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2014

Student Handbook: Van D. and Barbara B. Fishback Honors College

Timothy J. Nichols
South Dakota State University

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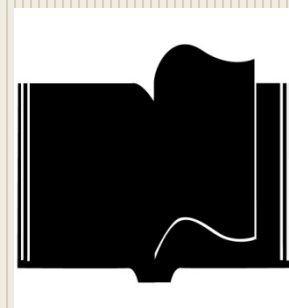
Nichols, Timothy J., "Student Handbook: Van D. and Barbara B. Fishback Honors College" (2014). *Reports and Publications*. Paper 1.
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STUDENT HANDBOOK

**Van D. and Barbara B. Fishback Honors College
South Dakota State University**

FALL 2014



STUDENT HANDBOOK
VAN D. AND BARBARA B. FISHBACK HONORS COLLEGE
SOUTH DAKOTA STATE UNIVERSITY

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SECTION I

WELCOME

Fall, 2014

Welcome to the Van D. and Barbara B. Fishback Honors College at South Dakota State University! Congratulations on the effort, abilities and qualities of character that have led to your enrollment in Honors at State.

As Dean it is my great privilege to welcome you, with a good heart, to our Honors College family.

This handbook was conceived by our students and for our students. It is designed to answer questions, remove ambiguities, address concerns, and be a resource for all things Honors. In it, you'll find practical 'nuts and bolts' information about everything from program requirements to priority registration standards, and independent study guidelines. I'm especially pleased that the handbook also includes the voices of our students and faculty, who, on these pages, share their experiences and insights, lessons learned and advice; that is, they share *woyaksape* – words of wisdom and encouragement – with and for you.

I am confident with the resources assembled herein and with the support, guidance and friendship of your fellow students and our amazing Honors College faculty, that you will be able to build a meaningful experience for yourself in the Honors College. Precisely what that experience will be is up to you. And while you will figure this out *for* yourself, you won't do it *by* yourself...you'll answer your important questions while in relationship, as part of our Honors College community.

My hope is that your Honors College journey will be meaning-filled and transformative in nature, and that Honors will add breadth, depth and an exciting, fun, positive dimension to your SDSU experience. We aspire to be an engine of opportunity that will elevate, enrich, and enliven your time at our university.

We are particularly eager to learn your suggestions for future editions about how we can further support your Honors College experience. With the opening of Honors Hall and the official naming of the College, this is certainly an exciting time in the history of our college and university. We look forward to your contributions to these pages, and our history, in the semesters to come. And of course, if you don't find what you're looking for here, need additional information, have particular questions, problems, ideas, or just want to chat, please stop in and say howdy. We'd love to see you!

Once again, our warmest welcome. On behalf of all of us in Honors, I am,

Sincerely yours,

Timothy J. Nichols
Dean

SECTION II

**HONORS COLLEGE:
THE BASICS**

Honors *Woyaksape*

Words of wisdom and encouragement on the basics

Being involved in the Honors College has enriched my experience beyond compare. Don't let the numbers or the bulky requirements scare you. During the day to day and semester-to-semester grind, as you diligently check things off your list, you will be surprised at how quickly you are able to accomplish the academic aspects. As a freshman, the part of college I was most apprehensive about was being a member of Honors College. But now, as a senior, I am able to look back with confidence that the Honors College has provided me with the most enriching and fulfilling experiences of my collegiate years. From making friends at Awkward Parties to meaningful discussions during the First Lady's Literary Circle, and pushing myself to academic excellence in the Honors classroom, all the while developing leadership skills through LEADSTATE and the Honors Teaching Assistantship, there is most certainly something for everyone! Take your first step and become a member. You'll be glad you did.
--Mollie Sloot, Pharmacy, class of 2014

Henry David Thoreau once lamented that "Men have become tools of their tools," and I often worry that today's economic pressures have made students "tools" of their trades even before they've started their careers. My advice to you Honors students is to see your years at SDSU less as career-enhancers, more as life-enhancers. Take advantage of the many interesting courses offered outside your disciplines. Participate in campus activities that contribute to critical thinking, cultural awareness, or aesthetic appreciation. Travel to another country or participate in service-learning activities that take you outside of your comfort zones. By doing so, you'll discover that you've not only acquired the well-rounded education prized by future employers, but you've gained the more enduring abilities of comprehending the complex world around you and understanding your relationship to it.
--Paul Baggett, Assistant Professor of English

Honors...it's like wisdom, but with a funny hat.
--Elizabeth Bosworth, Biology and Chemistry, class of 2013

This is the beginning of anything you want. Be yourself, work hard, and never give up.
--Shanell Peterson, Advertising, class of 2017

HONORS COLLEGE: THE BASICS

COLLEGE OBJECTIVES

- **Mission**
 - The mission of SDSU's Honors College is to provide talented, motivated students with a personalized, engaging, distinctive academic and enrichment educational experience that positions them for success as lifelong learners and leaders.

- **Vision**
 - Through the quality and diversity of its students, faculty, curricula and programs, the Honors College is a positive, dynamic, innovative, 'value added' presence in the South Dakota State University community. We attract, retain, and provide extraordinary educational experiences for the best and brightest students of the region.

- **Guiding values**
 - *Academic quality:* The Honors College represents the university's highest academic ideals. Honors students practice higher order thinking skills in rigorous academic environments, guided by passionate, committed teachers and scholars, and characterized by excellence in pedagogy and mentoring.

 - *Collaboration, integration and coordination:* The Honors College engages in strong, trusting relationships with partners on and off campus, including academic colleges and departments, the Office of Academic Affairs, Student Affairs units (e.g., Admissions, Residential Life, Registration and Records, Scholarship Services), and off-campus units such as employers and agencies.

 - *Diverse perspectives and multidisciplinary approaches:* The Honors College values, embraces and supports diversity in all its forms. By encompassing diverse people, cultures, disciplines, ideas and experiences, the Honors student's education is enhanced. With a classic interpretation of the role of the university and a campus-wide presence, Honors College values and encourages diverse, collaborative academic pursuits, including arts and humanities, social sciences, mathematics, science and engineering, and professional fields such as agriculture, nursing and pharmacy.

 - *Engagement, service and leadership development:* The Honors College fosters and supports well-rounded educational approaches that develop whole persons and empowered citizens. Opportunities for student involvement on campus and in the community, in addition to targeted leadership development and service learning experiences, are encouraged.

- *Community*: Honors College develops and maintains respectful, caring, trusting collegial relationships between faculty and staff members, students, administrators and community partners. These relationships are characterized by transparency, integrity, openness, dialogue, growth, accountability, kindness and mutual support.
- *Innovation and experimentation*: Honors College provides leadership and support for wise risk-taking and creative, progressive, responsive approaches to teaching, learning, student development, and scholarly pursuits. We assess what we learn and leverage these lessons in a spirit of constant program improvement.
- *Global perspectives*: Honors students and faculty demonstrate global awareness and cross-cultural competence. These perspectives are infused throughout the Honors curriculum and fostered through development and participation in international travel/study/work/service programs.
- *Broader view*: Honors College benefits from looking outside the organization. Through involvement in regional, national and international organizations and by promoting participation in nationally and internationally recognized fellowship, internship and scholarship programs, rich new perspectives are developed that enhance the scholarly life and academic experience of our faculty and students.
- *Research, scholarship and creative activities*: Through successful completion of Honors coursework and independent study projects, Honors students are exposed to the scholarly life, taste the excitement of discovery, and are well prepared for advanced study. Faculty who guide and support these experiences are recognized and rewarded. Honors faculty are leaders in research and the scholarship of teaching and learning. Their experiences are shared on campus, regionally, nationally and internationally.
- *Ethics and integrity* are prized in the Honors College. Students and faculty strive to give honor and to be honorable human beings.

STRATEGIC INTENT

The strategic intent of the Van D. and Barbara B. Fishback Honors College is to be a nationally-recognized, locally relevant, accessible Honors College that is recognized for excellence on campus, in the region and across the nation as providers of a world-class undergraduate academic and co-curricular experience.

HONORS COLLEGE UNITS/PROGRAMS

The Van D. and Barbara B. Fishback Honors College is a single administrative unit, which collaborates with other college Deans, department heads, and Student Affairs offices across campus to serve its students and fulfill its mission. The College is guided through the collaborative

leadership of the Dean and shared governance structures including the Honors College committee, Honors faculty, Dean's Student Advisory Council, and Dean's Development Advisory Council.

HONORS COLLEGE FACILITIES

The Honors College is headquartered in Honors Hall which houses 190 students. Facilities include Dean's Office/Administrative suite, conference room, and student library. The Hall is also home to the Honors College classroom, a basement community-building space, outdoor courtyard, and kitchens, group study rooms and lounges on each wing of the hall. Honors Hall is the hub of academic and enrichment programming for Honors College students and faculty.

PROGRAM ADMISSION

Students who earn a 27 or higher ACT score and/or are in the top ten percent of their high school graduating class are eligible to take Honors College courses. Students not meeting these requirements but who wish to take Honors College courses should contact the Honors College. Continuing students need a 3.0 cumulative grade point average to enroll in Honors College courses.

When a student decides that they intend to pursue graduation with Honors College distinction, they submit an *Honors College Continuing Enrollment Form* and sign the *Honors College Student Ethic*. At this point, students are officially enrolled as Honors College students, Dean Nichols is added as a second academic advisor to their program, and their progress is audited each semester to ensure progress toward requirements for graduation with Honors College distinction, and eligibility for priority registration.

PROGRAM REQUIREMENTS

The requirements for graduation with Honors College distinction are listed below. These requirements are more fully discussed later in this handbook.

Honors General Education: 12-15 credits

Honors Colloquium (Honors 303): 3-6 credits

Honors Contracted coursework (300-400 level, in students major/minor field of study): 3-6 credits

Honors Independent Study (Honors 491): 3 credits

Total: 24-27 credits in Honors

3.5 cumulative grade point average

PROGRAM AFFILIATION

The Van D. and Barbara B. Fishback Honors College is a member of the Upper Midwest Honors Council and the National Collegiate Honors Council.

STUDENT LEARNING OUTCOMES

Graduates from the Van D. and Barbara B. Fishback Honors College demonstrate academic excellence, well-rounded, multi-disciplinary, global perspectives, critical thinking, creativity and problem solving skills, and oral and written communication abilities. Moreover, they are exemplars of the qualities of character elucidated in the *Honors College Student Ethic*.

COURSE DELIVERY INFORMATION

Honors courses are characterized by high levels of student engagement, faculty/student interaction, communications, critical thinking and multi-disciplinary perspectives. Most courses are taught face-to-face on the Brookings campus in lecture/discussion/seminar formats. Many Honors College courses also include hands-on laboratory, service, travel and experiential components. A few Honors College courses are delivered each year through on-line and hybrid delivery formats.

SECTION III

**HONORS COLLEGE:
A BRIEF HISTORY**

HONORS COLLEGE AT SOUTH DAKOTA STATE UNIVERSITY: A BRIEF HISTORY

South Dakota State University offered Honors courses as early as the 1950s. By the 1970s an Honors Program featuring a few prescribed general education courses, a colloquium and an Honors thesis evolved. A small core of dedicated faculty members mentored a handful of students in the program each year. In the mid-1990s, then-Vice President for Academic Affairs Carol J. Peterson appointed Harriet Swedlund ¼ time program director, and worked to bring enhanced structure and visibility to the program.

In the late 1990s President Peggy Gordon Miller and Vice President Peterson worked on campus through the Academic Senate and the South Dakota Board of Regents to elevate the Honors Program to Honors College status, recruiting Distinguished Professor of Political Science Robert Burns to serve as its founding Dean. The Honors College was formally inaugurated in 1999 with a weeklong celebration culminating in the first Griffith Honors Forum Lecture featuring historian David Halberstam. Soon to follow was the formation of the Honors College Committee, the Honors College Student Organization, and the Honors College Living Learning Community, housed first in Pierson Hall, and later in Mathews Hall.

After the retirement of Dean Burns, Tim Nichols assumed the Deanship in fall, 2008. In that time, the College moved its headquarters to Briggs Library, and had its first designated Honors College classroom. In spring, 2010, SDSU's Honors College hosted the Upper Midwest Regional Honors Council meeting with the theme of *Mitakuyae Oyasin*. Faculty and students became active in publishing in Honors journals and as regular presenters at regional and national Honors College meetings. Annual college events include the Hike and Read Retreat, First Lady's Literary Circle, Griffith Honors Forum Lecture, Honors College Convocation, Honors College Talent Show and Senior Showcase, and Medallion Ceremony. In addition, Honors College has become active in providing campus-wide leadership for the common reading program, LEADSTATE, undergraduate research, and other student success initiatives.

An Honors Dean's Development Advisory Council was formed in 2009 with President Emeritus Peggy Miller and Bob Miller serving as co-chairs. Fundraising efforts in collaboration with the SDSU Foundation have provided important support for enhanced student opportunities and program development. In 2012, a Dean's Student Advisory Council was formed, providing important student guidance and feedback to the College's overall direction.

After a successful matching challenge, in 2012, Van D. and Barbara B. Fishback of Brookings made a \$3 million endowment gift to support innovation, opportunities, and programmatic excellence for Honors College faculty and students. Honors Hall was opened in fall, 2013, taking academics, student/faculty engagement and synergies in living and learning to new levels of excellence at South Dakota State University. That same fall, in recognition of the Fishback's generosity, the college was formally named The Van D. and Barbara B. Fishback Honors College.

SECTION IV

**HONORS COLLEGE:
WHO WE ARE**

Honors *Woyaksape*

Words of wisdom and encouragement on who we are...

The Honors College is full of intelligent and interesting people; never miss a chance to network with and meet your fellow Honors students.

--Logan DeBoer, Civil and Environmental Engineering, class of 2013.

The motto of my home state, North Carolina, is: Esse quam videri (To be rather than to seem). Dreaming big is one thing, making those dreams come true is yet another. Seize every opportunity to explore the world and your role in it.

--David Cartrette, Professor of Chemistry and Biochemistry
Arts and Sciences Honors College Committee representative

Watching Dr. Granholm and the enthusiasm he brings to all that he does has taught me a sense of wonder and curiosity about everything I dig into.

--Greg Tanner, Mathematics and Mechanical Engineering, class of 2013

Take advantage of the opportunity to learn from other students. You'll see many of the same faces in your Honors classes, so make those connections.

--Jason Zimmerman, Professor of Economics

Words of advice:

1) *Follow your dreams, but also try to laugh when you say "C'est la vie!"*

2) *Love and embrace yourself.*

--Kuo-Liang "Matt" Chang, Assistant Professor Economics, Honors College Teacher of the Year, 2013

I am now more comfortable around people who are different. I am no longer afraid to try something new, and I am not afraid to encourage others to do the same. I also feel a bit of pressure, but in a good way. I am in the same program as all of these tremendous individuals, and being around them makes me want to work to be a better person. Being around good people can make you a better person.

--Ben Stout, Park and Recreation Management, class of 2013

HONORS COLLEGE: WHO WE ARE

The Honors College is a diverse, dynamic community of scholars – students and faculty – who love to learn. Our ranks include great minds and big hearts; athletes, musicians, artists and scientists, farmers and pharmacists, who span the breadth of academic programs at SDSU. We hail from large metropolitan areas around the world, and tiny ranching communities in South Dakota. We come together in a welcoming spirit to challenge and support each other’s academic, personal and professional aspirations. And while achievement is prized, the journey is also foundational to who we are – building wisdom as we share work, learning, experience, growth, laughter and meaning-making along the way. Welcome to our Honors College family.

By the Numbers:

- Number of students enrolled in Honors College courses, fall 2013: 769
- Number of continuing enrollment forms on file, fall 2013: 495
- Number of different majors being pursued by Honors College students, fall 2013: 63
- Top three most common majors of Honors College students, fall 2013:
 - Biology Pre-Professional, Pharmacy, Mathematics

HONORS COLLEGE STAFF

Hanna Larsen, Graduate Student

Honors Hall
688-5268

Hanna.larsen@jacks.sdstate.edu

Hanna graduated from SDSU in 2013 with her degree in psychology and is currently pursuing her Master's in Communication Studies. She grew up in Groton, SD, but her family relocated to Brookings. She has one younger sister, Kyla, who is also an Honors student at SDSU. She has worked on campus as an Admissions Ambassador, Orientation Leader, and Community Assistant, and has also spent several summers working at a church camp in the Black Hills. She has also been very involved with HCSO, the Common Read, and LeadState. She likes to travel and read, and loves coffee! She had an awesome experience in Honors as an undergraduate student and is enjoying her experience now as a graduate student. Hanna's motto is "embrace the awkward!"

Keith Mahlum, SDSU Foundation

The Lohr Building
697-7475

Keith.mahlum@sdsufoundation.org

Keith Mahlum is the Vice President for Development for the SDSU Foundation. He previously served as the Associate Athletic Director and Development Director for the SDSU Athletic Department. He earned his Bachelor of Science degree in health, physical education and recreation/sports management from the University of Wisconsin-LaCrosse in 1991. He earned his Master's in health, physical education and recreation/athletic administration from SDSU in 1993. Keith coordinates fundraising efforts for the college.

Sandy Newman, Secretary

Honors Hall
688-5268

Sandra.newman@sdstate.edu

Sandy has been employed at South Dakota State University for 16 years. She was initially hired as the secretary for the Office for Diversity and Equal Opportunity where her responsibilities included coordinating the annual Festival of Cultures. She then took the position of secretary for the Honors College, where she has worked for the past 6 years. Her duties include, but aren't limited to, event planning, student audits, sending important emails on behalf of the Honors College (keep an eye on your Jacks email account!), and scheduling meetings and appointments for/with Dr. Nichols. Sandy enjoys gardening, fishing, needlework and watching football....she's an avid Minnesota Vikings fan. She also roots for her favorite college team, the SDSU Jackrabbits! Stop in and say hello and admire her ever-growing duck collection!

Timothy J. Nichols, Dean
Honors Hall
688-5042; cell 690-5042; home 693-4513
Timothy.nichols@sdstate.edu

Tim has been Dean of the Honors College at SDSU since 2008. Prior to that, he worked with students in SDSU's College of Agriculture and Biological Sciences for 15 years. He grew up in the orchard country of Washington State and claims to be a fast cherry picker. He earned his degrees in Agriculture (BS) and Adult Education (M.A.C.Ed.) from Washington State University, and a Ph.D. in Sociology from SDSU. Dean Nichols is chief administrator for the Honors College; he provides overall leadership for the unit and regularly teaches Orientation, Freshman Seminar, Colloquium and Senior Seminar courses. Tim is married to Laurie Nichols, SDSU's Provost and Academic Vice President. They have two daughters, Jordan (an Honors College junior at State), and Hannah, who will be a freshman at New Mexico State University.

HONORS COLLEGE FACULTY COMMITTEE

The Honors College committee serves to advise the Dean and provide overall direction and policy input for the college and its programs. In addition, they serve as a resource person for Honors College students in their academic colleges, and work with the Dean to advocate on their behalf, and to enhance the Honors College experience for faculty and students therein.

Name	College	Unit	Contact information
David Cartrette	Arts and Sciences	Chemistry and Biochemistry	Avera Health & Sciences 353 688-6480 David.cartrette@sdstate.edu
Leda Cempellin	Arts and Sciences	Visual Arts	Grove Hall 101 688-4658 Leda.cempellin@sdstate.edu
Linda Herrick	Nursing	Undergraduate Nursing	Wagner Hall 327 688-4097 Linda.herrick@sdstate.edu
Larry Janssen	Agriculture and Biological Sciences	Economics	Scobey Hall 103 688-4871 Larry.janssen@sdstate.edu
Jody Owen	University College	First Year Advising Center	Wintrade Center 112 688-4155 Jody.owen@sdstate.edu
Kathryn Penrod	Education and Human Sciences	Teaching Learning and Leadership	Wenona Hall 201 688-5268 Kathryn.penrod@sdstate.edu
Omathanu Perumal	Pharmacy	Pharmaceutical Sciences	Avera Health & Sciences 257 688-4745 Omathanu.perumal@sdstate.edu

HONORS HALL FACULTY/STAFF SPONSORS

These faculty and staff members bring the academic dimension of the Honors Hall living and learning community to life. They contribute to programming and support the Honors College student experience in the Hall.

Paul Baggett, English Paul.baggett@sdstate.edu

Kristen Carlisle, First Year Advising Center Kristen.carlisle@sdstate.edu

Matt Chang, Economics Kuo-liang.chang@sdstate.edu

Donna Flint, Mathematics Donna.flint@sdstate.edu

Dan Hansen, Pharmacy Dan.hansen@sdstate.edu

Greg Heiberger, Biology/Microbiology Greg.heiberger@sdstate.edu

Dan Kemp, Mathematics Dan.kemp@sdstate.edu

Barb Kleinjan, Communication Studies and Theater Barb.kleinjan@sdstate.edu

HONORS COLLEGE DEPARTMENTAL REPRESENTATIVES

Departmental Honors representatives serve as advocates and resource persons for Honors College students in their respective departments. They include:

Thomas Agostini – History, Political Science, Philosophy and Religion Thomas.agostini@sdstate.edu
Sanjeev Anand – Dairy Science Sanjeev.anand@sdstate.edu
Mary Arnold – Journalism and Mass Communication Mary.arnold@sdstate.edu
Paul Baggett – English Paul.baggett@sdstate.edu
Kurt Bassett – Mechanical Engineering Kurt.bassett@sdstate.edu
Volker Brozel – Biology and Microbiology (back-up contact) Volker.brozel@sdstate.edu
David Cartrette – Chemistry and Biochemistry David.cartrette@sdstate.edu
Leda Cempellin – Visual Arts Leda.cempellin@sdstate.edu
Chris Chase – Veterinary and Biomedical Sciences Christopher.chase@sdstate.edu
Erin Cortus – Agricultural and Biosystems Engineering Erin.cortus@sdstate.edu
Molly Enz – Modern Languages Molly.Enz@sdstate.edu
Donna Flint – Mathematics Donna.flint@sdstate.edu
Robert Fourney – Electrical Engineering Robert.fourney@sdstate.edu
Christi Garst-Santos – Modern Languages Christine.garst-santos@sdstate.edu
Teresa Hall – Construction and Operations Management Teresa.hall@sdstate.edu
Dan Hansen – Pharmacy Practice/Pharmaceutical Sciences Dan.hansen@sdstate.edu
Greg Heiberger – Biology and Microbiology (primary contact) Greg.heiberger@sdstate.edu
Linda Herrick – College of Nursing Linda.herrick@sdstate.edu
Kathy Heylens – Intercollegiate Athletics Kathy.heykens@sdstate.edu
Allen Jones – Civil and Environmental Engineering Allen.jones@sdstate.edu
Yi Liu – Computer Science Yi.Liu@sdstate.edu
Doug Malo – Plant Science Douglas.malo@sdstate.edu
Vickie Mix – H. M. Briggs Library Vickie.mix@sdstate.edu
Joel Rauber – Physics Joel.Rauber@sdstate.edu
Brian Rex – Architecture Brian.rex@sdstate.edu
Toby Uecker – Housing and Residential Life Tobias.uecker@sdstate.edu
Matt Vukovich – Health and Nutritional Sciences Matt.vukovich@sdstate.edu
Michael Walsh – Music Michael.walsh@sdstate.edu
Robert Watrel – Geography Robert.watrel@sdstate.edu
Ann Wilson – Education and Human Sciences Ann.wilson@sdstate.edu
Melissa Wuellner – Natural Resource Management Melissa.Wuellner@sdstate.edu
Jason Zimmerman – Economics Jason.zimmerman@sdstate.edu

DEAN'S STUDENT ADVISORY COUNCIL

The Dean's Student Advisory Council acts as a voice for Honors College students to directly advise the Dean on matters of interest and concern to Honors College students. Representatives are appointed by the Dean and are selected based on diversity of academic experiences and perspectives. Members serve renewable one-year terms. In addition to providing the students' voice and input, members assist with Honors College events, advocate for the college and its

programs, and may develop their own projects and/or initiatives to benefit the college. For example, the idea for *The Honors College Student Handbook* was advanced through the Council.

Members of the Dean’s Student Advisory Council, 2014, include:

Name	Major	Graduation Year
Emily Camacho	Human Development and Family Sciences	2016
Tawnie DeJong	Animal Science and Ag Education	2015
Jessica DeNeui	Mathematics	2016
Kirstyn Fiala	Nursing	2017
Elaina Johnson	Economics	2016
Terra Klima	Pharmacy	2015
Kate Kondratuk	Biology and Microbiology	2015
Drew Kraft	Economics and Mathematics	2015
Joseph Schartz	Economics and Journalism	2016
Cassidy Sloom	Dietetics	2017
Tyler Youngquist	Music Education	2017

DEAN’S DEVELOPMENT ADVISORY COUNCIL

The Dean’s Development Advisory Council provides advocacy, guidance and fundraising assistance to the college. Members include:

- Robert Burns, Honors College Dean and Distinguished Professor Emeritus, Political Science
- Chris Chase, Professor, Veterinary and Biomedical Sciences
- Jared Clark, Honors alumni, attorney
- Chris Daugaard, Honors alumni
- Richard Deming, Distinguished SDSU alum, cancer physician, Des Moines, IA
- Barry Dunn, Dean, College of Agriculture and Biological Sciences
- Tom Fishback, First Bank and Trust, Brookings, SD
- Travys Harvey-King
- Richard Holm, Family Practice physician
- Kelli Jobman, Honors alumni, practicing dentist
- Al Johnson, retired engineer
- Dan Kemp, Professor, Mathematics, Honors College faculty
- Keith Mahlum, Vice President SDSU Foundation
- Peggy Miller, President Emeritus, South Dakota State University
- Jim Morgan, retired CEO, Daktronics, Inc.
- Harriet Swedlund, former Honors Program Director, Professor Emeritus
- Justin Williams, Professor, University of Wisconsin

HONORS COLLEGE FACULTY



Ross Abraham, Professor, Algebra and Calculus

Harding Hall 116

688-6218

Ross.abraham@sdstate.edu

- *Courses taught:* Calculus II and III; Linear Algebra; Abstract Algebra; Advanced Calculus; Algebraic Structures.
- *Research interests:* Abstract algebra; currently learning some algebraic statistics.



Donald Auger, Associate Professor, Biology

Northern Plains Biostress 252C

688-6385

Donald.auger@sdstate.edu

<http://www.sdstate.edu/index/directory/directory-detail.cfm?view=detail&ci=72>

- *Courses taught:* Honors Genetics and Organismal Biology; Honors Genetics and Cellular Biology.
- *Research interests:* Genetics of maize.
- *Other Honors connections:* Mentors undergraduate researchers with interests in plant biotechnology.



Marie-Pierre Baggett, Professor, Modern Languages and Global Studies

Wagner Hall 113

688-4278

Marie-pierre.baggett@sdstate.edu

- *Courses taught:* French language and literature; will teach Honors Colloquium in Paris – A Global City in spring 2015.
- *Other Honors connections:* Leads international study tours; mentors student research in French.



Paul Baggett, Associate Professor, English

Scobey Hall 002

688-4057 (office), 688-5191 (department)

Paul.baggett@sdstate.edu

- *Courses taught:* Honors Composition II; Texts and Contexts of Human Thought; Introduction to Peace and Conflict Studies; Introduction to Literature; American Literature I and II; Literature of the American West; Literature of the American Renaissance; American Literary Realism and Naturalism; English Capstone; Studies in African American Literature; The Body in Literature and Film.
- *Research interests:* Nineteenth and twentieth-century American literature and culture; American Studies; Peace and Conflict Studies; Global Studies; American Indian Studies; African American Studies; Gender Studies.
- *Other Honors connections:* In addition to teaching Honors composition and an experimental course, Texts and Contexts of Human Thought (HON 299, which will be a permanent course, HON 203, entitled “Reinvigorating the Life of the Mind”), I am faculty sponsor to the new Honors Hall. In the future, I hope to co-teach an Honors colloquium with Dr. Marie-Pierre Baggett, focusing on the city of Paris as a cultural and intellectual hub for some, and a refuge for others. Naturally, such a course would include a faculty-led trip to this great metropolis, known to many as “La Ville-Lumière” (“The City of Light”).



Shelly Brandenburger, Instructor, Health and Nutritional Sciences

Wagner Hall 421

688-5750

Shelly.brandenburger@sdstate.edu

<http://www.sdstate.edu/index/directory/directory-detail.cfm?view=details&ci=2759>

- *Courses taught:* Human Nutrition; Survey of Nutrition; Food, People and the Environment, including an Honors section of this course; will co-teach Colloquium on Healing in spring 2015.
- *Research interests:* Obesity, fatty acids, rural and underserved populations – especially Native American.
- *Other Honors connections:* I have worked with several students in contracting courses I teach and absolutely enjoy these opportunities!



Volker Brozel, Department Head and Professor, Biology and Microbiology

Alfred Dairy Science 228C

688-6144

Volker.brozel@sdstate.edu

- *Courses taught:* Microbial Physiology Lab; Graduate Seminar; Honors Biology Research Experience.
- *Research interests:* Bacterial Ecophysiology – I work on how bacteria survive and grow in natural environments, specifically focusing on nitrogen-fixing bacteria and the model soil bacterium *Bacillus cereus*.
- *Other Honors connections:* Won the award for Outstanding Departmental Leadership and Support of Honors in 2014.



David Cartrette, Associate Professor and Assistant Department Head, Chemistry
Avera Health and Sciences 353
688-6480

David.cartrette@sdstate.edu

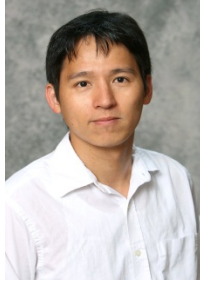
- *Courses taught:* Freshman Seminar for the Physical Sciences; Structure and Function of Organic Molecules; Transformations of Organic Molecules; Organic Chemistry III; and occasionally Honors Colloquium.
- *Research interests:* How students learn organic chemistry; problem solving in organic chemistry; curriculum and laboratory enhancement; transfer in learning sciences.
- *Other Honors connections:* Honors College Committee, Arts & Sciences Honors Representative (2012-present).



Leda Cempellin, Associate Professor, Visual Arts
Grove Hall 101
688-4658

<http://www.sdstate.edu/index/directory/directory-detail.cfm?ci=339>
<http://www.sdstate.edu/profiles/faculty/leda-cempellin.cfm>

- *Courses taught:* Art Appreciation – Honors; History of World Art I and II; History of US Art and Architecture; Modern Art and Architecture Survey; Special Topics Seminar. Also guest lecturer at Honors Colloquium.
- *Research interests:* Art historian and art critic; modern and contemporary art history, with cross-disciplinary interests in the Scholarship of Teaching and Learning and Museum Studies. Undergraduate research.
- *Other Honors connections:* Honors College Committee; Visual Arts Department representative for the Honors College; mentors student art history research.



Kuo-Liang "Matt" Chang, Assistant Professor, Economics

Scobey Hall 109

688-5322

Kuo-liang.chang@sdstate.edu

<http://www.sdstate.edu/index/directory/directory-detail.cfm?view=detail&ci=2444>

- *Courses taught:* Principles of Macroeconomics.
- *Research interests:* Consumer economics; health/labor economics; rural economics.
- *Other Honors connections:* I would like to work with Honors students on research projects (and/or independent studies); I would like to participate in colloquium courses; was the 2013 Honors Teacher of the Year.



**Jane Christopher-Hennings, Professor and Department Head,
Veterinary and Biomedical Sciences**

Animal Disease Research 116

688-6643

jane.hennings@sdstate.edu

<http://www.sdstate.edu/vs/faculty/index.cfm> <http://www.sdstate.edu/vs/adr/dl/index.cfm>

- *Courses taught:* Honors Colloquium: Agriculture and Global Health and on One Health: Achieving Human, Animal, Agronomic, Environmental and Economic Well-Being.
- *Research interests:* Virology; infectious diseases; swine medicine; veterinary medicine.



Rocky Dailey, Assistant Professor, Mass Communication

Yeager Hall 232

688-6491

Rocky.dailey@sdstate.edu

- *Courses taught:* Information Gathering; Introduction to Mass Communication; Introduction to Film; Cross-Platform Storytelling; Conducting Professional Research; Opinion Writing; Social Marketing for Health and Behavioral Change; Research Problem/Project.
- *Research interests:* Scholarship of Teaching and Learning; journalism education; academic advising; social media; journalism.



Donna Flint, Professor and Assistant Department Head, Mathematics

Harding Hall 104

688-6203

Donna.flint@sdstate.edu

<http://www.sdstate.edu/index/directory/directory-detail.cfm?view=detail&ci=558>

- *Courses taught:* Calculus II (Honors); Real Analysis; Senior Capstone; Honors Colloquium-Numeracy.
- *Research interests:* Real analysis.
- *Other Honors connections:* Former member of Honors Faculty Committee; attends Regional and National Honors College conferences.



Nicole Flynn, Assistant Professor, English

Scobey Hall 007

688-5191

Nicole.flynn@sdstate.edu

<http://www.sdstate.edu/index/directory/directory-detail.cfm?view=detail&ci=4325>

- *Courses taught:* Composition I and II (including Honors sections).
- *Research interests:* 20th century British literature, modernism, theatre, and film.



David Galipeau, Professor, Electrical Engineering & Computer Science

Daktronics Engineering Hall 233

688-4618

David.galipeau@sdstate.edu

- *Courses taught:* Electronic Devices and Materials; Microsensors; Photovoltaic Systems; Honors Colloquium on Energy, fall 2014.
- *Other Honors connections:* Mentors student researchers in photovoltaics.



William Gibbons, Professor, Microbiology

Alfred Dairy Science 225A

688-5499

William.gibbons@sdstate.edu

- *Courses taught:* Industrial Microbiology and Biotechnology; Undergraduate Seminar; Honors Colloquium on Energy, fall 2014.
- *Research interests:* Industrial microbiology to produce fuels, chemicals, biomaterials, and high protein feeds/foods from renewable resources.
- *Other Honors connections:* Mentors student research on biofuels.



Susan Gibson, Professor, Microbiology

Alfred Dairy Science Hall 222

688-4805

Susan.gibson@sdstate.edu

- *Courses taught:* General Biology I and II (including Honors sections); Introductory to Microbiology (Honors and non-Honors sections); Environmental Microbiology.
- *Research interests:* Prokaryotic diversity.



Gary Hatfield, Assistant Professor, Statistics

Harding Hall 212

688-5846

Gary.hatfield@sdstate.edu

- *Courses taught:* Introduction to Probability and Statistics; Statistical Computing and Simulation; Spatial Statistics; Inference I and II; Applied Informatics.
- *Research interests:* Spatial statistics; big data; statistical computing.
- *Other Honors connections:* Honors projects for STAT 381 Introduction to Probability and Statistics; STAT 281 Honors Recitation Section with Graduate Teaching Assistant.



Greg Heiberger, Undergraduate Program Coordinator/Lecturer, Biology & Microbiology

Alfred Dairy Science 225C

688-4294

Greg.heiberger@sdstate.edu

- *Courses taught:* First Year Seminar; Career Seminar; Topics – International Experience: Arctic Biosystems and Culture; Internship; Peer Mentoring; Research.
- *Research interests:* Interventions measuring the efficacy of new technology and social media to effect change in emerging adults (e.g. in education, nutrition, wellness, mindfulness); quantitative methods.
- *Other Honors connections:* Co-led study tour to the Arctic in August 2014.



Jeffrey Jacquet, Assistant Professor, Sociology

Scobey Hall 226

688-4132

Jeffrey.jacquet@sdstate.edu

- *Courses taught:* Social Impact Assessment; Rural Community Development; Sociology of Rural America; Honors Colloquium on Energy, fall 2014.



Larry Janssen, Professor, Economics

Scobey Hall 103

688-4871

Larry.janssen@sdstate.edu

- *Courses taught:* Global Food Systems; Economic Development; Research Methodology in Economics; Rural Real Estate Appraisal; Honors Colloquium on Agriculture, Food, and Society.
- *Research interests:* Agricultural land valuation, rental rates and practices; economic evaluation of agro-environmental programs and management practices; rural economic development or agricultural finance topics.
- *Honors connections:* Serves on the SDSU Honors College Faculty Advisory board for 9 years; advise senior thesis or Honors independent studies in agricultural economics; occasionally co-teach or guest lecture in Honors course.



Jacob Jantzer, Assistant Professor, Sociology

Scobey Hall 216

688-4132

jacob.jantzer@sdstate.edu

- *Courses taught:* Introduction to Sociology; Courtship and Marriage; Research Methods I and II; Criminology; Victimology; Social Deviance; Advance Criminology.
- *Research interests:* Rape and sexual assault prevention education; interracial relationship formation; rural community development.



Carter Johnson, Distinguished Professor, Natural Resource Management

Northern Plains Biostress 255C

688-4729

Carter.johnson@sdstate.edu

- *Courses taught:* Landscape Ecology; Restoration Ecology; Honors College Colloquium on the Global Ecosystem.
- *Research interests:* Wetlands biology; Missouri River watershed; sustainable agriculture.
- *Honors connections:* Mentors student research at Ecosun prairie farms.



Michael Keller, Professor, English
Pugsley Continuing Education Center 301B
688-4922

Michael.keller@sdstate.edu

- *Courses taught:* Seminar in Teaching College Composition; Seminar in Rhetoric; Introduction to Graduate Studies; Modern British Literature; Literary Criticism; Capstone Course; British Lit Survey II, American Lit Survey I; Contemporary American Fiction; Introduction to English Studies; Introduction to Literature; Composition I & II; Technical Communication; Creative Writing I; Honors Colloquium on Seductions of the New: Technology, Spectacle, and the Future of the Past, fall 2014.
- *Honors connections:* Participated in faculty student Town Hall meeting on academic rigor in the Honors College.



Dan Kemp, Professor, Mathematics
Harding Hall 115
688-6214

Dan.kemp@sdstate.edu

- *Courses taught:* Honors Calculus sequence; History of Mathematics; Geometry.
- *Research interests:* Euclidean geometry; complex numbers; history of mathematics; calculus.
- *Other Honors connections:* Honors Independent Study, Numeracy Colloquium, regional and national Honors conferences (UMHC and NCHC); received the Honors College Distinguished Service Award.



Barb Kleinjan, Instructor, Speech Communication

Pugsley Continuing Education Center 115

688-6553

Barb.kleinjan@sdstate.edu

- *Courses taught:* Honors Fundamentals of Speech; Honors Public Speaking; Honors Interpersonal Communication; Speech Methods; Introduction to Communication Studies and Theatre.
- *Research interests:* Peer review; community building in the public speaking classroom; social media impact on Honors students.
- *Other Honors connections:* Honors Hall Faculty Sponsor; regional and national (UMHC and NCHC) Honors conference presenter; selected as Honors Teacher of the Year 2012; will co-lead Honors study abroad experience in Greece, summer 2014.

David Knudsen, Professor, Veterinary and Biomedical Sciences

Animal Disease Research 121

688-5646

David.knudsen@sdstate.edu

- *Courses taught:* General Biology I and II; Developmental Biology; Advanced Molecular and Cellular Biology; Advanced Concepts in Infectious Disease.
- *Research interests:* Comparative pathology; developmental biology; theoretical biology.
- *Other Honors connections:* Provides mentorship for senior Honors projects in the biomedical sciences.



Lisa Madsen, Lecturer, Composition II

Pugsley Continuing Education Center 303K

688-5191

Lisa.madsen@sdstate.edu

- *Courses taught:* Composition II; Technical Writing in Engineering; Technical Communication; online classes.
- *Research interests:* Writing Across the Curriculum; online instructional pedagogy; technical communication; experiential learning.
- *Other Honors connections:* Serves on campus Common Read Committee.

Katherine Malone, Assistant Professor, Composition I & II

Pugsley Continuing Education Center 419

688-5191

Katherine.malone@sdstate.edu

- *Courses taught:* Composition I and II; Introduction to English Studies; British Romantic Literature; British Victorian Literature; Seminar in British Literature after 1600 – The Victorian Supernatural.
- *Research interests:* Victorian literature and culture; Victorian periodicals; women's studies.

Robert McTaggart, Associate Professor, Physics

Daktronics Engineering Hall 261

688-6306

Robert.mctaggart@sdstate.edu

- *Courses taught:* Physics; Honors Colloquium on Energy, fall 2014.
- *Research interests:* Nuclear energy.



Timothy Meyer, Instructor, Economics

Scobey Hall 252

688-4862

Timothy.meyer@sdstate.edu

- *Courses taught:* Principles of Microeconomics; Principles of Macroeconomics; Intermediate Microeconomics; Industrial Organization; Introduction to Econometrics.
- *Research interests:* Higher education and monopolistic competition.



Matt Miller, Associate Professor, Chemistry

Avera Health and Sciences 351

688-6274

Matt.miller@sdstate.edu

<http://www.sdstate.edu/index/directory/directory-detail.cfm?view=detail&ci=1322>

- *Courses taught:* Atomic and Molecular Structures (class and lab); Intermediate Lab Investigations (lab).
- *Research interests:* Chemical education; improving pedagogical approach of high school teachers; improving laboratory teaching methods.



Timothy Nichols, Dean, Honors College

Honors Hall 119

688-5268

Timothy.nichols@sdstate.edu

- *Courses taught:* Honors Orientation; First Year Experience; Honors Colloquium; Senior Seminar; Leadership.
- *Research interests:* Student success; Honors impacts; American Indian collaboration.
- *Other Honors connections:* All things Honors!



Vance Owens, Professor and Director, Sun Grant Institute, Sun Grant Center/Plant Science
Foundation Building 301
696-7870

Vance.owens@sdstate.edu

- *Courses taught:* Forage Crops and Pasture Management; Integrated Natural Resources Management; Honors Colloquium on Energy, fall 2014.
- *Other Honors connections:* Mentor and support undergraduate research related to biofuels.



Scott Pedersen, Professor, Biology
Berg Agricultural Hall 363
688-5529

Scott.pedersen@sdstate.edu

<http://bathead.com>

- *Courses taught:* Honors Anatomy; Anatomy Internship; Evolution.
- *Research interests:* Fetal development of bat skulls; island biogeography; guided missiles.
- *Other Honors connections:* Named Honors Teacher of the Year 2014.



Kathryn Penrod, Professor, Education

Wenona Hall 201

688-6258

Kathryn.penrod@sdstate.edu

- *Courses taught:* Current Issues in Education; Educational Psychology; Teaching Methods; Human Relations; Effective Teaching: Theory into Practice.
- *Honors connections:* Serves on Honors College Committee.



Greg Peterson, Professor, Philosophy

West Hall 214

688-4933

Greg.peterson@sdstate.edu

- *Courses taught:* Introduction to Logic; Introduction to Philosophy; Introduction to Social-Political Philosophy; Environmental Ethics; Bioethics; Ethics and Globalization; Ethics, Development, and Food.
- *Research interests:* Moral theory; scientific theories of morality; environmental ethics.
- *Other Honors connections:* I teach Honors Introduction to Philosophy and some colloquium courses; will co-lead Honors study abroad experience in Greece during summer, 2015.



Maria Ramos-Garcia, Interim Provost Fellow, Spanish
Academic Evaluation and Assessment
688-4217

Maria.ramos@sdstate.edu

- *Courses taught:* All levels of Spanish language and literature; Latin American Film and Literature; Spanish Phonetics, Grammar, Linguistics and Extensive Reading; Linguistics for ESL Teachers; will teach Honors Colloquium on God, Love and Global Conflict in spring, 2015.
- *Research interests:* Paranormal romance and urban fantasy; second language acquisition (especially the effect of extensive reading and teaching of culture); Argentinean novel of the 19th Century and Latin American Film and Literature.
- *Other Honors connections:* Have advised several Honors students in different capacities, including contracting classes.



Joseph Santos, Professor, Economics
Scobey Hall 146
688-4846

Joseph.santos@sdstate.edu

<http://www.sdstate.edu/index/directory/directory-detail.cfm?view=detail&ci-1736>

- *Courses taught:* Intermediate Macroeconomics; Money and Banking; Advanced Macroeconomics; Monetary Theory and Policy – The American Experience.
- *Research interests:* Monetary and financial economics.
- *Other Honors connections:* Frequently works with students on Honors contracts in Economics.



Nathan Serfling, Instructor, English

Scobey Hall 309

688-5191

Nathan.serfling@sdstate.edu

- *Courses taught:* Composition I & II; Introduction to Literature.
- *Other Honors connections:* Teaches Honors Composition.



Sharon Smith, Assistant Professor, Composition I & II/Literature

Pugsley Continuing Education Center 310

688-5191

Sharon.smith@sdstate.edu

- *Courses taught:* British Literature of the 18th Century; British Literature I, Introduction to Graduate Studies; English Capstone; Women in Literature, Composition I and II, English/Women's Studies.
- *Research interests:* 18th century British fiction and poetry.

Debra Spear, Professor, Psychology

Scobey Hall 337

688-6578

Debra.spear@sdstate.edu

- *Courses taught:* General Psychology; Biopsychology; Sensation and Perception; Drugs and Human Behavior; Junior Seminar; Behavior Modification.
- *Research interests:* Drug effects; schedules of reinforcement; choice behavior.
- *Other Honors connections:* General Psychology; mentoring student research in Psychology.



Christine Stewart, Associate Professor, English

Scobey Hall 008

688-5191

Christine.stewart@sdstate.edu

- *Courses taught:* Creative Writing I; Writing Poetry; Writing Creative Nonfiction; Composition II; Introduction to English Studies; Women in Literature.
- *Honors connections:* Teaching “Work of Creativity” colloquium; advised *Women Shaping their World* publication; will co-teach colloquium on Healing in spring, 2015.



Robert Thaler, Professor, Animal Science

Animal Science Complex 114

688-5435

Robert.thaler@sdstate.edu

- *Courses taught:* Honors Colloquium: Agriculture and Global Health; Current Issues in Animal Science; Advanced Animal Nutrition; Swine Production.
- *Research interests:* Alternate feed ingredients for swine; improving pig efficiency; odor abatement.
- *Other Honors connections:* Leads Ag-Bio study tour to China each summer.



Evert Van Der Sluis, Professor, Economics

Scobey Hall 102

688-4869

Evert.vandersluis@sdstate.edu

- *Courses taught:* Colloquium: Agriculture and Global Health; Economics of the International Sector; Public Finance; Agricultural Policy; Farming and Food Systems Economics; Entrepreneurial Studies; International and Global Marketing; International Experience; International Multicultural Agricultural and Biological Sciences Experience.



Matt Vukovich, Professor and Department Head, Health and Nutritional Sciences

Intramural Building 116A

688-6580

Matt.vukovich@sdstate.edu

- *Honors connections:* Taught “Future of Medicine and Health” colloquium; mentored Honors student research in health and nutritional sciences.



Michael Walsh, Assistant Professor, Music

Lincoln Music Hall 213

688-5221

Michael.walsh@sdstate.edu

<http://www.sdstate.edu/mus/staff/michael-walsh.cfm>

- *Courses taught:* Applied Clarinet; Music History; Music Appreciation – Honors.



Xiuqing Wang, Professor, Biology

Northern Plains Biostress 252D

688-5502

Xiuqing.wang@sdstate.edu

<http://www.sdstate.edu/index/directory/directory-detail.cfm?ci=2068>

- *Courses taught:* Honors Colloquium: Perspective on the Future of Medicine and Health; Medical and Veterinary Virology; Graduate Seminar; Advanced Molecular and Cellular Biology; Advanced Topics in Infectious Disease.
- *Research interests:* Virus-cell interaction and viral vaccine development.



Robert Watrel, Associate Professor, Geography

Wecota Annex 420

688-6288

Robert.watrel@sdstate.edu

- *Courses taught:* Human Geography, Cartography; Geopolitics; Geographic Research Methods; Great Plains; Advanced Cartography.
- *Research interests:* Political geography; electoral geography; Great Plains.



Nick Wendell, Director of Student Engagement

University Student Union 150

688-4960

Nick.wendell@sdstate.edu

- *Courses taught:* History of American Popular Culture
- *Research interests:* Student success; the generational impact of cultural events.



Evren Celik Wiltse, Assistant Professor, Political Science

West Hall 226

688-4134

Evren.wiltse@sdstate.edu

<http://sdstate.academia.edu/EvrenCELIKWILTSE>

- *Courses taught:* Current World Problems - Honors; Honors Colloquium: Ethics, Food, and Development; Latin American Politics; Middle Eastern Politics; Women and Politics; and other courses on International Relations and Politics of Developing Countries.
- *Research interests:* Development, democratization; Latin American politics (specifically Mexico and Brazil); development and agricultural sector; international political economy; G-20; Turkish politics; transitions in the Middle East.
- *Other Honors connections:* Recipient of a small grant to develop a Food/Agriculture-themed course for Honors College in 2013 (with Greg Peterson).



Charles Woodard, Distinguished Professor, English

Scobey Hall 003

688-5191

Charles.woodard@sdstate.edu or chaswoodard@brookings.net

- *Courses taught:* American Indian Literature; Peace and Conflict Studies Literature; American Poetry; Honors Composition; Honors Literature; American Literature Survey Courses.
- *Research interests:* American Indian studies; Peace and Conflict Studies; Midwestern literature and culture.
- *Other Honors connections:* First Lady's Literary Circle; Honors College special events; received Honors College Distinguished Service Award, 2013.



Lan Xu, Associate Professor, Biology

Berg Agricultural Hall 112

688-4564

Lan.xu@sdstate.edu

- *Courses taught:* General Biology I – Honors; Biosurvey I & II; Principles of Ecology; Plant Ecology; Advanced Plant Ecology; International Experience-Arctic Biosystems.
- *Research interests:* Plants in response to stressors including grazing, competition, climate (e.g. drought); classification; invasive plant ecology and management.
- *Other Honors connections:* Honors thesis advisor; co-led international study tour to the Arctic, summer 2014.



Jason Zimmerman, Professor and Assistant Department Head, Economics

Scobey Hall 142

688-4845

jason.zimmerman@sdstate.edu

- *Courses taught:* Principles of Microeconomics; Intermediate Microeconomics.
- *Research interests:* Applied microeconomics.

MaryBeth Zwart, Assistant Professor, Health and Nutritional Sciences

Intramural Building 116

688-5325

Marybeth.zwart@sdstate.edu

- *Courses taught:* Athletic Training Education; will teach Honors Colloquium on Sports in spring, 2015.
- *Research interests:* Student engagement and retention.

SECTION V

**HONORS COLLEGE
REQUIREMENTS**

Honors *Woyaksape*

Words of wisdom and encouragement on requirements

Grand advice comes from my father who always told me that with greater innate intelligence comes a larger responsibility to apply that intelligence and contribute to the betterment of your world. More specific advice for the Honors College – take advantage of the opportunities afforded by the Honors College – travel, opportunities for presentation, research, social connections, assistantships...

It's not the Honors College designation on your diploma that will make a difference for you when you graduate; it's the skills, connections, and confidence you earn as you participate in these activities that will help you get that job, entrance into professional or graduate school, leadership positions in the community and success in your future endeavors.

--Donna Flint, Professor of Mathematics, Engineering Honors Committee Representative

REQUIREMENTS TO GRADUATE WITH HONORS COLLEGE DISTINCTION

Requirements to graduate with Honors College Distinction are presented below. Each element is described in further detail in the sections to follow

Honors College Requirement

- Admission: 27 or higher ACT; top ten percent high school graduating class
- Grade point average: 3.5 cumulative GPA
- Honors general education: 12 credits
- Honors Colloquium: 3-6 credits
- Upper division Honors contracted course(s): 3-6 credits
- Honors independent study: 3 credits
- Total Honors credits required: 24

Honors College students are encouraged to work closely with their academic advisor(s), program faculty, and the Honors College to ensure timely progress toward graduation requirements. Student progress is reviewed each semester to determine priority registration eligibility. Results of the audit are sent via email to students, their advisors, and Honors Committee representatives.

Honors *Woyaksape*

Words of wisdom and encouragement on general education

At first the Honors general education requirement may seem daunting, but do not let it intimidate you. I already had 13 credits of Honors general education at the end of my freshman year.

--Kate Kondratuk, Microbiology major, class of 2015

Two pieces of advice: 1) Take courses outside your comfort zone. I wish I had been more daring in college and taken fuller advantage of my school's curriculum. 2) Come to office hours – I am always happy to see my students. Talking with your professors outside of class will enrich your educational experience and help you perform at a higher level.

--Nicole Flynn, Assistant Professor of English

In everything you do, learn.

--Kelly Bruns, Professor of Animal Science

If there is an area that you need for your major but doesn't seem to fit with your interests, look into the Honors section. It's likely that an Honors section you think might be boring will be far more interesting. The classes may be a bit more difficult, but they are certainly worthwhile!

--Logan DeBoer, Civil and Environmental Engineering, class of 2013

Honors Orientation set the stage for true personal growth in Honors College. The activities encouraged me to become involved, and the assignments inspired me to continually reflect on my experiences and the person I wanted to be. The Honors Chemistry sequence lit a passion in me for learning based on understanding. Instead of merely memorizing material, Dr. Cartrette and Dr. Miller inspired me to always make connections between concepts in order to enhance understanding. Agriculture and Religion with Dr. Bahr brought to life the complex relationship between peoples' values and the world they perceive and create for themselves. Furthermore, it inspired me to live my life committed to my values, even as I develop them more fully.

--Elizabeth Bosworth, Biology and Chemistry, class of 2013

Keep calm and write on.

--Julie Bergan Abraham, Honors College English Instructor

HONORS GENERAL EDUCATION

1. What is the requirement?

12 credits in Honors General Education are required for graduation with Honors College distinction.

2. How do I fulfill this requirement?

Each semester, some 20 different Honors general education courses are offered. Students should work with their academic advisor and the Honors College to identify Honors courses that will be particularly interesting or valuable to your academic and professional goals, then select the Honors section of the general education course(s) they are interested in and add it to their schedules.

South Dakota State University's Honors College does not require students to take particular Honors general education courses; rather, students select their Honors general education courses, in conjunction with their advisor, based on their academic and professional goals. While it is common for students to select Honors courses directly affiliated with their major (e.g. Engineers may select the Honors Calculus series, Pharmacy students may select the Honors Chemistry series), they are not required to do so; for example, students in the College of Agriculture and Biological Sciences are welcome to take Honors English, Speech, Arts and Humanities courses.

3. Can I take more than 12 credits in Honors general education?

Yes. There is no limit to the number of Honors general education courses students can take.

4. How many honors general education courses should I take in any given semester?

It depends. A student who takes one, three-credit Honors general education course, each semester during their first two years at SDSU will fulfill this requirement. It is not uncommon for students to take 2-3 (or more) Honors courses in one semester. However, these decisions should be made in consultation with their advisor and should be based on students' interests and aptitudes. For example, if a student struggles in math and science courses, they probably should not take Honors Calculus, Biology and Chemistry in the same semester.

5. Are Honors general education courses more difficult?

Not necessarily. Honors courses are rigorous, but are characterized as 'enriched' rather than 'accelerated'; that is, the emphasis is on deeper learning rather than more material delivered at a faster pace. Honors courses will often involve more reading, writing, presentations, group work and/or experiential learning activities than more typical non-Honors education courses. Despite this fact, many students report their Honors courses, because of the personalized, engaging classroom environment, are actually easier for them to perform well in.

6. When must these credits be completed?

These are typically completed during students' first two years; however, the only requirements is that these credits be completed by the time a student hopes to graduate with Honors College distinction.

7. How are Honors general education courses different from non-Honors courses?

While the precise differences vary significantly by subject matter and instructor, common themes include: 1) size; 2) student body; and 3) instructional approach. Regarding size, Honors sections are typically capped at 24 students each; this is significantly smaller than many general education sections. In terms of student body, Honors sections are populated with talented motivated students who want to learn – this has a powerful, positive impact on the learning environment. Instructional approaches in Honors general education courses tend to include more discussion and interaction than traditional lecture-based approaches. The emphasis is on critical thinking – understanding, application, and integration of material as opposed to 'memorizing the facts'. This often involves supplemental readings and perhaps additional writing and/or oral presentation of material. Sometimes Honors general education courses will include supplemental guest speakers, field trips, and/or experiential learning. These approaches contribute to enhanced student engagement, deeper learning, and fun!

8. Why is Honors general education important?

Honors general education provides students with a strong foundation for their intellectual development at SDSU. This broad-based education makes students well-rounded and contributes to their understanding of their role as citizens of the world.

9. Is there recognition associated with completion of Honors general education?

Yes. Students receive the Honors College general education pin at Convocation during the spring semester following completion of the Honors general education. Students who meet Honors College progression standards are eligible for priority registration.

10. What if I am transferring Honors courses or have Advanced Placement credit from high school?

Honors courses from universities with memberships in the National Collegiate Honors Council are transferrable as Honors credits at SDSU. This includes any Honors courses taught by other universities in the South Dakota Regental system.

Students who take Advanced Placement (AP) exams and earn a score of 5 may count up to six credits from AP courses for Honors credit. SDSU accepts AP exams scores of 3 or higher as credits

toward graduation, however scores below 5 will not count as Honors credits. Other dual enrollment and/or transfer credit is not accepted as fulfilling Honors College requirements.

11. What kinds of classes are offered for Honors general education each semester?

In recent years, the selection of Honors general education classes has been growing each semester. Students should consult each semester's schedule, and visit with their advisors and the Honors College about new and different general education courses.

Below is a partial listing of typically offered Honors general education courses. Several additional social science and humanities courses are also regularly offered.

Typically offered both semesters:

Biology 221-221L: Human Anatomy
English 101: Freshman Composition
English 201: Composition II
Honors 303: Honors Colloquium (theme or focus is unique each semester).
Speech Communications 101: Fundamentals of Public Speaking
Along with a variety of courses Social Science (IGR 3) and Humanities (IGR 4) courses

Typically offered in fall semesters:

Biology 151-151L: General Biology 1 and lab
Biology 202-202L: Genetics and Organismal Biology and lab
Chemistry 115-115L: Atomic and Molecular Structure and lab
Chemistry 232-232L: Transformation of Organic Molecules and Laboratory
Economics 202: Principles of Macroeconomics
Honors 109: Honors Freshman Seminar
Math 123: Calculus I
Math 125: Calculus II
Math 225: Calculus III
Psychology 101: Introduction to Psychology
Speech Communications 215: Public Speaking

Typically offered in spring semesters

Biology 153-153L: General Biology II and lab
Biology 204-204L: Genetics and Molecular Biology
Chemistry 127-127L: Structure and Function of Organic Molecules and lab
Chemistry 237: Intermediate Laboratory Investigations
Econ 201: Principles of Microeconomics
Honors 203: Reinvigorating the Life of the Mind
Math 125: Calculus II
Music 100: Music Appreciation
Philosophy 100: Introduction to Philosophy
Speech Communications 201: Interpersonal Communications

Typically offered in summer (online)

NRM 110: Environmental Conservation

12. What if I cannot fit Honors general education sections into my course schedule?

Twelve credits of Honors general education are required for graduation with Honors College distinction. Students may use the contracted option, described later in this handbook, to complete general education requirements if Honors sections of general education classes are not available.

13. What other Honors College courses are available?

Course number	Title	Credits
*Honors 100	Honors Orientation	1 credit
**Honors 290	Seminar: Service and Leadership	1 credit
***Honors 303	Honors College Colloquium	1 credit
**Honors 390	Research and Professional Development: Introduction to the Honors Independent Study	1 credit
**Honors 490	Senior Seminar: My Place in this World	1 credit

*Students may count Honors 100 (Honors Orientation) as part of their Honors College general education.

**Credits in Honors 290, 390 and 490 may be used to supplement upper division Honors College requirements above and beyond the 3 credit minimums for contracts and colloquia.

***Honors 303 (Honors Colloquium) fulfills Institutional Graduation Requirement #2.

Honors *Woyaksape*

Words of wisdom and encouragement on Honors contracts

Take the time to come up with your own ideas for contracts; it will make the experience mean more to you. Group contracts are a lot of fun, so always be on the lookout for other Honors students in your classes.

--Logan DeBoer, Civil and Environmental Engineering, class of 2013

When choosing a class to contract, pick one that has particular interest for you. Work with your professor early in the semester to lay the groundwork for your project. The classes I have contracted have turned out to be the most rewarding.

--Mollie Sloot, Pharmacy, class of 2014

HONORS CONTRACTING

1. What is the requirement?

Students are required to contract 3-6 credits of upper division (300-400 level) coursework in their major or minor field(s) of study to graduate with Honors College distinction.

2. What is an Honors contract?

An Honors contract is a process through which students earn Honors credit for a non-Honors course. Honors credit is achieved through completion of appropriate supplemental learning activities, as agreed upon and documented via the Honors College Contract form.

3. Why is this requirement important?

The contract experience is an important component of the Honors curriculum because it allows for students to have an Honors academic experience at the junior or senior level in their major or minor field of study. The contract experience provides students with an in-depth learning opportunity in a course that is directly relevant to their academic and professional goals.

4. How does the contracting process work?

Students initiate a conversation with their faculty about their interest in completing an Honors contract in that faculty member's course. This conversation should occur either before the course begins or within the first two weeks of the semester. Once the student and faculty come to agreement on the terms of the contract (i.e., what the supplemental Honors experience will entail), they should complete and sign the Honors College Contract Form. The student and faculty member should keep copies and turn in the original to the Honors College office. The student should then work to successfully execute the contract and remain in close contact with their faculty throughout the semester. Contract requirements should be completed by the last day of class during the given semester. Upon assessment of the student's work, the faculty member should then provide final signature denoting successful completion of the contract and either return the original or email their approval of the student's work to the Honors College before final grades are due. The Honors College then contacts the Office of Records and Registration, and the course is transcribed with Honors designation. For example, if a student successfully completed an Honors contract in NFS 315 Human Nutrition, the course would appear on the student's transcript as NFS 315 Human Nutrition: Honors. Supplemental work associated (e.g., papers, presentations, etc.) with the student's contracts should be submitted to the Honors College.

5. When should I complete my contracted credits?

Most Honors College students complete their contract(s) during their sophomore, junior and senior year(s). Precisely when students complete their contract(s) is up to them.

6. Is there a limit to the number of courses I can contract for honors credit?

No. There is no limit to the number of courses that can be contracted for Honors College credit.

7. Does a contract influence my course grade?

No. If a student earns a letter grade in a course, but fails to successfully execute the contract, their course grade stands; they simply do not earn the Honors designation for those credits.

8. What about group contracts?

If a group of Honors College students is concurrently enrolled in a non-Honors class, those students may wish to visit with their instructor together and negotiate a common Honors contract experience in the course. These may include group activities such as discussions, field trips, and/or group projects and presentations.

9. Can I use the contract option for general education?

Yes. Students should follow the same procedure outlined for upper division contracts above. Lower division general education contracts may not be used to substitute for the required upper division contract.

Please Type or Print Neatly

Term _____ Year _____

SDSU Honors College Option Contract

Student Name: Last First M.I. Email Address Student ID Number

Course Name and Number Section Number CRN Number

Instructor Name

Description of Contract Provisions: (attach paper if more space is needed)

Instructor's explanation of how this project is over and above the regular course work:

I agree to do the above project in accordance with the Honors College standards

Student Signature Date Instructor Signature Date

Instructor - Please sign off below when contract is completed

Honors Project Completed and Accepted: No _____ Yes _____

I certify the above named student has completed this Honors
Option Contract to my satisfaction.

Instructor Signature Date

I certify the above named student completed this Honors Option
Contract in accordance to Honors College requirements.

Dean of the Honors College Date

Delivered to Registrar's Office – Date _____

Honors College Option Contract Guidelines

- The contract is agreed upon between the student and faculty member. Deliver the completed contract to the Honors College Office, Honors Hall, Room 119, Box 2705A.

- The Honors College student is to complete all of the regularly scheduled course work. The Honors College Contract is comprised of assignments above and beyond the regular course requirements and is designed to enhance scholarly learning through problem solving, critical analysis, development of communication skills, and creative endeavors. Such activities may include, but are not limited to, the following:
 - Reading and/or writing papers on additional topics
 - Research beyond normal course work
 - Critical thinking and extended analysis of topics covered in class through mechanisms such as conferences, papers, etc.
 - Oral presentations to the class in addition to those regularly assigned
 - Leadership of projects in which the class engages
 - Solutions to additional and more challenging problems or experiments assigned to the class
 - Creation of an exhibit, paper, or presentation for a conference
 - Creative writing
 - Attendance at relevant professional meetings
 - Teaching a unit or section of the course in place of the regular instructor or teaching course content to another audience

- The Honors College student is to maintain contact with the faculty member in order to monitor progress and support the student's additional scholarly efforts.

Honors *Woyaksape*

Words of wisdom and encouragement on Honors colloquium

Now is the time in your life to step outside your comfort zone and take a class or classes in something you know nothing about. Remember what happens when you take the road less traveled? You won't regret it.

--Bob Thaler, Professor of Animal Science

My favorite Honors course, was, by far, the Agriculture, Food and Society Colloquium. I look at the world in a completely different way after taking that course. I always knew there were problems in the world, but that class did a very good job of investigating several different problems and drawing links between the issues. Here is an example of how I changed: Before class, I thought, 'yeah, there are hungry people out there, but they are mostly in Africa or far away places'...after helping with the Brookings Backpack Project, I realize there are hungry people down the street from where I sit, right now. Agriculture, Food and Society made me realize how lucky I am to have the things that I do. More importantly, though, I realize that I can help change things and, if I work hard, am capable of making life better for someone else.

--Ben Stout, Park and Recreation Management, class of 2013

HONORS COLLOQUIUM

1. What is the requirement?

Students hoping to graduate with Honors College distinction are required to complete 3-6 credits of Honors Colloquium (Honors 303).

2. What is a colloquium?

Honors Colloquium is a three-credit class, Honors 303. The course is described as a 'multi-disciplinary examination of a topic or theme of interest'. These themes and topics range widely, as is evident in the examples below. In colloquia, students from a broad range of majors come together to explore an issue or theme from multiple perspectives and to offer their own subject matter knowledge and experiences to the learning environment. This consistently contributes to a classroom dynamic that is engaging, stimulating, meaningful and fun. Many faculty and students describe their experiences in Honors Colloquium as among their most meaningful learning opportunities.

3. Does it fulfill general education requirements?

Yes. Honors 303 may be used to fulfill IGR 2.

4. Are there pre-requisites for Honors 303?

Students must be Honors College eligible in order to enroll in Honors 303. There are no other course pre-requisites.

5. Why is it important?

Honors College graduates are expected to be able to apply their knowledge, integrate what they've learned, work well with others from diverse backgrounds, and to be leaders and active contributors to solutions for complex issues facing today's world. Colloquium provides a stimulating, supportive learning environment that prepares students to do just that.

6. When should I take colloquium?

Students typically take Honors Colloquium during their sophomore, junior or senior years. Freshmen may also take colloquium. Students are encouraged to enroll when the issue/theme under examination is of particular interest to them and when the course fits best with their other academic requirements.

7. What kinds of themes are covered in Honors Colloquium?

This is an ever-expanding list of colloquium topics. Recent themes of Honors Colloquium include but are not limited to:

Agriculture, Food and Society
American Popular Culture
Art and Adventure of Leadership
Energy: Present Realities, Future Possibilities
Food, Ethics and Development
Future of Medicine and Health
Global Ecosystem and Your Role in It
Global Health and Agriculture
International Professional Ethics
Leadership in Context
Media and the Election
Numeracy
Science and Society
Seductions of the New: Technology, Spectacle, and the Future of the Past
Women Shaping Their World
Work of Creativity

8. How difficult is colloquium?

Because there are no pre-requisites for the course and because it includes students from a wide range of academic majors, advanced subject matter knowledge is not expected. However, students in colloquium are expected to read, write, problem-solve, present and work in groups at the highest levels of academic performance. They are challenged, oftentimes, to step outside their disciplinary comfort zones to approach issues from different perspectives and to find/make meaning in their learning experiences. Oftentimes, colloquia involve experiential and service learning activities which require a commitment of time, effort and energy outside of normal class time. Sometimes the courses include independent research papers and experiences. Students can consult with instructional faculty to obtain specific syllabus requirements each semester.

9. When will a colloquium be offered for my major?

Colloquia are taught around multidisciplinary themes, issues and topics, rather than specific majors. While some majors may be drawn to particular topics (for example, an Agronomy major may be drawn to the Agriculture, Food and Society colloquium), students from all majors are welcome in all colloquia; in fact, the rich mix of majors and interests is a consistently cited strength of the course.

Honors *Woyaksape*

Words of wisdom and encouragement on independent study...

If you are interested in undergraduate research, you can easily turn a research project into your independent study!

--Kate Kondratuk, Microbiology major, class of 2015

It may seem like a daunting task, but as long as you aren't afraid to ask for guidance, it goes pretty smoothly. Pick something you are truly passionate about and you will barely notice how much time you are putting into it.

--Logan DeBoer, Civil and Environmental Engineering, class of 2013

Always reference reliable sources (i.e., maybe not 'the internet') – check out PubMed and look at the materials and methods to make sure the results can be repeated and are accurately stated. Critical evaluation is important.

--Jane Christopher-Hennings, Professor of Veterinary and Biomedical Sciences

Most of the Pharmacy Honors students enroll in the independent study in PHA 491. Dr. Dan Hansen and I are the course coordinators for the Pharmacy independent study.

--Omathanu Perumal, Associate Professor and Head, Pharmaceutical Sciences

HONORS INDEPENDENT STUDY

1. What is the requirement?

In order to graduate with Honors College distinction, students must complete three credits of independent study (either Honors 491, or the equivalent course in their major field of study).

2. What is an independent study?

An independent study is an original piece of scholarly or creative work related to students' academic, personal or professional interests and aspirations. Students work independently, with guidance and direction from a faculty mentor, to execute their independent study project.

3. What is involved in an independent study project?

Students work one-on-one with a faculty mentor or mentors to explore a topic of particular interest and relevance to their academic field. Students work with their faculty through development of the topic, execution of the project, writing up results and presenting their work.

4. What are the deliverables?

To fulfill the project, students must enroll for credit, execute their project to the satisfaction of their faculty mentor, submit a written scholarly paper summarizing their work to the Honors College office, and present their work at a public scholarly venue.

5. What is a public scholarly venue?

Examples include Undergraduate Research, Scholarship and Creative Activity Day on campus, regional and national Honors meetings, or other state, regional, national or international academic conferences. Students should work with their faculty mentor and the Honors College Dean to identify an appropriate setting in which to share their project.

6. Am I required to publish my independent study?

Students are required to submit a paper based on their work to the Honors College, and are encouraged to submit these to SDSU's *Journal of Undergraduate Research*. Students are encouraged to work with their faculty mentors to identify other potentially appropriate venues for publication of their work. Publication in a refereed academic journal is not required.

7. When should I do my independent study?

It's never too early for students to begin thinking about ideas, exploring research opportunities and visiting with faculty members about their interests. However, because the independent study is considered an in-depth, capstone experience, it is recommended they should have completed at least junior level coursework in their major field of study before attempting to complete their project.

Sometimes students work on their projects over the summer. Other times, they take it along with their regular course load during the school year. Sometimes students take all three credits in one semester; other times, credits are split across multiple academic terms. Precisely how and when a student enrolls is up to them and their faculty mentor.

8. Are projects required to involve laboratory research?

No. A wide range of qualitative and quantitative approaches are acceptable.

9. How do I get started?

Visit with Honors College faculty, Honors College committee representatives, the Honors College Dean, and other favorite faculty. Talk to your Honors College upperclassmen about examples of what others students have done for their projects.

10. How long does it take?

Typically, the Honors Independent Study takes at least one semester to complete. Depending on the nature of the research involved, sometimes students spend a semester designing their projects and collecting data, and the following semester writing it up and presenting it. The duration of the work involved varies depending on the student, their faculty mentor, their discipline, and the specifics of their project.

11. Any other tips for success:

Communication is key. While students are expected to work independently on their project, regular communication with their faculty mentor is essential. Students should plan to submit multiple drafts of their final project in order to meet expectations for the project. This process is, in many ways similar to (and thus excellent preparation for) writing a graduate thesis.

12. What if I still have questions and need assistance?

All Honors College students are encouraged to enroll in Honors 390: Research and Professional Development – Introduction to the Honors Independent Study, offered every spring semester. This course will guide students through the beginning stages of their independent study projects.

13. What are examples of past projects?

Projects are as diverse as Honors College students and their interests. A partial listing of titles of recent student projects is included in the table below.

Sample Honors College Independent Study Project Titles

Students' Major	Faculty Mentor	Project Title
Agricultural Business	Dr. Nicole Klein	Production costs impact farm profits
Agricultural Education	Dr. Amy Smith	Does mentoring matter? An evaluation of cooperating teachers in agricultural education
Animal Science	Dr. Kelly Bruns	An assessment of leadership in the South Dakota beef industry
Agronomy	Dr. Doug Malo	Climate change and its effects on agriculture
Animal Science	Dr. Rebecca Bott	The effect of dietary yeast supplementation on fecal egg counts in horses
Architecture	Dr. Jessica Garcia-Fritz	Switching tracks: A study of historical railroad depots of South Dakota and their rail yards
Biochemistry	Dr. Doug Raynie	Microwave assisted formation of silver nanoparticles
Biochemistry	Dr. Adam Hoppe	Optimization of fluorescent protein calibration constructs for N-Way FRET analysis of protein interactions
Biology	Dr. John Robinson	Introducing fluorescent labeled Troponin-into live mice cardiomyocytes
Biology	Dr. Scott Pedersen	Prenatal development of the human central nervous system
Biology	Dr. Tim Nichols	Acute lymphoblastic leukemia and the experience of cancer: A caregiver's perspective
Chemistry	Dr. Adam Hoppe	Distribution of the P2x7 receptor in the hypothalamic-neuropophysial system
Civil Engineering	Dr. Nadim Wehbe	Structural designs for a picnic shelter in Lake Andes, South Dakota
Civil Engineering	Dr. Suzette Burckhard	Engineering properties of a Bolivian soil
Computer Science	Dr. Rob Fourney	Evolving a circuit board
Ecology and Environmental Science	Dr. Greg Peterson	Good for goodness sake: The origins of human altruistic behavior
Economics	Dr. Larry Janssen	A socioeconomic examination of the evolution of corporate social responsibility
Economics	Dr. Larry Janssen	Agricultural policy and land values
Economics	Dr. Kuo-Liang Chang	Economic impact study of South Dakota's local food system: A survey study in southeastern South Dakota
Electrical Engineering	Dr. Mostafa Fetemi	Vibro-acoustography to image and localize brachytherapy seeds within prostate tissue: ex-vivo study
Electrical Engineering	Professor Cory Mettler	Feasibility analysis: Bi-directional two-wire communication between serially connected devices
Electrical Engineering	Dr. Steven Hietpas	Image processing and MTF
English	Dr. Danker	Here there and everywhere: Examining the role of place in classic children's literature
English	Dr. Stewart	A search for agency: Women shaping their world
Exercise Science	Dr. Gary VanGuilder	Microvascular endothelial function following high-volume swim training
Food Science	Dr. Basil Dalaly	The effect of freezing as a storage method on anthocyanin concentration in blueberries
Global Studies	Dr. Joe Santos	Immigration liberalization in the United States and beyond
History	Dr. Charles Vollan	Partitioning the balance of power
Mathematics	Dr. Dan Kemp	A problem in Squigonometry
Mathematics	Dr. Kuo-Liang Chang	Economic impact study of South Dakota's local food system: a survey study in southeastern South Dakota
Mechanical Engineering	Dr. Alex Moutsoglou	Design and implementation of the SDSU biofuels laboratory
Microbiology	Dr. William Gibbons	Use of various microbes to increase protein yield in corn solubles
Music	Dr. Anthony Lis	Renaissance liturgy: musical literature and composition
Music	Dr. David Reynolds	Teaching techniques and styles: What works in the classroom
Music/Physics	Dr. Larry Browning	Teaching science with music
Modern Languages	Dr. Christi Garst-Santos	Intro to Latino studies and contemporary issues of immigration: A qualitative investigation of Latino dairy workers in South Dakota
Nursing	Dr. Bernadette Olson	Frequency recommendations for concussion baseline testing: Results from one and two-year baseline concussion testing
Nursing	Dr. Linda Herrick	Effect of maternal age on holding hours in the NICU
Nursing	Dr. Linda Herrick	Nursing students' comfort level with patient-initiated prayer during palliative care
Park and Recreation Management	Dr. Carter Johnson	Alternative agriculture in South Dakota: An examination of grassland production systems

Students' Major	Faculty Mentor	Project Title
Agricultural Business	Dr. Nicole Klein	Production costs impact farm profits
Pharmacy	Dr. Hemachand Tummala	Effect of 2-Deoxyglucose on colorectal cancer cell lines
Pharmacy	Dr. Chandradhar Dwivedi	Effects of Honokiol on SKMEL-2 melanoma cells: In-vivo and in-vitro studies
Pharmacy	Dr. Tim Nichols	Mobile Rx: Independent community pharmacy business plan
Pharmacy	Dr. Hemachand Tummala	Soluble and bioavailable curcumin-EPO molecular complexes: Future therapeutic option for Alzheimer's disease
Political Science	Dr. Christi Garst-Santos	Engendering student leadership: Women in student government at South Dakota State University
Political Science	Dr. Gary Aguiar	Comparative analysis: Municipal-level governments of eastern South Dakota and Posajve, Slovenia
Psychology	Dr. Brad Woltdt	Successful interrogation techniques: Comparisons at a Midwest police department
Psychology	Professor Barb Kleinjan	Building confidence and community in Honors Speech
Sociology	Dr. Molly Enz	A "class of its own": How the French language contributes to Quebec's unique identity
Spanish	Dr. Rebecca Bott	The 2011 South Dakota Equitarian Survey and Reservation Equine Comparative Analysis
Wildlife and Fisheries Sciences	Dr. Katie Bertrand	Estimating the placement of Asian Carp in the prairie stream food web using stable isotopes of stomach contents
Wildlife and Fisheries Sciences	Dr. Kent Jensen	Distribution of four species of owls in Brookings County

14. Can my internship or study abroad experience count for my Honors Independent Study?

An internship or international experience can serve as the inspiration and foundation a student's independent study project. However, they are not one-in-the-same. The independent study needs to be a *scholarly project* that is written up and presented in a public venue. This may mean that students do extensive library research on a topic related to their study abroad experience and/or collect and analyze data as part of their internship. In this way, the experiences may be complimentary in nature, allowing Honors College students to bring additional depth and understanding to these important educational experiences.

Honors College Independent Study Application

Students accepted to continue their enrollment in the SDSU Honors College must complete a minimum of three credits or a maximum of six credits of *Honors College Independent Study*. The Independent Study is ordinarily completed during a student's senior year but, with approval from the Honors College, it may be started and completed during the student's junior year.

The application must be completed and turned into the Honors College Office before the student will be allowed to register for Honors College Independent Study credits.

Part 1 is to be completed by the student. Student is to request his/her Independent Study faculty advisor to complete **Part 2**. Student is to return application to Honors College Office for completion of **Part 3**. Student will be notified when Honors College Committee has completed its part of application review.

PART 1:

Name: _____ Student ID #: _____

Campus Address & Phone Number: _____

Permanent Address & Phone Number: _____

Email Address: _____

Proposed Independent Study Advisor: _____

Proposed enrollment semester: _____ Proposed credit hours: _____

Proposed Independent Study title or topic: _____

Briefly describe your Independent study and its methodology (attach separate sheet if desired):

Signature of Student

Date

Proposal Review Form

PART 2:

This section is to be completed by the Independent Study Faculty Advisor

Topic is of importance _____yes _____no

Topic focuses on some primary element of the student's major _____yes _____no

Topic demonstrates competency to integrate bodies of knowledge _____yes _____no

Topic is a manageable Independent Study _____yes _____no

Additional Comments:

Signature of Faculty Advisor

Date

PART 3:

This section is to be completed by Honors College Dean

Comments:

Approved _____

Approved with recommendation(s) _____

Not approved _____

Signature of Honors College Dean

Date

SECTION VI

**CONTINUED ENROLLMENT
AND THE
HONORS COLLEGE ETHIC**

Honors *Woyaksape*

Words of wisdom and encouragement on continued enrollment and the Honors College ethic...

Live in the now. Commit yourself to the lifelong process of becoming more articulate. Seek truth. Be compassionate. Know the importance of turning negative experience into positive energy. Understand that humor is survival.

--Charles Woodard, Distinguished Professor of English

Honors Orientation started the discussion of honor, integrity and ethical approaches. Whether it was wrestling through these issues with my peers or reciting the Air Force Honor Code, I have been reminded that a purposeful life is one that is considerate of others and built on trust.

--Meredith Sauer, Chemistry, class of 2013

Life is easier when you do your best trying to do what's right.

--Kyle Walterman, Economics/Spanish, class of 2017

Do not exhaust yourself with who you think you currently are not; change is continuously approaching. Embrace truth, be patient, and live loved today.

--Eric Howe, Mechanical Engineering, class of 2016

Commit yourself to what you believe in and love. In this, you will find yourself.

--Nicholas Arens, Mechanical Engineering, class of 2017

HONORS COLLEGE CONTINUING ENROLLMENT

1. What is it?

The Honors College Continuing Enrollment Form initiates the process by which students formally enroll in the Honors College.

2. Why is it important?

The Honors College Continuing Enrollment Form is important because it signifies a student's intention to pursue graduation with Honors College distinction. The Continuing Enrollment Form is the mechanism that adds students to the Honors College roster. Dean Nichols is added as a second advisor for all students with Continuing Enrollment Forms on file; students' progress toward graduation requirements is monitored each semester, and they are added to Honors College email lists and D2L pages. The names of those who meet Honors College progression standards are forwarded to the Office of Records and Registration for priority registration each semester.

3. When should I complete the Continued Enrollment Form?

Students are encouraged to complete the Continuing Enrollment Form during their first semester on campus, or as soon as the student decides he/she intends to pursue graduation with Honors College distinction. The earlier students file the form, the earlier they are eligible to receive the associated benefits of Honors College enrollment.

4. What if I am not sure?

Students should not file the Continuing Enrollment Form if they are not intending to pursue graduation with Honors College distinction. However, if they are actively considering the Honors College pathway and working toward requirements to graduate with Honors College distinction (whether or not they are certain of their ultimate completion) they should complete and file the form.

5. What if I have more questions or concerns about the Continuing Enrollment Form?

Questions should be directed to Dean Nichols.

THE HONORS COLLEGE STUDENT ETHIC

1. What is it?

The Honors College Student Ethic is an aspirational statement of shared commitments of Honors College students. The ethic is signed as part of the Honors College Continued Enrollment Form.

2. Where did it come from?

The ethic emerged from discussions among Honors College faculty and students about what it means to be a part of the Honors College, beyond curricular and grade point average requirements. Students developed early drafts which were shared and revised during Spring-Summer, 2012; the ethic was adopted by the Honors College beginning in the 2012-2013 academic year.

3. What is its purpose?

The ethic serves to articulate the essence of the Honors College experience and to inspire Honors College students to reflect.

4. Is the Honors College ethic enforceable?

Strictly speaking, no. However, students who are found in violation of the university's student conduct handbook, or who fail to meet standards of academic honesty, may not graduate with Honors College distinction.

5. What if I don't live up to the ethic?

Remember, this is an *aspirational* document. It does not assume that every Honors College student has mastered these qualities of personal and academic excellence; rather, that we are united in our committed to work *toward* them.

6. Why do I need to sign it?

Students intending to graduate with Honors College distinction should understand and embrace the ethical dimensions of the Honors College experience.

7. Why is there a witness line?

Being a student in Honors College is not a solo endeavor. Rather, we are a community of faculty and students united in our commitments to the ideals articulated in the Honors College ethic. The witness signature is a show of support from another member of the Honors College family.

8. What if I have concerns about the Ethic?

Feel free to meet with Dean Nichols to discuss your concerns. Also, keep in mind that the Ethic is conceptualized as a living document that will evolve over time. Even in its first years, several adjustments were made. Bring your ideas and suggestions to the Honors College office.

HONORS COLLEGE
Building on a Tradition of Excellence

Continued Enrollment Form

Name: _____ Date: _____

Student ID number _____ University Address: _____

E-mail address: _____ Phone #: _____

Permanent Address and Phone #: _____

Parent(s) Name(s) and
Address: _____

Academic Advisor(s): _____ Phone(s): _____

Academic Major(s): _____ Minors(s) _____

Date Enrolled at SDSU: _____ Expected Graduation Date: _____ Cumulative GPA at SDSU (if applicable) _____

Total Credit Hours Earned: _____ Total Credit Hours Currently Enrolled In: _____

Honors courses completed and grade earned:

Honors courses currently enrolled in:

Plans for the remainder of your Honors College experience:

Questions or concerns:

Submit to:
Honors College Office
Honors Hall Room 119, SHON Box 2705A
South Dakota State University
Brookings, SD 57007

Questions or concerns regarding your continued enrollment in Honors, please contact the Honors College at 688-5268 or e-mail sandra.newman@sdstate.edu or timothy.nichols@sdstate.edu

An Ethic for Honors College students at South Dakota State University Fall, 2014

We students in the Honors College at South Dakota State University are united in our commitments to academic excellence, community engagement and personal growth. To fulfill these commitments, we seek to create and seize opportunities and open ourselves to transformative reflection, relationships, laughter, learning and discovery. We hope to be honest, trustworthy and respectful. We strive to do the right thing. We try to conduct ourselves as responsive and responsible citizens of our university, community, nation and world.

We cultivate our minds by exploring challenges and questioning assumptions. We are academically honest. We do not cheat, plagiarize or in any way claim others' work as our own. We strive to be intellectually confident and humble. We practice the art of wonder. We examine multiple disciplines, cultures, and ways of knowing and being, pushing the boundaries of our comfort zones in search of knowledge, understanding, and wisdom. By doing so, we open ourselves to deep learning and prepare ourselves to know and help others.

We are dedicated to lifelong personal growth, proceeding with open minds and hearts. As those aspiring to grow into capable, conscientious, self-aware citizens, we endeavor to develop our whole selves, and to fashion for ourselves and one another lives of purpose and meaning.

We want to be welcoming and to serve our communities with joy and generosity. We strive to build relationships based on respect, and to bring out the best in one another. We believe we must hold ourselves accountable. Through mindful reflection and active engagement, we hope to practice authentic leadership, adapt growth mindsets, and use our abilities to positively impact the world. Individually and collectively, we want to be a constructive, progressive, positive force at our university and in our community. We are committed to the practice of integrity in all we do.

In signing my name below, I commit myself to the ideals articulated above and pledge to abide by the spirit of this document. I also understand that, in turn, the Honors College – wholly devoted to promoting student learning at the highest levels -- pledges to offer a curriculum that is current and rigorous, in an environment that is stimulating, enriching and supportive of these ideals, and the continued development and success of its members.

Signed: _____

Date: _____

Witness: _____

Continuing Honors College student, faculty or staff member

**DUE TO THE HONORS COLLEGE OFFICE BY 9/15/2014 FOR CONSIDERATION FOR EARLY
REGISTRATION FOR SPRING, 2015**

SECTION VII

**HONORS COLLEGE
PROGRESSION STANDARDS**

Honors *Woyaksape*

Words of wisdom and encouragement on progression standards...

Don't be afraid to ask for help! Enjoy your educational path—it's a journey not a destination.
--Shelly Brandenburger, Instructor of Health and Nutritional Sciences

As an Honors student, there are many opportunities for involvement, including Honors and HCSO activities, conferences, travel opportunities, etc. We contact our students via email so please keep an eye on your Jacks email account as some opportunities do have deadlines. Also, if you have any questions or concerns or something wonderful to share, or even to just say hello, you are more than welcome to stop by the Honors College office!
--Sandy Newman, Secretary, Van D. and Barbara B. Fishback Honors College

PRIORITY REGISTRATION PROGRESSION STANDARDS

Priority registration is provided to allow Honors College students to meet the academic requirements of their major while also fulfilling unique scheduling demands associated with graduating with Honors College distinction. It is intended only for students who are committed to pursuing the complete Honors College curriculum.

Each semester, the Honors College Dean's office conducts an audit of students to determine their eligibility for early registration. Eligibility will be based on the following progression standards:

1. Students must have a **Continuing Enrollment Form** on file in order to be eligible for early registration. These should be filed with the Honors College Dean's office upon students' initial indication of their intent to graduate with Honors College distinction, and should be updated if/when students change majors, add minors, or make other significant revisions to their academic plans.
2. Credit, grade point average and other progression standards for Honors early registration are as follows:

Credits completed	Honors credit requirement	Standard of excellence
0-16	Enrolled in at least 3 Honors credits	27 or higher ACT or top ten percent of their graduating class.
17-32	Completed at least 3 Honors credits	Minimum GPA 3.2
33-48	Completed at least 9 Honors credits	Minimum GPA 3.3
49-64	Completed at least 12 Honors credits	Minimum GPA 3.4
65-80	Completed at least 15 Honors credits	Minimum GPA 3.4
81-96	Completed at least 18 Honors credits Note: Honors contracts should be filed by spring semester of students' Junior year	Minimum GPA 3.4
97-112	Completed at least 21 Honors credits Note: Honors independent study forms should be filed first semester of students' Senior year	Minimum GPA 3.5
113-120	Completed at least 24 Honors credits Note: Application for graduation filed with Honors College Dean's Office.	Minimum GPA 3.5

Students intending to graduate with Honors College distinction who do not meet these standards will not be granted priority registration. However, they are encouraged to work toward these standards in order to earn eligibility in future semesters.

Sometimes student who transfer significant amounts of pre-college credit (e.g. via Advanced Placement exams, dual credit courses, etc.) find it difficult to meet progression standards. Students are encouraged to meet with Dean Nichols to design and execute an individualized program plan that will allow them to meet standards and make progress toward graduating with Honors College distinction.

SECTION VIII

**HONORS COLLEGE
INVOLVEMENT
OPPORTUNITIES**

Honors *Woyaksape*

Words of wisdom and encouragement on involvement opportunities...

Get involved!

--Susan Gibson, Professor of Microbiology

The Upper Midwest Honors Conference (UMHC) has been one of my favorite experiences while at SDSU. I enjoyed meeting and interacting with Honors students from the region. I especially enjoyed presenting on my research, listening and learning about other students' research.

--Greg Tanner, Mathematics and Mechanical Engineering, class of 2013

The First Lady's Literary Circle is the Honors activity I would not trade for anything. Through this not only have I had to learn from amazing faculty and peers, but we've learned about one another as people, not as students, not as teachers, but as people with real lives, experiences, dreams, hardships, opinions.

--Elizabeth Bosworth, Biology and Chemistry, class of 2013

When pursuing opportunities, be less concerned about what "looks better" and more about what will make you better.

--Donald Auger, Professor of Biology

Where to begin? Literary Circle has been a great opportunity to interact with faculty on a more personal level and get to know students outside of the classroom setting. Attending regional and national conferences has given me unique experience presenting in a professional setting and allowed me to incorporate ideas from other schools into my own Honors experience. HCSO has been a fun way to meet other students in Honors and make what I hope will be lifelong friendships.

--Hanna Larsen, Psychology, class of 2013.

Become as involved as you possibly can with Honors programs and courses, because these experiences will serve you well (greater understanding of the world and greater empathy for the poor of the world) in the future.

--Nels Granholm, Distinguished Professor Emeritus, Global Studies and Biological Sciences

Take advantage of opportunities. Whether it be a leadership role, a seat in a class outside your discipline or an internship in a faraway place – take chances, grow your network and diversify your experience.

--Nick Wendell, Director of Student Engagement, Student Union and Activities

HONORS COLLEGE INVOLVEMENT OPPORTUNITIES

The Honors College encourages its students to engage as leaders in all aspects of campus and community life. Indeed, they can be found on athletic teams, in musical ensembles, student government, research laboratories, and faith-based organizations, among others. Some of the special Honors College student engagement opportunities are described below.

Honors College Student Organization is a club for Honors College students from every major, and is a great way to build community with other Honors students and faculty. Activities include social and service programs and providing student leadership to important college events.

HCSO Officers 2014-2015

- President: Jacob Ailts
- Vice President: Terra Klima
- Secretary: Jeremiah Atkinson
- Treasurer: Sarah Reiner
- Public Representative: Nick Lorang
- Historian: Allyson Lucht
- Hall Representative: Tyler Youngquist
- Campus Involvement chairs: Stacia Berg and Joshua Ward
- Social chairs: Kyla Larsen and Kaya Borg
- Service chairs: Samantha Nielson, Sam Smith, and Jessica Leat
- Communication chairs: Ashley Musch and Allyson Helms
- Advisors: Tim Nichols and Hanna Larsen

Upper Midwest Honors Council is comprised of Honors Colleges and programs throughout the region. The Council holds an annual meeting each spring at a member-host university. South Dakota State University attends each year and engages students and faculty in sharing their classroom, research and program ideas and accomplishments with the Honors community across the region. SDSU hosted UMHC in 2010 with a theme of *Mitakuyae Oyasin*.

UMHC SDSU Board of Directors Representatives:

Donna Flint (Mathematics), Leda Cempellin (Visual Arts), and Kuo-Liang 'Matt' Chang (Economics)
Past President, Tim Nichols

Students and faculty are encouraged to submit proposals to UMHC featuring their Honors research, coursework or extracurricular activities. Proposals are typically due in late February/early March for a mid-late April meeting.

National Collegiate Honors Council is the national organization for Honors programs and colleges across the country; it even includes international members. The mission of NCHC is *To support and enhance the community of educational institutions, professionals, and students who participate in collegiate Honors education around the world*. More than 1200 members represent two-year and four-year public and private institutions in the United States and beyond. The annual NCHC conference is attended by thousands of Honors students and faculty. SDSU representatives attend and participate; it is a wonderful venue through which to learn, network and share ideas for personal, professional and programmatic development.

Students and faculty are encouraged to submit proposals to NCHC featuring their Honors research, coursework or extracurricular activities. Proposals are typically due in late February/early March for a late October/mid-November meeting.

Recent NCHC meetings have been held in Washington, DC; San Antonio, TX; Kansas City, MO; Phoenix, AZ; Boston, MA; New Orleans, LA. The 2014 NCHC conference will be held in Denver, CO.

NCHC website: <http://nchchonors.org>

Honors Hall Leadership Team is comprised of Community Assistants who serve to plan programs, implement policies, and build community among residents of Honors Hall. Objectives include 1) Academic Excellence; 2) Student retention in Honors College; 3) Involvement in Honors College and the broader university community; 4) Building a network that supports student success.

Honors Hall Community Assistants for fall, 2014 are:

- Kelli Aarstad, Nursing
- Jessica Addington, Biology/Pre-Veterinary Medicine
- Jeremiah Atkinson, Biology/Pre-Medicine/Biochemistry
- Erik Howe, Mechanical Engineering
- Riley Larson, Environmental Science
- Kali Lenhoff, Family and Consumer Science Education
- Jonathan Mochel, Biology/Pre-Medicine
- Ashley Musch, Biology/Pre-Occupational Therapy
- Shanell Peterson, Advertising
- Tyler Youngquist, Music Education

Hike and Read Retreat. A kickoff to the school year and welcome event for first-year Honors College students, the hike and read involves faculty and students reading a common book or article, and traveling to the Oak Lake Field Station for a day of hiking, reading, canoeing and fun.

Recent Hike and Read texts include:

- 2008: Soul of a Citizen
- 2009: Toni Morrison's Nobel Prize winning acceptance speech
- 2010: Habits of the Mind
- 2011: Five Lessons of a Dumbledore Education
- 2012: Mindset
- 2013: The Traveler's Gift
- 2014: Peace is Every Step

Leadership Development programming. Honors College helps to coordinate the LEADSTATE program, a leadership development program for college sophomores focused on strengths-based leadership, service and the social change model for leadership development. In addition, Honors sponsors colloquia on leadership, leadership development and systems dynamics workshops.

First Lady's Literary Circle. Sponsored by First Lady Marcia Chicoine, 'Lit Circle' engages students and faculty in an Honors book club each semester. The Circle gathers at the home of the President and the Dean for food, fellowship, fun and discussions of the broader themes of the texts under examination. Supplemental activities have included exploration of native prairies and movie nights.

Recent "Lit Circle" selections include:

- *Man's Search for Meaning* (Frankl, 1975)
- *Frankenstein* (Shelly, 1818)
- *How We Became Human* (Harjo, 2004) and *RoofWalker* (Power, 2004)
- *Sand County Almanac* (Leopold, 1986)
- *Brave New World* (Huxley, 1932)
- *The Moment* (Smith, 2012)
- *Peace is Every Step* (Hahn, 1992)
- *Beloved* (Morrison, 2004)
- *The Little Prince* (St. Exupery, 1943)
- *Spirit and Reason* (Deloria, 1999)
- *And the Mountains Echoed* (Hosseini, 2013)
- *Local Wonders* (Kooser, 2004)
- *Here, Bullet* (Turner, 2005)

Common Read and Griffith Honors Forum Lecture. Honors College coordinates SDSU's campus common reading program. Recent selections include *The Heart and the Fist* (Greitens, 2011) and *The Absolutely True Diary of a Part Time Indian* (Alexie, 2007). Honors also organizes the university's largest lectureship, the Griffith Honors Forum Lecture, which in recent years has featured the central character of the common read.

Past Griffith Lectures have included:

- Ken Burns, celebrated documentary filmmaker (2001)
- Meave Leakey, renowned paleoanthropologist (2002)
- Terry Waite, former Iran hostage, international terrorism expert (2003)
- Mary Robinson, former President of Ireland, global human rights activist (2004)
- Julie Gerberding, director, Centers for Disease Control and Prevention (2005)
- Erik Peterson, director, Seven Revolutions initiative (2006)
- Pat Buchanan, conservative political leader (2007)
- Tom Daschle, Majority Leader, United States Senate (2008)
- David Wilhelm, leading political strategist (2008)
- Paul Farmer, physician, activist, founder, Partners In Health (2009)
- Greg Mortenson, founder, Central Asia Institute, Pennies for Peace (2010)
- Luma Mufleh, inspiring coach of the Fugees soccer team (2011)
- Sherman Alexie, author, tribal activist (2012)
- Eric Greitens, Navy SEAL, founder, The Mission Continues (2013)

Honors College Convocation. A celebration of all things Honors is held during the spring of each academic year. The program includes a reception, speaker, and awards program honoring excellence in student and faculty service and achievement across a variety of categories. Dean's List and 4.0 honor roll students are also recognized. Students who have completed their Honors College general education requirements in the preceding academic year are presented with the Honors College pin. The table below lists some of the award winners from our most recent Honors College convocation.

Honors College Convocation Award Winners 2014

Award	Recipient
Friend of the Honors College	Laurie Stenberg Nichols, Provost and Chief Academic Officer
Teacher of the Year	Scott Pedersen, Biology and Microbiology
Faculty Scholarship	Kuo-Liang 'Matt' Chang, Economics
Faculty Creativity	Christine Stewart, English
Faculty Engagement	Dan Kemp, Mathematics Barb Kleinjan, Communication Studies and Theater
Departmental Leadership and Support of Honors	Volker Brozel, Biology and Microbiology Kurt Cogswell, Mathematics and Statistics Jason McEntee, English
Honors College Student Organization (HCSO) Award of Excellence	Jacob Ailts, Entrepreneurial Studies Terra Klima, Pharmacy
Student Research Excellence	Emily Endres, Nutritional Sciences and Spanish Katherine Kondratuk, Microbiology Allison McEldowney, Biochemistry Spencer Schreier, Biology Education
Student Land Grant Excellence	David Monnens, Mathematics and Spanish
Student Service Excellence	Mackenzie Klinkhammer, Pharmacy Wiphawi 'Mo' Phifer, Civil Engineering
Student Athletics Excellence	Drew Kraft, Mathematics and Economics Jessica Taylor, Biochemistry
Student Excellence in the Arts	Casey Goodmund, Graphic Design
Renaissance Man	Michael Preheim, Mathematics
Student Professional Preparation Excellence	Michael Carlson, Agronomy Mollie Sloom, Pharmacy Ethan Snow, Biology, Microbiology, and Biotechnology Stephanie Vedvei, Electrical Engineering
Student Campus Champions	Alex Heard, Nutritional Sciences Casey Janisch, Civil Engineering Denielle Meyerink, Psychology
Student Leadership Excellence	Loretta Bartosh, Agricultural Education Kyla Larsen, Economics Joseph Schartz, Journalism and Economics
Honors Ethic Award	Jonathan Mochel, Biology
NCHC Student of the Year	Ben Stout, Park and Recreation Management

Undergraduate Research, Scholarship and Creative Activity. Honors College helps to coordinate undergraduate research, scholarship and creative activity across campus. This includes organizing the annual Undergraduate Research, Scholarship and Creative Activity Day (URSCAD) each spring, and coordinating selection for campus-wide undergraduate research fellowships and the Schultz-Werth paper competition, both of which award students thousands of dollars each year.

URSCAD is held in late April each spring. Schultz-Werth papers and undergraduate research fellowship application are usually due in March.

SECTION IX

HONORS COLLEGE ROAD MAP

Honors *Woyaksape*

Words of wisdom and encouragement on the road map...

Be inspired to achieve your potential.
--Xiuqing Wang, Professor of Biology

Honors has added networking, challenge, and excitement to my college career.
--Brianna Graff, Wildlife and Fisheries Sciences, class of 2012

Take advantage of the academic plan. Mapping out your entire collegiate academic career can seem intimidating, but you'll be happy for it in the long run! I used mine every semester to help register for classes and make sure I was on track
--Jennifer Grassel, Nursing, class of 2014

Get connected! Form study groups in all of your classes, especially those in your major.
--Dan Kemp, Professor of Mathematics

Serving others is one of the best ways to enrich yourself.
--Larry Janssen, Professor of Economics

Know that your job here is to get the best education possible, by doing your best. Don't lose focus of your goals, but enjoy the wonderful opportunity that college is along the way.
--Andrew Puetz, Mechanical Engineering, class of 2017

HONORS COLLEGE ROAD MAP TO STUDENT SUCCESS

While each student's experience in the Honors College will be unique, the table below provides some general suggestions for Honors students to stay on track and find success in their Honors College experience.

Year	Suggestions for Success
Freshman	<ul style="list-style-type: none"> Enroll in Honors 100 or 109 Begin taking Honors College general education courses Participate in Honors College Hike and Read Retreat Participate in Common Read activities Complete a four-year plan for graduating with Honors College distinction Complete the Honors College Continued Enrollment Form Earn at least a 3.2 cumulative grade point average Join the Honors College Student Organization
Sophomore	<ul style="list-style-type: none"> Complete your Honors College General Education requirements Earn the Honors College pin at convocation Explore options for taking Honors Colloquium (Honors 303) Take HON 290: Seminar on Servant Leadership (1 credit) Get involved in an Honors College Student Organization committee Attend Upper Midwest Honors Conference Serve as a Community Assistant in Honors Hall Apply to be an Honors College Teaching Assistant Earn at least a 3.3 cumulative grade point average Participate in the LEADSTATE program
Junior	<ul style="list-style-type: none"> Complete one Honors College upper division contract Complete one Honors College Colloquium Apply for funding to support your independent study work Take HON 390: Research and Professional Development (1 credit) Explore study abroad and internship possibilities Attend Upper Midwest Honors Conference Participate in Honors leadership advantage and/or systems dynamics workshops Consider leadership opportunities in the Honors College Student Organization Earn at least a 3.4 cumulative grade point average Submit a proposal for presentation at National Collegiate Honors Council
Senior	<ul style="list-style-type: none"> Complete any outstanding academic requirements Earn at least a 3.5 cumulative grade point average Enroll for Honors Independent Study credit Present your independent study project and submit your final project paper Take HON 490: Senior Seminar Attend the National Collegiate Honors Council meeting Apply for graduation with Honors College distinction Apply for the Schultz-Werth (senior paper) Award Present at Undergraduate Research, Scholarship and Creative Activity Day Attend Medallion Ceremony Graduate with Honors College distinction

***YOUR ROADMAP TO
S U C C E S S
AT SOUTH DAKOTA STATE UNIVERSITY***

THE BIG PICTURE

You will be successful at SDSU if you:

- ✓ Attend **every class** and plan your weekly schedule to include time devoted to studies. On average, students should plan to study 2-3 hours/week for every one hour in class.
- ✓ Become an **active learner** by engaging in thoughtful classroom discussions and thinking about course material and how it applies to your life outside of class.
- ✓ During the **first few weeks** of class each term, access campus resources such as tutoring, supplemental instruction, peer mentoring and other campus support services.
- ✓ **Connect** with faculty members – ask questions, visit during office hours, seek feedback.
- ✓ Be **well-prepared** for every class – complete all readings and homework assignments on time.
- ✓ Demonstrate academic integrity – **be honest** and do not cheat.
- ✓ Help to create and ensure an inclusive learning environment, **showing respect** for other students, faculty, staff, and community members.
- ✓ **Get involved.** Experience positive co-curricular activities, outside the classroom, that push you beyond your comfort zone and challenge you to experience new things.
- ✓ **Communicate often** with your academic advisor and professors regarding personal successes, challenges, and goals.
- ✓ Think beyond your time at SDSU – consider how you will contribute to your **future** community and prepare yourself to be a citizen of the world.

The people and programs at South Dakota State University are designed to promote your **success** and help you **graduate**. Follow this roadmap, take advantage of available resources and put yourself in the position to **achieve great things**.

YOUR FIRST YEAR

- ✓ **Participate** in hall activities, meet your academic advisor at the beginning of the semester and introduce yourself to your professors.
- ✓ Build a positive support network by surrounding yourself with others who model good academic behaviors; develop a **sense of belonging** through friendships and involvement.
- ✓ Develop a **personal organization system** that allows you to prioritize and plan ahead, manage your time and maintain a positive healthy balance.
- ✓ Work with an academic advisor to develop the first two years of a four-year **graduation plan**.
- ✓ **Set realistic goals** and work with faculty and staff who can help you reach them. Goals might include GPA, number of credits completed, career exploration, major selection, and/or involvement.
- ✓ **Live on campus**, even if your family is local. Social and academic support offered through residential life programs is critical to your success.
- ✓ Complete at least **30 credits** per year, and strive to graduate in four years.
- ✓ Declare a **major** no later than the end of the first year.

YOUR SECOND AND THIRD YEARS

- ✓ **Maintain your connections** with friends, faculty, and staff.
- ✓ Meet with your academic advisor and develop or update your four-year **graduation plan**.
- ✓ **Connect** with the Office of Career Development and your academic department/college to check out possible internships, summer jobs, and other experiential learning opportunities.
- ✓ Get engaged in **challenging** and **relevant** activities (study abroad, undergraduate research, service-learning, and leadership development).
- ✓ Explore **housing options** on campus and/or within the community. Be a good neighbor.
- ✓ Demonstrate academic integrity – **be honest** and do not cheat.
- ✓ Think about your plan **after graduation** (career path, graduate school, or volunteer service).
- ✓ Consider **employment** and attend a job or career fair.

YOUR FINAL YEAR

- ✓ **Reflect** on your goals and **self-assess** your values, strengths, and weaknesses.
- ✓ Utilize programs from the **Office of Career Development** (resume review, career planning workshops, practice interviews, career/job fairs, register/update profile on Campanile Connections).
- ✓ Prepare for graduation by completing the **graduation application**.
- ✓ Complete **capstone** and **practicum** courses (if available in your discipline).
- ✓ Complete **exit exams** and **interviews** (if required by your major).
- ✓ Use your **experience** and take on **leadership** roles in campus organizations.
- ✓ Join **professional organizations** if available for your major/discipline.
- ✓ Complete **graduate** and **professional school** applications (if applicable).
- ✓ **Contribute** in a way that makes South Dakota State University an even better place than it was when you first arrived.

SECTION X

**RESOURCES FOR
STUDENT SUCCESS**

Honors *Woyaksape*

Words of wisdom and encouragement on resources for success...

Students should not be afraid to take advantage of campus resources. After all, most of them are free of charge.

--Michael Carlson, Agronomy, class of 2014

Academic Advising Syllabus 2014-2015

Academic Advising South Dakota State University



Welcome to advising at South Dakota State University! The goal of academic advising is to help you get the most out of your experiences while at SDSU. With more than 70 academic majors to choose from you have a little work ahead of you! We are here and ready to help you find that special area of interest and get you on your way to successful graduation as a Jackrabbit!

Family Educational Rights and privacy Act of 1974 (FERPA)

The Family Educational Rights and Privacy Act (FERPA) was created to maintain students' right to privacy. Information regarding a student's academic record can only be shared with other university officials who have an academic need to know for educational purposes. A student can choose to release their information to another party by filing a FERPA Consent to Release form with the First Year Advising Center. More information about FERPA rights and student privacy can be found at the following link: <http://www.sdstate.edu/campus/records/ferpa.cfm>.

What you can expect from your Academic Advisor:

- Provide a safe, respectful and confidential space for you to ask questions, discuss your interests, and express your concerns. Your advisor can help you with more than just course-related issues.
- Be available to provide you with resources and referrals.
- Understand and clearly communicate SDSU policies and degree requirements.
- Assist and support you in making course and major decisions.
- Help you develop personal and professional goals and evaluate progress toward achieving those goals.
- Provide students with information about campus resources.
- Encourage student involvement outside of the SDSU classrooms through such activities as University Program Council, "Weekend Stuff," service learning, student organizations, study abroad, research and creative work with faculty members and more.

What your Advisor Expects of You:

- Schedule appointments with and/or contact your advisor regularly.
- Attend advising meetings and come prepared with questions.
- Be respectful. Use a professional demeanor when communicating with your advisor and silence your cell phone prior to entering advising meetings.
- Be engaged and actively participate in your meetings. Take notes before, during and after advising meetings and save written records of advising sessions for future reference.
- Do individual research on course, majors, policies/procedures and campus opportunities.
- Make informed decisions that will impact your academic progress and accept responsibility for those decisions.

Strategies for Success:

- **Attend class.** Attending classes will significantly improve opportunities for success.
- **Know your schedule.** Once registered for classes, print a copy for future reference. It is good practice to check one's class schedule on WebAdvisor near the beginning of each semester to make sure there haven't been changes in building or room assignments.
- **Know your syllabus.** Keep a copy of the syllabus for each class in a folder or binder specific to the class and add important dates (homework deadlines and exam dates) to a calendar.
- **Know your instructors.** Utilize the instructor's office hours at least once each semester to ask questions about difficult material or to go more in depth about a topic.
- **Know your grades.** Keep track of your grades in each course throughout the semester using D2L or a personally developed progress sheet. Check final grades at the end of each semester on WebAdvisor.
- **Communicate absences.** On the rare occasion that a student needs to miss class, it is important to notify the instructor ahead of time, if possible. If there is an emergency situation that prevents you from attending classes for an extended period of time, call the Student Affairs Office at 605-688-4493. Their staff will contact each professor and the student's academic advisor to inform them about the situation.
- **Maintain communication.** Regularly check "firstname.lastname@jacks.sdstate.edu" email account; Jacks email is the official method of university communication. Your advisor will also use e-mail as a way to connect and provide you with information regarding registration, campus resources, and campus events and activities.
- **Get involved.** Join a campus organization related to your major or extracurricular interests. There are also many opportunities to attend lectures, special events and activities.
- **Participate in workshops.** SDSU offers a variety of developmental workshops designed to educate students about time management techniques, financial literacy, study skills and career exploration.
- **Connect online.** Utilize WebAdvisor, D2L, Starfish, MyStateOnline and other online resources that are designed to support student success.
- **Update contact information.** If there is a change in residence or phone number, please notify the Records and Registration Office to update contact information, keeping the student profile accurate.

Important Academic Resources:

WebAdvisor: <http://webadvisor.sdstate.edu>

Progress Forms: <http://www.sdstate.edu/academic/guidesheets/index.cfm>

Online Catalog: <http://catalog.sdstate.edu/>

D2L: <https://d2l.sdbor.edu/>

Starfish: <https://d2l.sdbor.edu/> (linked through D2L or WebAdvisor)

Tutoring: <http://www.sdstate.edu/gs/students/tutoring/index.cfm>

First-Year Advising Center: <http://www.sdstate.edu/gs/students/advising/index.cfm>

Strategies for a Successful Advising Meeting:

- Meet with your academic advisor each semester and be prepared for your appointment.
- Create an advising folder to organize your advising related materials (degree audits, SGR/IGR requirements, plan of study, scholarship information etc.) and keep it updated.
- Write down questions/issues you plan on discussing with your advisor/instructor before you meet with them.
- If you are meeting for course planning or scheduling, bring in a draft schedule or a list of courses you are considering taking.
- Arrive on time! If you arrive more than 10 minutes late for your appointment, you will be asked to reschedule the appointment or wait to see if your advisor has any drop-in advising times available.

SECTION XI

MY HONORS COLLEGE

Honors *Woyaksape*

Words of wisdom and encouragement on your Honors College...

It's your life.

--Debra Spear, Professor of Psychology

When you find yourself on the side of the majority, it's time to reform (Mark Twain, 1904).

--Scott Pedersen, Professor of Biology

Honors has provided a means for expanding my education to realms outside of the courses required for my major. It has provided me opportunities to think outside of myself and try to figure out my place in the world and what I can do to make a difference unlike any other opportunity in college.

--Tanya Baldwin, Biochemistry, class of 2013

Honors has made my experience at SDSU. Over the years, Honors has been a social network where I've met many friends and always felt welcome. It has challenged me to be more than I ever thought I could be.

--Marin Plumb, Food Science, class of 2013

Have fun. You come to college in order to learn, but it's also about meeting new people, expanding your horizons, and enjoying life. At the end of four years, you'll leave with much more than a degree, but an experience you'll never forget.

--Jeremiah Atkinson, Biochemistry, class of 2016

We are the Salt of the Earth;

Let us season it with passion.

We are perfect;

Let us strive for imperfection.

We are who we are;

Let us be less of who we 'should be'.

We are Honors;

Let us cultivate State.

--Cassidy Sloom, Dietetics, class of 2017

MY HONORS COLLEGE

This section is designed to prompt personal reflection and planning that will help students design and execute a successful Honors College experience.

1. Name:
2. Academic Major/s:
3. Academic Minor/s (if applicable):
4. Credits I'm transferring to SDSU:
5. The courses I plan to take for Honors general education are (be sure to list 12 credit worth):
 - *
 - *
 - *
 - *
 - *
6. The course/s I plan to contract for Honors College credit are:
 - *
 - *
 - *
7. I hope to take Honors 303 during when I am a freshman/sophomore/junior/senior.
8. A subject, issue or theme I'd love to explore:
9. My independent study ideas:
10. My goals for my involvement in Honors College and at SDSU:
11. My academic and professional aspirations:
12. People at SDSU who can help me achieve my goals:

SECTION XII

APPENDIX

2014 Fall Term

August 25, Monday	Start Date/Instruction Begins
September 1, Monday.....	Labor Day Holiday
September 4, Thursday	Last day to drop or add and adjust final fees
September 5, Friday	“W” grade begins
September 12, Friday	Last day to submit a graduation application for Fall 2014
October 13, Monday	Native American Day Holiday
October 17, Friday	First half Fall Term ends
October 22, Wednesday	Deficiency reports due on WebAdvisor by midnight
November 7, Friday	Last day to drop a course
November 11, Tuesday.....	Veterans’ Day Holiday
November 26-30, Wednesday-Sunday	Thanksgiving Recess
December 10, Wednesday	No classes; Final Exam Preparation
December 11-17,* Thursday-Wednesday	Final exams
December 22, Monday	Grades due on WebAdvisor by midnight

* December 17 - official graduation date noted on transcript
Note: There is no Fall 2014 Commencement Ceremony

2015 Spring Term

January 12, Monday	Start Date/Instruction Begins
January 19, Monday	Martin Luther King Day Holiday
January 21, Wednesday	Last day to drop or add and adjust final fees
January 22, Thursday	“W” grade begins
January 30, Friday	Last day to submit a graduation application for Spring 2015
February 16, Monday	Presidents’ Day Holiday
March 9-13, Monday-Friday	Spring Break
March 16, Monday	First half Spring Term ends
March 19, Thursday	Deficiency reports due on WebAdvisor by midnight
April 7, Tuesday	Last day to drop a course
April 3-5*, Friday-Sunday	Easter Recess
May 4-8**, Monday-Friday	Final exams
May 9, Saturday	129 th Annual Commencement
May 13, Wednesday	Grades due on WebAdvisor by midnight

*Note: Classes will be held on the Monday after Easter
** May 8 - official graduation date noted on transcript

2015 Summer Term

May 11, Monday – May 22, Friday	May Interim
May 25, Monday	Memorial Day Holiday
May 26, Tuesday – July 31, Friday	10-week Academic Summer Session
July 3, Friday	Independence Day Holiday
August 3, Monday – August 21, Friday	August Interim