UHP Program Report, 2019-2020

The University Honors Program’s (UHP) mission is as follows:

The University of Denver’s Honors Program fosters an intellectually engaged and vibrant community of students, staff, and faculty. It promotes a distinctive broad and liberal arts education that challenges students to cultivate depth in critical and creative thought, and facilitates students’ original contributions to intellectual life, their community, and their chosen field.

With Director Keith Miller and Associate Director Shawn Alfrey, the University Honors Program began in AY 2016 to review and update our vision and values to ensure that our mission aligns with the University of Denver’s strategic plan, Impact 2025, and furthers the elements outlined in the University Academic Program’s mission to promote academic excellence, engagement and student success through providing innovative and challenging curricula, interdisciplinary perspectives, and the tools to develop into successful individuals and engaged citizens.

 The University Honors Program is organized according to three pillars that complement those goals: 1) community development and engagement; 2) research and creative work; 3) and the interdisciplinary skills of critical thinking, communication, and reflection. We offer a unique curriculum and diverse co-curricular opportunities for our students throughout their undergraduate experience, with the goal of helping them develop their multiple identities of student, scholar, and citizen. Please find our website at [www.du.edu/honors](http://www.du.edu/honors).

To determine how well we are meeting our goals, we use qualitative and quantitative measures to evaluate success in each of these three areas. We collect data on student demographics and numbers in applications, admissions, achievements, completion of honors requirements and persistence in the program; as well as course offerings, fill rates, and evaluations; and amount and distribution of expenditures, including programming, research funding, and course support. Exit interviews and anonymous qualtrics surveys to gain student input were used in past years and will be modified for use beginning AY 18-19. The discussion below provides details in each of these areas, as do the Appendices at the end of the report.

 **The Honors Program supports a vibrant, engaged, and diverse community of students, faculty, and staff.**

The UHP has consistently offered diverse programming for our students intended to introduce them to DU and the larger Denver community, broaden their cultural and social perspectives, and allow them to socialize and engage with each other outside of the classroom.

In AY 19-20 the UHP offered 9 unique events (compared to AY 18-19’s 14), attended by a total of 471 students (compared to AY 18-19’s 471). Because of the pandemic, programming ended on March 13. Our student-run Honors Book Group and Voltaire Society maintained steady, and in some cases, increased, participation in online formats supported by a Canvas honors-wide “course.” Appendix A details our programming.

Many of our events were linked to coursework or other opportunities for community engagement. The HSEM for first year students, “Workshop: Denver” involved field trips, guest speakers, and events organized by our upper class honors TAs. The Winter HSEM taught by Keith Miller, “Returning from Abroad,” was again offered as a way to support reentry reflection by our students returning from Study Abroad.

Events also included Orientation for our first year students, in which continuing students participated as leaders; our annual picnic to bring the cohorts together; quarterly Pizza and Advising gatherings to provide students with support in planning their schedules each quarter. Our end of your reception for our graduates was a Zoom affair with a lovely video montage that included farewells and remembrances by graduating students.

The UHP provides leadership opportunities and ways students can develop peer networks.

The Honors Book Group is run by Honors students, who select the books to be read, organize meetings, and lead discussions. The student-run club, the Voltaire Society, similarly has student leadership and develops a schedule of events, from a quarterly broom ball team to an end of year hut trip into the mountains on Shrine Pass. Students are responsible for coordinating, communicating, and budgeting these events, which often result, too, in informal mentorship opportunities. Quarterly, Voltaire members meet for coffee before registration. During our spring lockdown, both groups continued via zoom.

Since 2016, the UHP has developed peer mentorship opportunities to connect students across cohorts. We continue to work to develop best practices for more formal mentorship opportunities. In 2016, student Honors Council members paired upper class with first year students, with mixed results. In AY 17-18, we launched a program of Honors Ambassadors, who attended Honors Council meetings and organized activities and mentorship opportunities between cohorts. AY 19-20 was launched with a 4-section HSEM for first years with upper class honors TAs as mentors and guides in the very experiential “Workshop: Denver.”

In order to develop a more robust mentorship program, Miller and Alfrey have researched best practices in student mentorship programs, largely through National Collegiate Honors Council sources, and developed our Fall 2018 course, Leading in Honors, linking upper class students with our first year honors seminars. This was enriched and expanded with the 2019 “Workshop: Denver” course, that also included faculty visitors to share their scholarship. Connected to varied readings and TA-led field trips, the mentorship opportunities were also expanded and enriched.

The UHP aids DUs efforts to attract and keep high potential students and students with diverse perspectives and backgrounds.

The University Honors Program works in close partnership with the Office of Admission and develops a variety of ways to reach out to prospective incoming students. Our recruitment for the Honors Program focuses on incoming first year as well as transfer and continuing students at DU. Through the Office of Admission, we inform high-achieving high school students about our program, and we send email invitations to apply to selected admitted students. We also participate in DU recruitment events, including the Boettcher Finalist Open House, the many Pioneer Day Mondays, and the two Journey to DU Saturdays that began in 2016. Finally, we meet in person with prospective students and their parents.

Our application has been available online since 2016, and we have seen a steady increase of applicants since that time, probably owing both to the ease of application and our recruitment efforts (336 compared to 17-18’s 245).

In addition to high-achieving first year students, we also actively seek incoming first- generation students and students of color who traditionally do not apply to Honors Programs. In AY 17-18, we were happy to participate in DU’s Pathway to Pioneer Visit program, where we met with students from typically under-represented groups. Our outreach to FSEM faculty and others on campus has also resulted in more current students applying to our program. Each quarter we admit 5-10 of these students, and this group often includes more diversity than in our traditional incoming students. Current or transfer students also find us, and we work to help them transition into the Honors community, a boon to those students who as transfers might miss the orientation support provided first years. In AY 2018-2019, 16 current and 1 transfer students joined the Honors Program. AY 2019-2020 saw 15 current students and 2 transfers join the program.

Every year we strive for a cohort of approximately 100 diverse, talented students. In AY 19-20, the first year of substantial test-optional applicants, we no longer tracked test scores. Our average GPA was 3.99. Twenty-three of the 125 students admitted to the program were from traditionally underrepresented groups. Appendix B describes applicant numbers and demographics.

The UHP supports persistence of our students, in the Honors Program but also within the University itself.

According to DU’s Institutional Research *Fall 2018 One- Two- and Three- Year Persistence Reports,* students who begin in the University Honors Program persist into their second, third, and fourth year at a higher rate than the DU average: Honors students’ first year persistence was 94.95%,, compared to DU’s overall 85.5%; the second year rate was 92.93% compared to 87.5%; and the third year rate was 91.09% compared to 87.1%. Our Fall 2019 persistence rate was 95.6% compared to 86% generally.

While students who begin in honors are more likely to persist into their third year, they also complete DU with other indications of success. In order to stay connected with our students, we communicate via our listservs, website, and newsletter, and each year reach out to every student to learn their plans and provide needed advising. Since 2016, the UHP has been focused on outreach to improve and support these students’ first year experience, including expanding our first year honors seminars and the Honors Retreat, and locating our pizza and advising events on the Honors floor in Halls, and working closely with our Honors RA to publicize our events and encourage participation.

The Honors sequence of courses is mostly composed of work in the liberal arts that meet the same common curriculum requirements that can be satisfied with AP/IB and concurrent enrollment credit. More than a quarter of our incoming students bring in AP/IB and concurrent enrollment credit, as the chart below shows.

Our students enter DU with large amounts of this credit and thus for many honors courses amount to requirements they have already satisfied. Also, because of the high cost of attendance, many students are anxious to graduate early. In order to provide these students flexibility in fulfilling their honors requirements and to facilitate their persistence in honors, we help students develop alternative ways to meet honors requirements, including Honors Contracts, Independent Studies, and exchanges between upper level Honors requirements.

Historically, between 35 and 50 % of our first year cohort will graduate with University Honors. In AY 19-20, we had 54 students graduate with University Honors (compared to 45 in AY 18-19). Among these, many also were inducted into Phi Beta Kappa or were awarded departmental awards. Our list of graduates and their achievements is included in Appendix C.

Of students who began but did not complete the program, inability to pursue distinction and a desire to graduate early were frequent reasons for leaving. As our opt-out chart shows, of the roughly 100 students we admit each year, very few leave the program during the first year, and, as discussed above, our persistence rates are consistently higher than DU’s average. (Note: comparisons are difficult because last year we began more stringent record-keeping and follow up concerning students self-reporting progress with their honors requirements.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Opted out after 1st year | Opted out after 2nd year | Opted out after 3rd year | Opted out quarter or two before graduation |
| Class of 2018 | 1 | 18 (5 left DU) | 26 (5 left DU; 3 graduated early) | 18 (2 graduated early) |
| Class of 2019 | 7 | 24 | 18 | 0 |
| Class of 2020 | 11 (2 left DU) | 25 (6 left DU; 3 graduated early) | 17 |  |

Even among those who do not continue in the Honors Program persist and excel at DU, as the table below shows. Although they did not meet the final requirements for graduation with University Honors, many were able to graduate with distinction or Latin Honors.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Total # who Opted Out of UHP senior year | Latin Honors Only | Distinction Only | Early | Late | Dual Degrees | Two or More Majors |
| 2016 | 40 | 18 | 3 | 11 | 7 | 9 | 16 |
| 2017 | 37 | 16 | 6 | 10 | 4 | 6 | 12 |
| 2018 | 32 | 17 | 9 | 11 | 2 | 3 | 14 |
| 2019 | 17 | 10 | 4 | 3 |  | 0 | 5 |

The Honors Program supports campus-wide programs and engagement.

In addition to directly supporting honors student engagement, the Honors Program continued in AY 19-20 to sponsor the Model UN team, though COVID brought their work to a halt, as well. The Honors Program also sponsored information sessions for Teach for America and fellowships like Princeton-in-Asia, and the El Pomar Foundation, and supported URC and CCESL initiatives.

**The Honors Program supports individual student research, inquiry, and creative work.**

The UHP requirements include courses in the broad liberal arts (the honors sequence) and in the depth component of their studies, distinction in the major, including a thesis or capstone project appropriate to their discipline.

 The UHP works with departments to help them develop distinction plans and helps students and departments identify advisors and ensure students’ ability to participate in their respective distinction tracks. The UHP also disseminates information concerning research opportunities via our newsletter and listserv, and makes theses available as examples of work in various disciplines. Upon graduation, our students have developed research and critical thinking skills and produced a body of work that will enhance their graduate school, fellowship or job application.

The UHP supports student scholarship through research and creative work.

The UHP awards Special Honors Funding that has allowed students to produce high quality theses and other research. We have increased budget dedicated to support thesis work, conference attendance and presentations. In AY 17-18, we awarded 12 grants totaling $9,483.40. In AY 19-20 we awarded just 4 grants, but supported 8 TA HSEM mentors. For information regarding funded projects, see Appendix D.

Every year we invite honors graduates and their families to a reception that also includes recognition of student thesis work, and we publicize these and other achievements on our website. This reception was creatively developed by work study Laura Messenger and Associate Director Alfrey to celebrate our graduates in a zoom format. The list of our graduates, their theses and their advisors is in Appendix E.

The UHP promotes student work through the National Collegiate Honors Council Portz Scholars Thesis Contest.

For the last few year we have started to track overall thesis quality as indicated by faculty advisors on our thesis verification form. While all students graduating with University Honors must have produced an “honors-quality” thesis, our data shows that many of our students produce work considered graduate quality and worthy of publication (see Appendix F). Advisors have the option of nominating their students for the National Collegiate Honors Council Portz Scholar thesis contest, and in the three years we have put forth a candidate, our candidate has been a national winner. Unfortunately, in AY 19-20, in addition to the COVID complications, the deadline was too early for DU students to participate.

**The Honors Program supports students’ growth in critical thinking, communication skills, reflection, and interdisciplinary knowledge by developing and supporting an innovative curriculum and pilot courses**

The UHP develops and delivers innovative and interdisciplinary coursework that provides unique honors experiences.

Faculty who propose honors courses indicate the aspects of the course that will constitute an honors experience, and we provide funding to support their course development and innovative experiences. We also encourage the development of Honors Seminars, which include faculty and topics in all disciplines. In AY 19-20, we offered 11 HSEMs reflecting issues from the activism of Che Guevara to ethical issues in neurology. See Appendix G for our list of courses.

We have also developed HSEM pilots and we continue our support of faculty course development, including funding participation in faculty institutes and participation in a DU Grand Challenges cohort. 2017-2018 was the last year offered the course, Engaging the Bard, that joins DU students with DPS students involved in the DPS Shakespeare Festival. A new ASEM, with Theatre and English faculty, will hopefully help bring our students in contact with public school kids studying the Bard in Denver For the third year, the Honors Program also offered the course, Returning from Abroad, that allowed honors students the much-needed opportunity to reflect on their experience studying abroad. The first year seminars on the city of Denver allowed first year students the chance to connect with their honors peers, DU faculty, and community leaders in small sections during their first quarter at DU.

Like our Honors Seminars, the common curriculum courses for honors students must be proposed by faculty and reviewed by Honors Council. Because they are smaller, honors-only, and innovative in nature, these courses are valued by our students. Each year we work to offer a varied menu including new and established courses However, we continue to struggle to provide a diverse offering of Honors sections in our Common Curriculum due to budget constraints of the colleges and departments.

The UHP supports faculty development and innovation.

Working with the Writing Program, the Honors Program helped our WRIT 1733 courses provide more creative and experiential approaches to research and writing, from multi-modal production to grant writing for the public good. While the UHP supports faculty in their course development and experiential and engaged coursework, AY 2019-2020 involved no course support. The 4 faculty members and 2 community members who participated in our “Workshop: Denver” HSEM received a total of $1,750 for their work with our courses.

Our ongoing involvement in NCHC, the national honors professional organization, helps us learn about national issues in honors as well as best practices and innovative pilots.

Honors courses support institutional goals in reflection, e-portfolios, and community engagement.

In courses taught by Miller and Alfrey, work has been done to support DU’s efforts to initiate robust reflection and the development of e-portfolios and we are involved in ongoing efforts to increase student engagement through courses that provide both academic and experiential work. In June 2018 Alfrey attended an NCHC institute in their trademarked pedagogy, *City as Text*, and began work to incorporate it in the honors curriculum, both in independent study and Honors Seminars. DU Grand Challenges. This work is intended to support student identity formation as student, scholar, and citizen.

**The long-term goals of the University Honors Program**

* To grow a vibrant community of scholars by
	+ Developing a year-long, first-year experience that more actively welcomes and engages new members to our community of scholars
	+ Creating a mentorship program, focused on the model of peer educators, that strengthens ties between honors cohorts
	+ Strengthen connections with a larger number of faculty across the DU campus
* To prepare students to be engaged citizens who are reflective and culturally competent by
	+ Expanding post study-abroad experiences to better connect and understand their abroad experiences with their entire undergraduate experience
	+ Implementing critical reflection practices throughout Honors course offerings and experiences

COVID caused us to interrupt pursuit of several goals, which we look forward to returning to in 2021-2022. These include expanding our first quarter, first-year experience “Workshop:Denver” (in fall 2020 we developed an alternative, online “Life of the Mind” series); collaboration with the Writing Program to expand the writing requirements across two quarters, potentially offering a WRIT 1722 course; expanding our “Returning from Abroad” course in collaboration with the Office of Internationalization.; and working with the Writing Program to develop a required reflective requirement for the University Honors Program.

Resources needs to support our goals include

* additional financial support to fund faculty to lead additional seminars (HSEMs).
* stipend support for faculty to participate in the City-as-Text course.
* appropriate financial support for our peer educators via fellowship, scholarship or other assistance. Like teaching assistants, these students will need training, most likely in a spring Honors Seminar.
* administrative support to expand our course offerings and community building activities.
* incentives to encourage faculty teaching SISC courses to teach in the University Honors Program. This ongoing difficulty most recently impacted students who joined the program in Fall 2018.
* Since most of our required coursework is part of the Common Curriculum, the development of intentional course sequencing and innovative courses is contingent on General Education Review efforts.

Appendix A: Honors Programming participants and expenditures

Honors Events and Student Attendees, 2019-20

9/2/2019 – Honors Orientation (100) - $879.00

9/26/2019 - Honors Picnic (70) – $1837.77

10/4 – 10/6/2019 - Honors Retreat (35) - $9357.59

10/7/2019 - Pizza and Advising (20) - $60.70

10/25/2019 – *Improvised Shakespeare* (20) - $977.80

1/10/2020 - *Monet* (30) - $600

2/3/2020 - Pizza and Advising () - $49.22

2/9/2020 – *Stories on Stage*  () - $525.54

2/27/2020 – *Star Wars: Return of the Jedi* (30) - $1099.69

|  |  |  |  |
| --- | --- | --- | --- |
| Year | # of Honors Events (excluding Voltaire and Book group) | # of Total Student Participants | Total Cost |
| 2019-20 |  |  |  |
| 2018-19 | 14 | 471 | $20,911.06 |

Appendix B: Admission Profile

Admission Profile

GPA, SAT, ACT scores

|  |  |  |  |
| --- | --- | --- | --- |
| Entry Year | Average GPA | Average SAT  | Average ACT  |
| 2018-19 | 3.99 | N/A | 32.4 |
| 2019-20 | 3.98 | N/A | 32.3 |
| 2020-21 | 3.99 | N/A | N/A |

Race/Ethnicity

|  |  |  |
| --- | --- | --- |
| Entry Year | # of White/Caucasian Students | # of Students from a Traditionally Underrepresented Background |
| 2018-19 (cohort of 100) | 77 | 17 |
| 2019-20 (cohort of 100) | 81 | 13  |
| 2020-21 (cohort of 125) | 102 | 23 |

Gender

|  |  |  |  |
| --- | --- | --- | --- |
| Entry Year | Male | Female | Other |
| 2018-19 | 24 | 70 | 0 |
| 2019-20 | 21 | 70 | 0 |
| 2020-21 | 44 | 81 | 0 |

Honors Student Academic Achievements 2019-2020

Graduates with Distinction in their major and University Honors

**Appendix E: Thesis Quality Assessments (via Thesis Verification Forms)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | Number of Theses | Advisor indicated that thesis meets all criteria and is of adequate quality for an Honors/thesis project | Advisor indicated that thesis meets all and exceeds some criteria for an Honors thesis/project | Advisor indicated that thesis is of unusually superior quality | Advisor did not indicate quality of Honors thesis/project  |
| 2019-20 | 55 | 8 | 24 | 23 | 3 |
| 2018-19 | 44 | 9 | 15 | 18 | 2 |

In AY 19-20, several of our honors students were nominated by their thesis advisor for entrance in the national NCHC Portz Scholar Thesis Contest in recognition of their outstanding work. These are: Jordan Arnell, Elizabeth Atwood, Adam Begeman, Gillian Breuer, Hannah Burbach, Katy Constandinides, Corina Coulter, Lisl Davies, Caralea Grant, Elizabeth Hamilton, William Holtzmann, Marianne Hughes, Alex Kofler, Robin Kuebler, Michelle Kyster, Megan McCaughey, Will Moody, Kate Petty, Melissa Shambach, Avery Stackle, Thanh (David) Viet Anh Vo, Matthew Walter, and Morgan Windmueller.

**Appendix F: Thesis topics and advisors AY 19-20**

Jincy Abraham

 Accountancy thesis: “Nonprofessional Investor Reaction to Loss Classifications on the Income Statement”

 Advisor: Keith Sellers

Josiah Aklilu

 Computer Science thesis: “What’s Poppin’ App (iOS Application Development)”

 Advisor: Mohammed Albow

Sophia Anner

Biological Sciences thesis: “Effects of advanced maternal age on sperm and reproductive

tissue mass in male offspring”

Advisor: Robin Tinghitella

Jordan Arnell

International Studies thesis: “Development in the United Arab Emirates: The Influence of Unification and Post-Colonial Circumstances”

 Advisor: Ahmed Abdrabou

Elizabeth Atwood

International Studies thesis: “Locating Autonomy Within Women’s Reproductive Health in Chiapas, Mexico”

 Advisor: Dr. Rebecca Galemba

Alex Becht

Computer Science thesis: “OneDU: Fostering Campus Community Connectedness via Mobile Applications”

 Advisor: Daniel Pittman

Adam Begeman

Chemistry thesis: “G-Quadruplexes Act as Sequence Dependent Chaperones via Protein Oligomerization”

Advisor: Scott Horowitz

Gillian Breuer

 Management thesis: “Intergenerational Non-Profit Management: Tools and Strategies”

 Advisor: Peter J. Bower

Hannah Burbach

Biological Sciences thesis: “A phylogenetic study on the activation mechanism of MC5 receptors by the Pituitary Hormone ACTH”

 Advisor: Robert M. Doves

Katy Constantinides

 International Studies thesis: “Queering Human Capital”

 Advisor: George DeMartino

Corina Coulter

Computer Science thesis: “Good Choices: Technological and Ethical Considerations to Increase Public Trust in Unmanned Aerial Systems”

 Advisor: Kerstin S. Haring

Anna Daley Laursen

Gender and Women’s Study thesis: “The Limitations and Potential of the United Nations Declaration on the Rights of the Indigenous Peoples: An Analysis through the Lenses of Indigeneity and Gender”

Cate Daniels

 Intentional Studies: “Creating a Sustainability Ethic in Artisinal Fisheries”

 Advisor: Tara Boyle

Lisl Davies

 Public Policy thesis: “Homeless Veterans in Colorado”

 Advisor: Lapo Salucci

Taruni Donti

Biological Sciences thesis: “p53R248W induces higher tumorigenesis rates in a BRAFV600E melanoma mouse model”

 Advisor: Joseph Angleson

Emily Elsey

 Business Information & Analytics thesis: “Emily Elsey Honors Portfolio”

 Advisor: Amy L. Phillips

Josie Evans

Biological Sciences thesis: “Female Preference for Male Courtship Song Components in a Hawaiian Population of a Cricket with a Novel ‘Purring’ Song”

 Advisor: Robin Tinghitella

Carter Fite

 Marketing thesis: “Distinction Portfolio”

 Advisor: Joshua Ross

Tasha Feichtinger

 Art History thesis: “Giovan Pietro Bellori and the Legacy of Le Vite”

 Advisor: Scott B. Montgomery

Megan Fitzpatrick

Burns School of Real Estate and Construction Management thesis: “Daniels Distinction Portfolio”

 Advisor: Eric A. Holt

Meghan Garrant

 Language & Literature thesis: “Violent Fascination: Serial Killers in the Weimar Republic”

 Advisor: Wilfried Wilms

Ellen Gee

 Computer Science thesis: “Pointed: an Ionic React Personal Planning Mobile App”

 Advisor: Daniel Pittman

Taylor Goelz

Business Information & Analytics thesis: “Utilizing the DMAIC Process to Demonstrate Common Problems with Data Management & Enterprise Systems: A Case Study Over Three Industries”

 Advisor: Jack Buffington

Caralea Grant

Marketing thesis: “Women in Advertising: A feminist lens on womanhood in Coca Cola’s marketing between 1930-1960”

 Advisor: Gia Nardini

Elizabeth Hamilton

Religious Studies thesis: “Shakti: Conceptualizing The Divine Feminine and the Material Woman”

 Advisor: Benjamin Nourse

Carlie Harrison

Languages & Literatures thesis: “Climate Change Mitigation in the Ecuadorian Andes: Soil Protection and Indigenous Conversation Epistemologies”

 Advisor: Alison Krogel

Grace Harrison

 Marketing thesis: “Daniels Distinction Portfolio-Marketing”

 Advisor: Gia Nardini

Abigail Hodell

 Business Information & Analytics thesis: “Distinction Portfolio”

 Advisor: Amy Phillips

William Holtzmann

Physics & Astronomy thesis: “Characterizing and Understanding the Nucleation of Optical Vortices”

 Advisor: Mark Siemens

Marianne Hughes

International Studies thesis: “How Power Dresses: The Gendered Aesthetics of Uniform; A Comparative Case Study of Contemporary Female Heads of State and/or Government in Australia, Indonesia, and the Philippines”

 Advisor: Marie Berry

Brenden Humphreys

Religious Studies thesis: “The Implications of Leadership in Deuteronomy in Terms of Regressive Religious Tendency”

 Advisor: Benjamin Nourse

Erin Jones

Business Information & Analytics thesis: “Business Analytics Daniels Portfolio Distinction”

 Advisor: Paige Baltzan

Alex Kofler

Computer Science thesis: “Betting on Blockchain: Implementation of a Sports-Based Betting System on the Ethereum Blockchain”

 Advisor: Nathan S. Evans

Robin Kuebler

 Finance thesis: “Valuing Blockchain Systems”

 Advisor: David B. Cox

Michelle Kyster

Chemistry & Biochemistry thesis: “Photoassisted [4+2] Cycloaddition Following by Modification”

 Advisor: Andrei Kutateladze

Sam Lindsey

 Computer Science thesis: “AuriScrib”

 Advisor: Daniel Pittman

Ethan Locke

 Business Information & Analytics thesis: “Portfolio”

 Advisor: Tom Hall

Mary Manship

Languages & Literatures thesis: “Lo tradicional y lo moderno: Las preferencias del tratamiento médico en el mundo andino”

 Advisor: Alison Krogel

Megan McCaughey

Biological Sciences thesis: “Examining the Roles of the Conserved MRNA Deadenylase Complex on Drosophila Neuronal Structures”

 Advisor: Scott Barbee

Becca McCubbin

Physics & Astronomy thesis: “Photoluminescence and Photocurrent in Perovskite Solar Cells”

 Advisor: Mark Siemens

Claire Milligan

Accountancy thesis: “Maneet Perception on GSCM Announcements of Publicly Traded Companies”

 Advisor: Keith Sellers

Will Moody

Biological Sciences thesis: Role of Fxs-causing mutations in FMRPE 12H RNA binding domains in the regulation of its function in vivo”

 Advisor: Scott Barbee

Taylor Munchrath

 Accountancy thesis: “Distinction Portfolio”

 Advisor: Kathleen Davisson

Georgia Olsen

 Biological Sciences thesis: “EHBP1 and EHD2 regulation of aniogenesis in Danio rerio”

 Advisor: Erich Kushner

Anna Panella

 Music thesis: “Senior Recital”

 Advisor: Paul Naslund

Kate Petty

Biological Sciences thesis: “Plant Functional Traits and Cattle Forage in Tamarix Invaded Regions”

 Advisor: Anna Sher

Maya Piñón

Languages and Literatures thesis: “La minoridad intermediaria exitosa: el caso de los nikkei en Perú”

 Advisor: Alison Krogel

Melissa Shambach

 International Studies thesis: “Entrepreneurship and Youth Unemployment in Jordan”

 Advisor: Katherine Tennis

Avery Stackle

 Psychology thesis: “Analysis of Forensic Interview Techniques”

 Advisor: Anne DePrince

Nicolas Tarasewicz

 Geography and the Environment thesis: “Neighborhood-Level Impacts of Street Trees”

 Advisors: Erika Trigoso, Kristopher Kuzera

Jack Trembath

 Theatre thesis

 Advisor: Steven McDonald

Thanh (David) Viet Anh Vo

Psychology thesis: “How deception and feedback about one’s believability affect emotion and recall”

 Advisor: Leanne ten Brinke

Matthew Walter

 Public Policy thesis: Growing the Colorado Wine Industry: Compliance Reduction

 Advisor: Lapo Salucci

Morgan Windmueller

Psychology thesis: “Nonverbal shame expressions predicts believability of sexual assault survivors”

 Advisor: Leanne ten Brinke

Lauren Zurcher

 Languages, Literatures, & Cultures thesis: “La Joie Devivre”

 Advisor: Frederique Chevillot

**Appendix G: Honors Courses Offered AY 19-20**

AISC Courses:

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Course | Professor | # of Seats Available | # of Students Enrolled |
| Literary Inquiry: The Pastoral | Ramke | 20 | 9 |
| Images of Culture | Moor | 20 | 16 |
| Globalization and Cultural Texts | Gould | 20 | 16 |
| Philosophical Approaches to Perception and Reality | Reshotko | 20 | 20 |
| From Page to Stage | Penner | 16 | 17 |

SISC Courses:

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Course | Professor | # of Seats Available | # of Students Enrolled |
| Introduction to Micro and Macroeconomics | Urquhart | 25 | 25 |
| Journalism, Film, and Media Studies | Liberman | 25 | 25 |
| Principles of Sustainability | Trigoso | 25 | 14 |
| Hard Choices in Public Policy | Salucci | 25 | 22 |

ASEM Courses:

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Course | Professor | # of Seats Available | # of Students Enrolled |
| Myths of Medieval Encounter | Melleno | 17 | 18 |
| Murder in America | Pasko | 17 | 14 |
| American Road Trip | Alfrey | 17 | 17 |
|  |  |  |  |

SINP:

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Course | Professor | # of Seats Available | # of Students Enrolled |
| Global Environmental Change I-III | Trigoso, Sullivan, Daniels | 40 | 44, 42, 32 |
| Individualized Option/ embedded , :Sustaining Life” |  | 5 | 2 |

HSEM:

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Course | Professor | # of Seats Available | # of Students Enrolled |
| Reflection and Contemplation | Taczak | 15 | 13 |
| Workshop: Denver (4 sections) | Alfrey, Miller | 15 | 15, 16, 16, 18 |
| Migration and Diaspora Narratives | Nwosu | 15 | 10 |
| Che Guevara | Taylor | 15 | 7 |
| Returning from Abroad | Miller | 15 | 15 |
| Mind of a Leader | Loeb | 15 | 8 |
| Cervantes and the Canon | Leahy | 15 | 7 |
| Ethical Dilemmas in Neurology | Linseman | 15 | 13 |
| Reproductive Geographies | Hazen | 15 | 16 |
| Interpretation | Gould | 15 | 17 |

3 Honors Contracts were also approved to meet individual’s AISC, SISC, and ASEM requirement. (Atwood, Bocock, Fawcett, Hughes, Olsen,Pierson)