (Philosophy); Mary Healey Jamiel, Professor (Film Studies); I-Ling Hsu, Lecturer (Languages); Xiaoyan Hu, Lecturer (Languages), Scott Jensen, Lecturer (Honors Program); Galen Johnson, Professor (Philosophy); Heather Johnson, Lecturer (Ad Hoc, Writing and Rhetoric); Katrin Jomaa, Professor (Political Science); Leonard Kahn, Professor (Physics); Arthur Mead, Professor (Economics); Liam Malloy, Assistant Professor (Economics); Eske Mollgaard, Associate Professor (Philosophy); Kendall Moore, Associate Professor (Journalism); Sara Murphy, Lecturer (Honors Program); Shanna Pearson-Merkowitz, Associate Professor, (Political Science); Rosaria Pisa, Teaching Professor (Sociology & Anthropology) Nikolaos Poulakos, Lecturer (Ad Hoc, Communication Studies); Tracy Proulx, Lecturer (Ad Hoc, Communication Studies); Ian Reyes, Assistant Professor (Communication Studies); Rebecca Romanow, Lecturer (Ad Hoc, Film Studies); Andrea Rusnock, Associate Dean (Grad School); Judith Swift, Professor (Theatre & Communication Studies); Michael Tammaro, Lecturer (Physics); Sarah Toatley, Lecturer (Honors Program); Kathleen Torrens, Associate Professor (Communication Studies); Rachel Walshe, Lecturer (Honors Program); Rob Widell, Assistant Professor (History); Travis Williams, Associate Professor (English); Thomas Zorabedian, Professor (Film Media & Communication Studies).

College of Business Administration: Silvia Dorado-Banacloche, Associate Professor; Chet Hickox, Professor.

College of the Environment and Life Sciences: Bryan M. Dewsbury, Assistant Professor (CELS-BIO); Caroline G. Druschke, Associate Professor (CELS-NRS); Jessica Frazier, Assistant Professor Visiting (CELS---NRS); Marian Goldsmith, Professor (CELS---BIO); Steven Gregory, Lecturer (Ad Hoc, CELS-CMB); James Harwood, University Affiliate (CELS---BIO); Jason Kolbe, Assistant Professor (CELS---BIO), Roger LeBrun, Professor (CELS---PLS).

College of Human Science & Services: Jay Fogleman, Jr., Associate Professor (Education); Blaire Gagnon, Assistant Professor (Textiles, Fashion Merchandise & Design); Allison Harper, Lecturer, (Ad Hoc, Kinesiology); Kyle Kusz, Associate Professor (Kinesiology).

Center for Nonviolence & Peace Studies: Thupten Tendar, Visiting Buddhist Geshe Scholar.

College of Nursing: Carolyn Hames, Associate Professor (Nursing).

Graduate School of Oceanography: Arthur Spivack, Professor GSO

College of Pharmacy: Jeffrey Bratberg, Associate Professor Clinical; Brian Quilliam, Associate Dean

Charles T. Schmidt, Jr. Labor Research Center: Scott Molloy, Professor.

Appendix B

Honors Project Conference, 2015-2016

KELSEA ADAMS (Elementary Education, Biology)

Retention effects of an experiential pedagogical approach

Sponsor: Bryan Dewsbury (CELS)

ANNALY ALDANA (Health Studies, Spanish)

Mosquito-borne disease epidemiology: Occupation, sex, and age impact on Chikungunya disease risk in Teculután, Zacapa, Guatemala
Sponsor: Jannelle Couret (Biological Sciences)

CARLY AMURAO (Communicative Disorders)

A Case Study: Adult cochlear Implantation Decision Analysis
Sponsor: Bethany Milner (Communicative Disorders)

FAITH ANDERSON (Biological Sciences; Psychology)

Gone With the Wind: Soil Moisture Effects on Gaseous Nitrogen Removal from Wastewater
Sponsor: Jose Amador (Natural Resources Science)

SARA ATASH (Psychology)

Assessing the Potentiality of a Counselor-In-Residence Program at the University of Rhode Island
Sponsor: Mark Robbins (Psychology)

FELICIA BAKER (Music: Vocal Performance)

Lost in Translation: Comparing German and English
Sponsor: Norbert Hedderich (Foreign Language)

SAVANNA BEBE (Psychology)

Feminism on Campus: Why Students Do and Don't Identify As Feminists
Sponsor: Jody Lisberger (Gender and Women's Studies)

LAUREN BREENE (Plant Sciences)

Regionalizing Institutional Food at URI
Sponsor: Heather Faubert (Plant Sciences)

IVY BURNS (Biological Sciences)

Prevalence of Sexual Harassment and Assault Among STEM Graduate Students
Sponsor: Holly Dunsworth (Anthropology)

GABRIELA CARDONA (Communicative Disorders)

The Effect of Grief on Bonding with a Deaf Child
Sponsor: Bethany Milner (Communicative Disorders)

KRISTEN CIAMPI (Pharm.D.)

The Impact of Polybrominated diphenyl ether (BDE-47) Administration in Mice and its Implications in Non-alcoholic Fatty Liver Disease
Sponsor: Angela Slitt (Biomedical and Pharmaceutical Sciences)

ALEXA CLARK (Medical Lab Science)

Is CA-125 the Leading Biomarker in Determining Early-Onset Ovarian Cancer Diagnosis in 2016?
Sponsor: Jack Wands, MD (The Liver Research Center, Providence)

ALLISON COREY (Communicative Disorders)

Creating Therapy Materials to Improve Communication of Young Children

Sponsor: Elizabeth Connors (Communicative Disorders)

CIARA DAWSON (Marine Biology)

Morphological Diversity of Photophores in Stomiiform Fishes

Sponsor: Jacqueline Webb (Marine Biology)

MARISSA DEOLIVEIRA (Political Science)

The Curious Connections between Donald Trump and Tom Brady

Sponsor: Kyle Kusz (Kinesiology)

SAMANTHA DESTREMPS (Psychology, Human Development and Family Studies)

High-stakes standardized testing in schools

Sponsor: Cathy Semnoski (Education)

ALEXANDER DIEHL (Business Administration)

Play Time Theatre

Sponsor: Donna Gamache-Griffiths (Business)

RACHEL FREI (Environmental Science and Management)

Global Warming: A Quantitative Study About Greenhouse Gas

Flux in Surface Soils Facilitated by the Anecic Earthworm,

Lumbricus terrestris, Under Rising Global Temperature

Sponsor: Jose Amador (Natural Resources Science)

TAYLOR FURGALACK (Supply Chain Management)

Learning to Lead: Applying the Situational Leadership® Model

Sponsor: David Mitchell (Business)

TIFFANY GAGLIARDO (Nursing)

Effective Coping Mechanisms for Nurses Following Patient Death

Sponsor: Joan Dugas (Nursing)

CATHERINE GARCIA (Cell and Molecular Biology, Biological Sciences)

Community Art Education for Children: Aesthetic Theory and

Programmatic Practice

Sponsor: Cheryl Foster (Philosophy, Honors)

KARA GUEZZE (Film Media, Communication Studies)

Video Campaign on Behalf of the RISPCA

Sponsor: Mary Healey Jamiel (Film Media/Communication Studies)

GRACE HANSON (Marine Biology)

Examining the Effectiveness of Coral Restoration Nurseries

Sponsor: Graham Forrester (Natural Resource Science)

KAYLEIGH HILL (Nutrition and Dietetics)

Real Food: The Fight for Local Purchasing in Our Dining Halls

Sponsor: Rosaria Pisa (Sociology)

NIDA ISLAM (English)

Close Reading Workshop
Sponsor: *Skye Hawkins (Academic Enhancement Center)*

ANA JEROLAMON (Political Science, Economics, French)

The Effect of Past Institutional Structures on Current Economic Development Levels:
The Former French African Colonies
Sponsor: *Leslie Kealhofer-Kemp (Modern & Classical Languages & Literatures)*

ANDREA JOHNSON (Film Media, English)

The World of 'The Cat's Table': Literature through Production Design Analysis
Sponsor: *Rob Cohen, (Film Media)*

HANNAH KAPLAN (Animal and Veterinary Sciences)

Exploratory Research into the RNA Transcripts Present in Beluga Whale Blow Samples
Sponsor: *Becky Sartini (Fisheries, Animal and Veterinary Sciences)*

EMILEE KILBURN (English)

Metamorphosis through Modern Poetry
Sponsor: *Peter Covino (English)*

ERIN KILLEAVY (Cell and Molecular Biology)

The role of Cellulose Synthase-like D genes in tip growth of *Physcomitrella patens*
Sponsor: *Alison Roberts (Biological Sciences)*

YEON KIM (Pharmacy)

The Beauty of Outsider Art
Sponsor: *Ben Anderson (Art and Art History)*

JOSEPH KORZEB (Spanish, Political Science)

Examining the Holistic Make-up of After-School Programs in Rhode Island
Sponsor: *Dean Libutti (Office of the Provost)*

ELIZABETH KOWALIK (Pharmacy-PharmD)

SSRI Use in Pregnancy and Congenital Heart Defects:
A Meta-Analysis of Population-Based Cohort Studies
Sponsor: *Kristina Ward (Pharmacy Practice)*

NICHOLAS LEMIEUX (Finance)

Forget the Bank: The Future is Peer-to-Peer Lending
Sponsor: *Michael Ice (Finance)*

DANIELLA MARKOWSKI (Nursing)

The Complicated Process of Disenfranchised Grief While in College
Sponsor: *Sara E. Murphy (Thanatology, Honors)*

JASMINE MILLER (Biological Science)

Effects of Environmental Factors on the Abundance of Blacklegged Ticks
Sponsor: *Howard Ginsberg (USGS Patuxent Wildlife Research Center, Coastal Field Station)*

LIA MOCERI (Biological Sciences)

Bleeding Keaney Blue: An Analysis of Sports Fandom and URI Basketball

Sponsor: Lynne Derbyshire (Communications, Honors)

ALISON MORROW (Classical Studies, History)

Maritime Paraphernalia: Weights, Bells, and Rings

Sponsor: Bridget Buxton (History)

Alexa Munoz (Nursing)

Spring 2016 Advanced Practice Nursing Forum

Sponsor: Katherine Paquette (Nursing)

KARISHMA NAYAK (Animal and Veterinary Science)

Epigenetic regulation of gene expression during spermatogenesis

Sponsor: Becky L. Sartini (Animal and Veterinary Science)

HELEN NGUYEN (Biological Sciences, Psychology)

Relationships between Social Media Exposure and Levels of Body Dissatisfaction

Sponsor: Andrea Paiva (Psychology)

ERICA O'CONNELL (Psychology, Art)

Illustrations of Child Anxiety

Sponsor: Gary Richman (Art and Art History)

YARUSKA ORDINOLA (Psychology, Anthropology)

Social and Scientific Implications of Genetic Testing in the Digital Age

Marian Goldsmith (Biological Sciences)

ALYSSA PIETRASZEK (Geology & Geological Oceanography, French)

Environmental Impacts on the Success of Bermuda's Inhabitants

Sponsor: Rod Mather (History)

KEILANI-LYN RUDDERHAM (English, Biology)

Aesthetic Sport Pressures for Men of Suicidal Minds

Sponsor: Sara Murphy (Thanatology)

SARAH SANGEADO (Psychology)

Impact of Pornography Use in Adolescent Boys: Boys' Self-Reports on

Their Use of Pornography

Sponsor: Donna Hughes (Gender and Women's Studies)

KELLY SERNA (Health Studies)

Norm Misperception Among College Students at the University of Rhode Island

Sponsor: Lindsey Anderson (Psychology)

OSCAR SOONS (Economics, Applied Mathematics)

Inequality & Financialization

Sponsor: Richard McIntyre (Economics)

COLBY SOUSA (Kinesiology)

Exercise Is Medicine

Sponsor: Christie Ward Ritacco (Kinesiology)

LUKE STABLE (Finance)

Waiting on the Fed

Sponsor: Michael Ice (Finance)

SARAH SULTAN (Communication)

Intercultural Communication within a Multigenerational Afghan Family

Sponsor: Marc Hardge (Africana Studies)

RACHEL TETI (Elementary Education; Philosophy)

The Enlightenment of Children as Philosophers: Color Perception,
Critical Thinking and Individual Development

Sponsor: Cheryl Foster (Philosophy, Honors)

NIKKOLE TURGEON (Medical Laboratory Science)

Paying for Success - Will Pre-insured patients and their future insurers
benefit from pre-insured healthcare?

Sponsor: Annie De Groot, MD (Immunology and Immunoformatics)

ELIZABETH TUTU (Biological Sciences)

Becoming a Bridge

Sponsor: Lynne Derbyshire (Communication Studies, Honors)

GABRIELLE TYER (Kinesiology)

Implementation of *Exercise is Medicine* at URI and the Surrounding Community

Sponsor: Christie Ward-Ritacco (Kinesiology)

TAYLOR VETRANO (Nursing)

Cultural Competence in the Neonatal Intensive Care Unit

Sponsor: Katheleen Hawes (Nursing)

HANNAH VITELLO (Political Science, Spanish)

Predicting Depression in Older Adults: Community vs. Nursing Home

Sponsor: Skye Leedahl (Human Development and Family Studies)

AMELIA VOTTA (Film/Media)

Evolution of a Feminist Filmmaker

Sponsors: Nancy Caronia (Honors); Keith Brown (Film/Media)