

THE Honors Program
Columbus State University
Annual Report 2012-13



Photograph of the Clock Tower
by Marlena Cameron, History Major



Honors 3000: Photography
Professor Rylan Steele, Art Department

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Executive Summary

In the spring of 2013, Columbus State University's Honors Program enrolled over 200 students for the first time in history. This milestone was achieved following a fall enrollment that reached a level three times greater than Fall 2007. On average, fall enrollments have grown over 35% annually since 2009, and that growth stimulated an in-depth assessment of the Honors Program to ensure delivery of a vibrant curriculum and exemplary co-curricular experiences. The year-long assessment included a rigorous self-study by the Honors Education Committee, an external review by a National Collegiate Honors Council expert on honors education assessment, and the creation of the Honors Program Exploratory Committee to respond to those reports.

During the reviews, the Honors Program continued to flourish with lunch time programs for students that were coordinated by Honoris Causa, the society of Honor Program scholars. These events were well-supported on both campuses with the appointment of Dr. Susan Tomkiewicz, the first ever Assistant Director of the Honors Program. Honoris Causa continued to support many campus-wide events including: invited lecturer, Nicholas Carr, an American author of *The Shallows: What the Internet is Doing to our Brains*; the First Annual Georgia Undergraduate Research Conference; CSU Tower Day, the annual showcase of undergraduate research; and two scholarship interview days. The annual CSU Tower Day is the cornerstone to the Honors Program strategy to promote student engagement in scholarly activities across campus, and the event is complemented by two publications: *Abstracts 2012*, a campus publication showcasing all undergraduate research conducted on campus; and *Momentum*, CSU's journal for undergraduate research and critique.

Graduating seniors accumulated an impressive array of state and national awards including four different students who won: best environmental research poster at the National Collegiate Honors Council, best research posters in professional studies and natural sciences at the Georgia Collegiate Honors Council, and the University System of Georgia Outstanding Scholar Award. Two additional graduates published peer-reviewed journal articles in astrophysics, and an honors graduate of our creative writing track published her short story in a national collegiate journal.

As the year closes, Columbus State University has made honors education a leading priority in the institution's new five year strategic plan as the university seeks to attract high achieving students and gain national recognition. The Honors Program is drafting new mission and vision statements that will reflect the institution's strategic plan, respond to needs identified in the self-assessment and external reviews, and adopt the recommendations of the exploratory committee. In the face of record growth, Honors is embracing new directions that will help transform Columbus State University into "a first choice institution for discerning students who seek challenging programs, engaged faculty, and a vibrant, globally-connected campus culture".



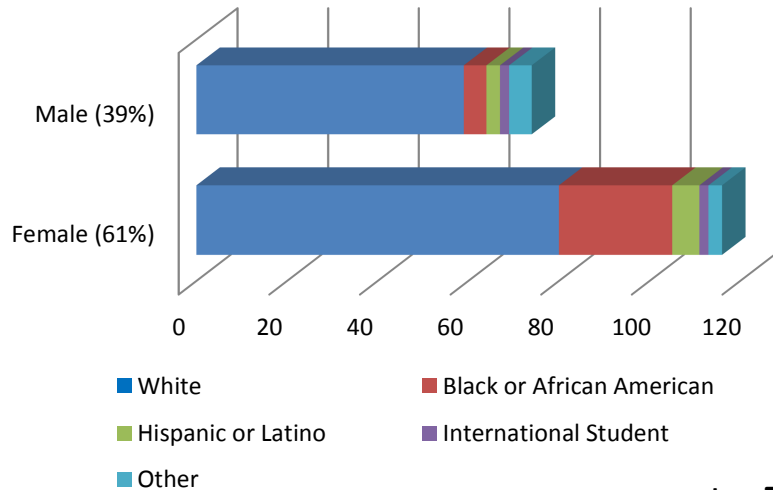
Caleb Zuiderveen (Senior, BA History) received the 2013 University System of Georgia Outstanding Scholar

THE Honors Program

Annual Report 2012-13

By the Numbers

Demographics

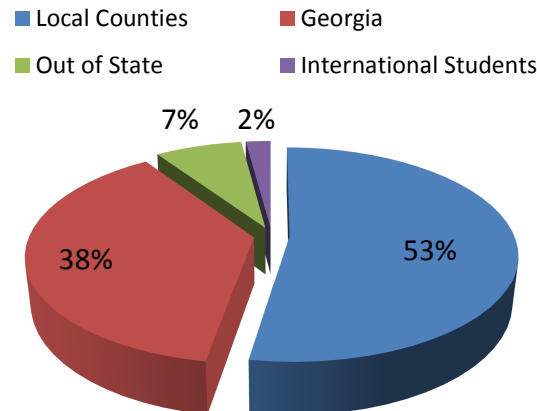


by Academic Department

Advising Center	7
Biology Department	29
Chemistry Department	13
College of Letters & Sciences	1
Communication Department	5
Criminal Justice and Sociology Department	4
Pre-Business & Business	6
Earth & Space Science Department	12
English Department	11
Health, Physical Education & Exercise Science Dept.	9
History & Geography Department	6
Mathematics & Philosophy Department	4
Modern & Classical Languages	2
Psychology Department	6
School of Nursing	17
Schwob School of Music	30
Teacher Education Department	6
Theatre Department	15
TSYS School of Computer Science	7

Total Enrollment 190

by Place of Residence



Key Characteristics

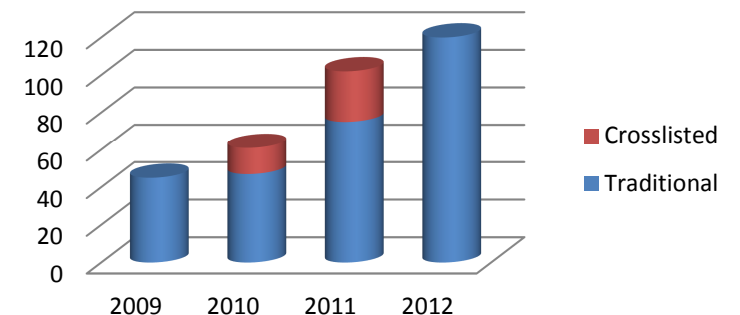
- 3.72** Average university GPA
- 32%** Earning 3.8 or higher GPA
- 36%** Supported by Honors Scholarships
- 13%** Studied Abroad during 2012-13

2012 Fall Freshmen Honors Cohort

- 3.77** Average High School GPA
- 1214** Average SAT Math & Critical Reading
- 3.80** Scholarship Recipient Average HS GPA
- 1262** Scholarship Recipient Average SAT

2012-13 Honors Enrichment Seminars Enrollment: 168
Up by 25% from 2011-12

Fall Core Course Headcount



CSU Honors Program

Mission Statement & Learning Outcomes 2012-13

Mission Statement

The mission of the CSU Honors Program is to attract a diverse community of highly capable and motivated individuals who challenge each other in the life-long pursuit of learning. The program nurtures intellectual growth by interweaving cultural, professional, and scholarly experiences across all academic disciplines and cultivates future leaders for our global community.

Learning Outcomes

Honors program graduates will:

- ❖ Demonstrate critical and creative thinking through independent inquiry.
 - *The honors program should develop students who think independently, engage in self-critique, and aspire to learn about the world around them. While nurturing their intellectual growth, students should develop a propensity for learning for the sake of learning. Students achieve this outcome through research and professional or creative experiences that are mentored by faculty members.*
- ❖ Employ effective oral and written communication to persuade, critique, and inform others in and beyond their discipline.
 - *The honors program should develop students who exhibit poise, self-confidence, and skills of rhetoric that enable them to share their passion to those outside their discipline and engage in intellectual discussions within their discipline.*
- ❖ Utilize historical, cultural, and global perspectives to analyze connections between academic disciplines.
 - *The honors program should develop students who should realize that scholarly work is not restrained or limited by the boundaries of disciplines or areas of study. They should recognize how their chosen fields are interconnected with other disciplines and be challenged to study and explore a wide variety of academic topics from multiple perspectives.*
- ❖ Exhibit propensity for leadership and civic engagement.
 - *As academic leaders of our student body, the honors program should develop students who recognize the importance of civic responsibility and have the opportunity to share their talents with their collegiate and local communities. Honors students should have the confidence to assume leadership roles, participate in service learning, and engage in community activities.*

Finding New Directions

In the fall, Dr. Susan Tomkiewicz, Assistant Professor of the Schwob School of Music, was appointed as the Assistant Director to the Honors Program. The appointment included a 25% course load reduction. Dr. Tomkiewicz joined the director, Dr. Cindy Ticknor, and the Honors Advisory Board in a rigorous self-study in anticipation of an early spring visit by Dr. Gregory Lanier, external reviewing consultant of the National Collegiate Honors Council. During the self-study, the board noted a significant weakness. While the Honors Program administration directly reported to the Provost, the academic program was primarily funded by Foundation accounts and was not fully integrated into the institutional structure. The Board recommended that an Honors Education Committee be created under the structure of the Faculty Senate, which was subsequently approved and formed. The Honors Education Committee created bylaws that allowed for two subcommittees: Curriculum (formerly overseen by the Advisory Board) and Scholarships (formerly overseen by a subcommittee of the Faculty Senate). The Provost also created new funding lines based on state allocations.



Dr. Susan Tomkiewicz

External Review. In the external review conducted by Dr. Lanier, several areas that need improvement were identified, including 1) the need to design appropriate funding to guarantee the delivery of honors curriculum; 2) the need for full staffing and advising in the honors administration; and 3) the need to establish and communicate a clear curricular focus. Dr. Lanier suggested adopting a “buy out” model of compensating departments when faculty teach honors courses, which would allow the Honors Program to control which courses are offered and to develop faculty to align their instruction to programmatic goals. He further recommended that the director’s load become 100% honors, the assistant director’s become 50% honors, and an honors advisor position be added to the staff. Within one month of receiving these recommendations, the President and Provost met and authorized a budget to support these specific recommendations beginning in Fall 2013. In addition, the Provost appointed a faculty exploratory committee to review the full report, assess the status of honors education throughout the state, and explore the feasibility of creating an honors college at Columbus State University.

Exploratory Committee. After careful review and deliberation, the committee recommended the formation of an honors college that would support both undergraduate research and interdisciplinary studies. The intent would be to create a structure that would build on the strengths of our many distinctive academic programs, bridge the gap between our campuses by facilitating collaborations across programs, and support innovative instruction. The committee cited Dr. Lanier’s observation that honors should “establish its position as the ‘Research and Development’ wing of the institution”. In addition, the foci expand on the Honors Program’s current efforts to promote undergraduate research by adding interdisciplinary studies. This addition to the honors curriculum would allow students to broaden their perspectives and appreciation for all academic disciplines, while

engaging deeply in their chosen field by conducting undergraduate research. These recommendations were also reviewed and supported by the Honors Education Committee.

Institutional Strategic Planning. Columbus State engaged in strategic planning during the 2012-13 academic year, developing a new vision that states, “Columbus State University strives to be a first choice institution for discerning students who seek challenging programs, engaged faculty, and a vibrant, globally-connected campus culture.” Honors is specifically targeted in the first priority, which recommends building on-campus honors housing and increasing both honors programming and scholarships. Currently honors scholarships represent only 10.7% of total institutional scholarships, which is dramatically lower than music scholarships that represent 52.2% of the total. The plan sets the goal for 2017-18 as increasing funding to \$800,000 annually to match music scholarships. In addition, the CSU Strategic Plan calls for increased funding for “student research and creative endeavors that bring regional, national, and international attention to CSU” and to increase emphasis on interdisciplinary collaboration.

New Directions. The culmination of the assessments and planning will shape a comprehensive strategic plan for the future of honors at Columbus State that should be completed by early Fall 2013. The new plan will include refocusing the curriculum on undergraduate research and interdisciplinary studies, pursuing endowments for additional scholarships to support both tuition and co-curricular activities that advance CSU’s academic reputation, and attracting high achieving students through specialized housing, advising, and internships. The plan will, if appropriately resourced, outline the path to establish an honors college at Columbus State University.

Potential new directions are highlighted throughout this annual report, which reviews the impressive growth of the program and accomplishments of our students. These highlights demonstrate how the program is poised to advance in the next few years with inspiring opportunities and a new focus for our faculty and students.



Honors students win top awards at the statewide honors conference



Honors grads showing off their diplomas



Using the study rooms during exams with “Cookies & Cramming”

Recruitment and Scholarships

In the fall of 2012, the Honors Program census reached a record 190 students. Enrollment increased 28% from fall 2011 and *tripling its size* since 2007. Thirty-six percent of honors students received tuition scholarships, which was unchanged from the previous year; the remaining 64% of all honors students are opting to pursue an honors education because of the educational experience and recognition the program provides. Demographically, honors students mirrored undergraduates at Columbus State. Students from local counties represented 53% of this enrollment, with an additional 38% from around the state, 7% from out of state, and 2% classified as international students. Students were pursuing majors in twenty different departments with the greatest numbers majoring in music (30) and biology (29).

Recruitment Activities. To recruit new students, the Honors Program participated in all CSU Discovery Days, trained recruiters during annual workshops, and ran an annual email campaign. Working with enrollment services, the Honors Program hosted an honors reception for high achieving juniors at the spring Discovery Day and provided tours and programming on two scholarships days. These recruitment activities have helped to improve the number of honors eligible¹, first-time, full-time freshmen.

Number of First Time, Full Time Freshmen ²		
Year	CSU	Honors Eligible
2002	893	22
2003	1012	37
2004	942	47
2005	1033	41
2006	1025	41
2007	945	37
2008	1068	43
2009	1166	35
2010	1083	30
2011	1052	33
2012	1038	49

²This is a standard classification of students that the University System of Georgia uses to assess student retention, progression and graduation rates.

Scholarship Competitions. For the second year, the Honors Program hosted two scholarship days. Applications for the “Presidential Scholarship Competition” were due on January 31st and applications for the “Honors Scholarship Competition” were due on March 15th. The Presidential Scholarship was awarded at \$5,000 per year, and the Honors Scholarships were awarded at \$2,500 per year for four years. Both of the scholarships were complemented with a \$3,200 award to study abroad. In addition, the Honors Program advertised and coordinated a new University Scholars program in which each academic college selected three candidates to receive one time \$2,000 scholarships which may be converted to Honors Scholarships if students maintain at least a 3.4 grade point average. Finally, undergraduates reaching their junior year may also apply for scholarships. (See Appendix B for scholarship policies and procedures).

¹ See Appendix A for Honors Program admission criteria.

Honors students may combine their scholarships with Georgia's HOPE or Zell Miller Scholarship programs. HOPE scholarships require a grade point average of at least 3.0 and pays for approximately 90% of tuition. Zell Miller Scholarships fund 100% of tuition but require a high school grade point average of 3.7 or above and high standardized test scores (1200 or above on SAT Math and Critical Reading, or 27 or above on ACT Composite). Based on CSU's current tuition and fee structure, our Honor Scholarships pay all remaining institutional fees not funded by Georgia HOPE or Zell Miller and leaves a nominal amount for other educational costs (e.g. books). The Honors Program also awards a limited number of out-of-state tuition waivers to recruit non-Georgia residents.

Results. The number of new freshmen applying for Honors or University scholarships in the spring of 2012 grew to 92 (12% increase). Thirty-five of these applicants were fully qualified for the honors program and the average SAT composite score (SAT Math plus SAT Critical Reading) rose from 1236 to 1302 while the cohort's high school grade point average rose slightly from 3.84 to 3.86. Because of limited endowment funding, a total of 25 new scholarships were awarded to incoming freshmen in Fall 2013. A detailed comparison of competition over the last three years is provided in Appendix C. The competition for undergraduate students was very competitive with thirteen applications, but only two received awards because of limited funding. In addition, the Honors Study Abroad Scholarship funded five students to study abroad in Japan, Denmark, Italy, and the United Kingdom (See Appendix D).



Johan Warburton (center; Music major) on study abroad in Denmark with Dr. Hansen.

New Directions

In the fall of 2013, Residence Life will appoint two honors faculty to live in the RiverPark and Main campus dorms to create an honors living-learning community. This style of honors housing and community will be marketed to high achieving students at the first Honors Discovery Day planned for October 2013. The event will highlight our new curriculum infused with undergraduate research and interdisciplinary studies, as well as honors study abroad opportunities funded by scholarships and grants.

Honoris Causa

Honoris Causa is the Society of Honors Program Scholars. The society has historically provided opportunities for students to work together on service projects, advised CSU Honors Program curriculum, and coordinated academic and social events. Due to the rapid growth in the program and the appointment of a new assistant director for the RiverPark Campus, bi-weekly meetings were held on both the main and RiverPark campuses with programming available at each. During the year, the organization amended their constitution and bylaws to allow for the election of additional officers to support the activities of the RiverPark campus. The student officers embraced the idea expanding the organization to support specific needs on both campuses, while committing to have one unifying organization for students, Honoris Causa.

Officers 2012-13

Martha Newell, President
Samantha Worthy, Vice President Main Campus
Tyler Krug, Vice President RiverPark
Caleb Zuiderveen, Secretary
Bolivia Hurtado de Mendoza, Treasurer
Leslie Douglas & Kameron Griffin, SGA Representatives
Andrew Smith, Social Committee Chair

Biweekly Meetings

Main Campus

Thursdays 12:30-1:30
Schuster 130
Average Attendance: 49.2

RiverPark Campus

Tuesdays 12:30-1:30
Schwob Conference Room
Average Attendance: 17.8

All students are required to attend at least three meetings or program events during a semester to maintain active status and receive full benefits, including early registration privileges. This policy is designed to improve retention since program announcements and due dates are advertised at all meetings.

Topics Presented at Honoris Causa Meetings

Spring Study Abroad Opportunities
Libraries: Resources & Future Plans
Preparing Presentations for Conferences
Advantages and Disadvantages of Honors Housing
Summer Research Experiences & Internships

Service Learning: Preparing Taxes
Pizza with the President
Writing a Curriculum Vita
Summer Study Abroad Opportunities



During 2012-13, the organization participated in the following:

International Education & Honors Program Visiting Lecturer:

Nicholas Carr

Mocktails: Disco Inferno

Spooktacular

National Collegiate Honors Council Conferences

Scholarship Interview Days

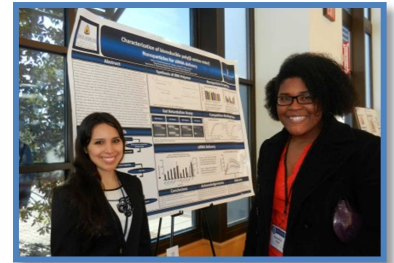
First Year Seminar Lecture: Tim O'Brien

CSU Tower Day

Georgia Undergraduate Research Conference

Georgia Collegiate Honors Council (GCHC) Conference

12-12-12 Year End Celebration

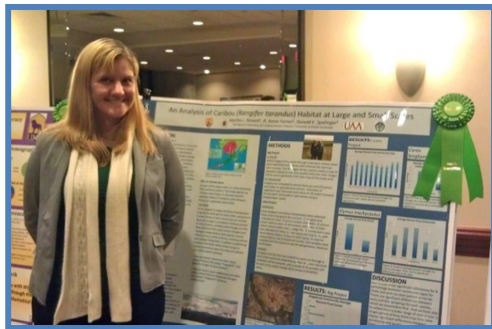


GCHC Conference

Bolivia Hurtado De Mendoza & Samantha Cook

Undergraduate Research Awards & Publications

Honoris Causa sponsored travel for student officers and researchers to two conferences this year. The National Collegiate Honors Council in Boston and the Georgia Collegiate Honors Council in Statesboro. At the national conference, Martha Newell was awarded best poster in environmental sciences. At the state conference, CSU's Honors students won two of three possible posters awards: Bolivia Hurtado De Mendoza in natural sciences, and Sydney Worthy in professional studies.



NCHC Conference

Martha Newell & Prize Winning Environmental Poster

In addition, three of our students published significant work. Candice Lawrence authored a beautiful short story, "Glimpse," which was published in the Spring 2013 issue of *Collegiate Scholar*, as well as several additional creative pieces for CSU's literary arts journal, *The Arden*. Zachary Edwards and Matt Perry joined co-authors from Cambridge, South Africa, Vanderbilt and the Coca-Cola Space Science Center to publish significant research on a supernova remnant in the *Astrophysical Journal*. In total, forty-seven significant awards and accomplishments were reported by honors students and are listed in Appendix E.



GCHC Conference Attendees & Awards

Alex Krytskyy, Emily Burdett, Sydney Worthy, Kameron Griffin, Bolivia Hurtado De Mendoza, Martha Newell, Samantha Cook, and Amy Adams

Leadership & Community Service

The Honors Program requires students to complete 15 hours of community service annually or participate as an officer in a student or community organization. Twenty-seven students stated that they served as an elected officer in a student organization this year, sixteen served as honors ambassadors, and 56 noted on their curriculum vita that they had served as a leader in an organization during their tenure at Columbus State University. In addition, honors students completed 1,424 community service hours during the year.

Honors Curriculum

To earn the Honors Diploma, students must complete 21 hours of honors course credits which includes a minimum of:

- 6 semester hours of lower division courses designated as Honors
- 6 semester hours of upper division Honors Contracts
- 3 semester hours of one of the following Senior Capstone sequences:
 - HONS 4901: Senior Project Proposal & HONS 4902: Thesis and Oral Defense
 - HONS 4901: Senior Project Proposal & HONS 4912: The Alternative to the Thesis

AND students must complete the following zero credit hour enrichment courses:

- Four sections of HONS 3000: Honors Enrichment
- Either HONS 3010: Global Perspectives or HONS 3020: Service Learning

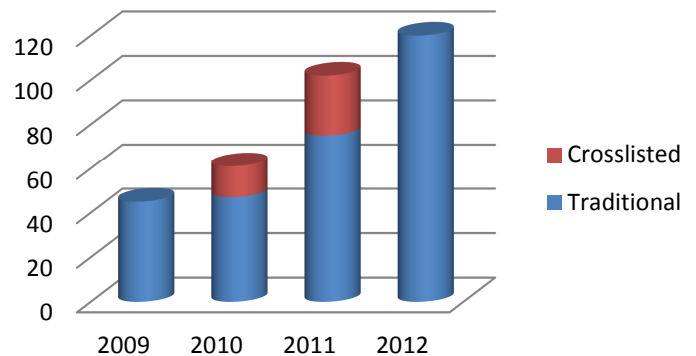
Students entering as freshmen are strongly encouraged to take 12 hours of lower division coursework to enable them to have more flexibility in their junior and senior years. All students may utilize up to three credit hours from Servant Leadership or International Education to satisfy the 21 hours of honors coursework.

Honors Lower Division or Core Courses

Honors core courses provide opportunities for high achieving students to learn through discourse rather than lecture. Courses should focus on depth rather than breadth of the subject matter, and often allow opportunities for experiential learning or analysis of connections between academic disciplines. Field trips, guest speakers, and other unique academic experiences may be funded by the Honors Program. Course enrollment is restricted to Honors Program students and those earning greater than 3.0 GPA, course capacities are typically limited to 18 students.

During 2012-13, the Honors Program introduced a new course, ITDS 1779H Scholarship Across the Disciplines. This Area B seminar is designed to introduce students to university researchers and build foundational skills that will allow students to eventually engage in undergraduate research. The seminar also fulfills the university's freshmen year experience if taken with another honors course. This is strategically advantageous for honors students who typically cannot fulfill the first year experience requirement by participating in freshmen learning communities (honors students typically have Advanced Placement credit for courses used in those communities). Overall, fall course enrollment grew by 72% from Fall 2011. Student course evaluations indicated that 86% found courses challenging, 82% engaged in academic discourse during their class, but only 63% reported learning through discourse rather than lecture.

Fall Core Course Headcount



The program successfully avoided cross listing courses with one exception, a spring offering of Art History. The spring section of economics would have typically been cross listed, but all non-honors economics courses were under capacity and the department allowed the honors section to remain independent.

Fall 2012 Core Sections					
Course	CRN	Title	Capacity	Enrolled	Cross Listed?
ANTH1107H	85163	Discovering Archaeology	18	18	No
PSYC1101H	83819	General Psychology	18	18	No
ENGL2111H	85083	World Literature I	18	11	No
ITDS1145H	85207	Comparative Arts: American Jesus	18	16	No
BIOL1225H	85219	Diversity of Life	24	18	No*
GEOG1101H	85851	World Regional Geography	18	15	No
ITDS 1779H	85722	Scholarship Across the Disciplines	18	20	No
ITDS 1779H	85722	Scholarship Across the Disciplines	18	11	No
Spring 2013 Core Sections					
ARTH1100H	22649	Art Appreciation	10	2	Yes
ECON2106H	25205	Principles of Microeconomics	18	5	No
ENGL1102H	20824	English Composition 2	18	16	No
HIST2111H	25178	US History to 1865	18	14	No
POLS1101H	22327	American Government	18	12	No
STAT1127H	25086	Introductory Statistics	18	18	No
*For lab sciences, lectures are cross listed but honors students have a separate, dedicated lab.					

Experiential Learning. Honors core courses often embed experiential learning opportunities, and this year students attended several field trips. General Psychology, for example, took students to the Primate Lab at Emory University and the NeuroLab at Georgia Institute of Technology. Similarly, our US History course included a field trip to the US Civil War Museum.

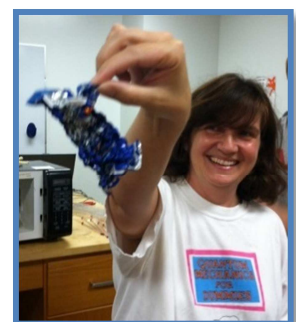
Student Evaluation of Honors Lower Division Courses. End of course paper evaluations were used in Fall 2012, since electronic course evaluations had historically low response rates (20% overall), and response rates improved to 67%. In general, courses were positively received, with students agreeing or strongly agreeing that courses were challenging (86%) and assignments were engaging (81%), and tended to emphasize cultural (56%) and global perspectives (51%) rather than connecting multiple disciplines (34%) or emphasizing historical (44%) perspectives. Students reported that courses allowed them to engage in discourse with other students (82%), but only 63% agreed or strongly agreed that the course was taught by discourse rather than lecture. A table summarize results is available in Appendix F.

New Directions

Honors will be refocusing core course experiences to expose students to disciplinary perspectives and methodologies used in research. Field trips to labs are perfect opportunities for students to witness psychologists at work. Museum activities can emphasize not just how knowledge is preserved, but how primary documents are used in historical analyses.

Honors Enrichment

Locally. Honors enrichment courses are designed to inter-connect disciplines and enrich the collegiate experience through cultural, historical, and social perspectives. The courses (HONS 3000) are zero-credit hours and open only to members of the CSU Honors Program, who guide the selection of topics the program offers. Topics vary each term and extend beyond standard university offerings, and often give students access to faculty members and educational opportunities not typically available to students. For example, physicist Dr. Kim Shaw offered Mythbusters and taught the scientific method through experiences designed to test common myths and questions such as “How much magnetism does it take to erase a hard drive?”

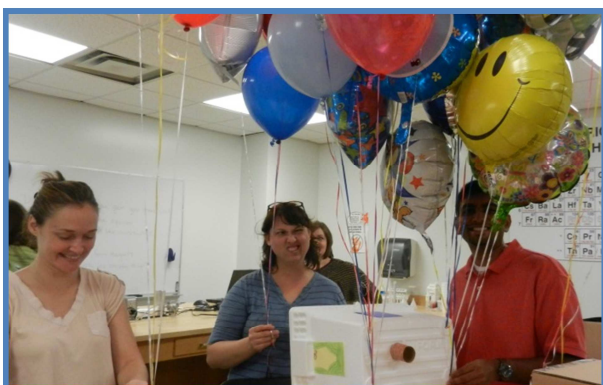
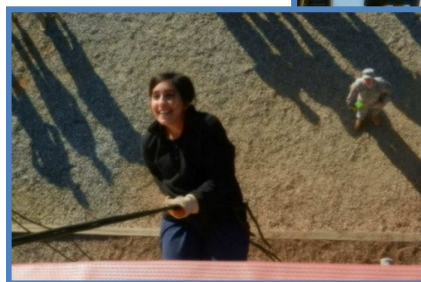
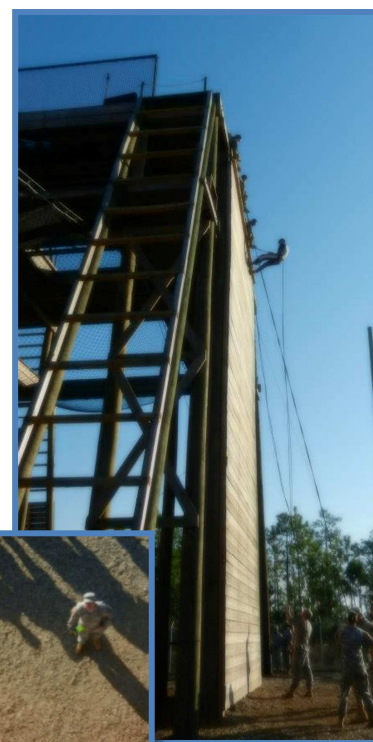


Dr. Kim Shaw, physicist, displays the remnants of a Myth Busters microwave experiment

This year, the Honors Program also offered Risk Taking, which included a rappelling experience at Fort Benning with ROTC members and professor of military science, LTC Michael Feret. Students also enjoyed a faculty and student book club led by campus librarians based upon works of the Pulitzer Prize winning author, Tim O'Brien. One group studied, "If I Die in a Combat Zone Box Me Up & Ship Me Home," and the other group read, "Going After Cacciato." Mr. O'Brien visited the campus during the spring semester for an engaging lecture and book signing.

In addition, one student, Rachel Lambert, opted to complete a service learning project rather than study abroad. Since she was an accounting major, she became certified to prepare taxes for needy families and worked during the spring semester at the Chattahoochee Valley VITA Coalition. Rachel reported her work at one of the last spring meetings of Honoris Causa.

Music major, Matt Daniels (right) and Nursing major, Melissa Rodgers (below), rappel at Ft. Benning during the Risk Taking course



Angela Goolsby (Chemistry), Jeannie Patrick (Geology) and Roshan Nedumpurath (Computer Science) test lifting mechanisms in Mythbusters.

HONS 3000 Topics	Students Enrolled
International Perspectives	17
Luck, Chance & Probability	13
Myth Busters	16
Presidential Debates	12
Risk Taking	13
Sustaining Fall Gardens	14
Photography	16
Renaissance & Baroque	17
Dancing	9
Tim O'Brien Book Club	10
International Perspectives	19
Mind, Body & Soul	12
Performance Anxiety	12
Total Enrolled	168*

**Increase of 25% from 2011-12*

Internationally. Twenty-four students completed their study abroad requirement, HONS 3010 Global Perspectives, which includes maintaining a blog or journal, or any activity that documents their reflection upon the experience (e.g. writing an article for a student newsletter, creating a website. The depth and personal impact of their experience is often captured in their writing. For example one student who traveled on a foreign language study abroad course wrote:

"...it occurred to me how much my thinking has changed since I started writing this. Learning a language isn't about getting the grammar perfect or knowing every word, it's about learning to communicate...It's about laughing at yourself and building relationships and, perhaps most importantly, learning that you will be wrong sometimes but that's okay. These are things I could have never learned in the States."



Katherine Hinzman (English) in Bath, England. Her blog, "A Damsel's Midsummers Night Tale" is posted at <http://hinzmankatherine.wordpress.com/>

Honors Contracts

Students can transform any upper-division course into an honors course by developing a project in consultation with a faculty member. The primary method of earning honors credit in upper-division courses is to complete an honors contract. During the 2012-13, honors students completed 53 contracts addressing a variety of disciplines. A full list of students and contract titles is provided in the Appendix G. Forty-one members of the CSU faculty mentored these projects, and their mentoring was donated time to the Honors Program. The Honors Contract process typically allows students to develop research skills under the

Contracts by Discipline	
6	Business & Education
8	Fine & Performing Arts
5	Humanities
11	Medical Science
18	Sciences
5	Social Sciences
53	Total



Samantha Worthy,
Senior (Chemistry)

guidance of research professors, skills that are essential needed to conduct senior projects. While excellent mentoring is critical to student success, current budgetary constraints do not allow for compensation and faculty agree to work with students outside of their normal teaching load.

Honors Faculty Professional Development. Honors faculty are selected based upon recommendations from department chairs, research expertise, and honor student recommendations. Once identified, faculty members have traditionally been given information and guidelines for course development on an individual basis, and at the end of each semester, are asked to complete a course evaluation. The Honors Program also provides faculty web resources (<http://honors.columbusstate.edu/faculty.php>). This year, honors faculty members have been instrumental in assisting and providing feedback to the Honors Education Committee and the Honors Task Force as the program conducted its self-assessment and reviewed the report from our external reviewer. In addition, faculty met for an honors luncheon in March 2013 to provide input on new directions for the honors curriculum and attended a day-long workshop coordinated in conjunction with the Faculty Center in May 2013. Twenty-three faculty attended.

The external reviewer strongly recommended increasing the level of professional development of all honors faculty to insure consistency in the delivery of all aspects of the honors curriculum. Currently, the selection of faculty is contingent upon the needs of the faculty members' department. Since departments and faculty are not compensated by the Honors Program, faculty members are only allowed to teach in honors if the departmental or college budget can accommodate it.

New Directions

The new dual focused honors curriculum will need to provide upper division experiences that allow students to delve deeper into their fields through undergraduate research and to broaden their horizons through interdisciplinary courses. Honors contracts are essential to develop the capacity for students to conduct undergraduate research, but they must be accompanied by seminars and study abroad opportunities that emphasize viewing our world through different disciplinary lenses.

Upper division seminars can challenge students to explore questions such as... How is the problem of world hunger approached differently by economists, sociologists, and scientists? How has social media influenced our culture, politics, and educational system? What can we learn about the Italian Renaissance by concurrently analyzing the era's literature and artistic pieces?

In the future, the program will be developing upper division seminars to complement contracts and help focus the curriculum. This will necessarily be accompanied by significant faculty development. Additional funding has already been identified for the next year to allow the Honors Program to compensate departments for releasing faculty to teach in honors and provide professional development. Through this system, newly identified faculty members will attend professional development meetings that will communicate the new foci of the honors curriculum and allow faculty members to plan innovative lessons that can emphasize undergraduate and interdisciplinary research.

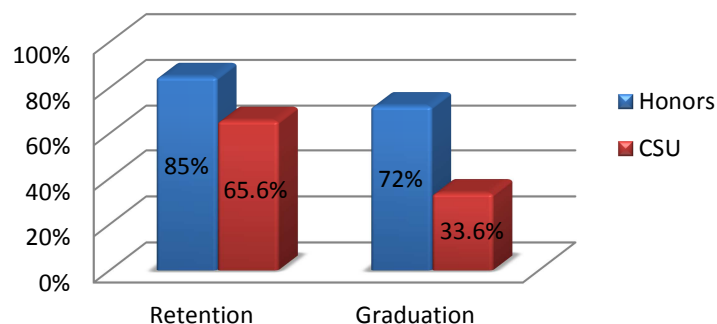
Retention and Progression

While some institutions limit the number of students admitted to their honors programs or colleges, CSU's Honors Program admits all those who meet academic requirements and are strongly recommended by faculty members. The Honors Program philosophy is to attract a diverse community of highly capable and motivated individuals, and afford those students an opportunity to participate in a rigorous, engaging educational experience. Since the program is rigorous, some opt out of honors education but are historically more likely than non-honors students to persist and graduate from CSU.

In order to longitudinally compare honors students' retention and progression to those of CSU, rates are calculated based upon the University System of Georgia method of tracking first-time full-time freshmen cohorts. Therefore, the following information does not take into account all students enrolled in the Honors Program. Data collection only considers a cohort of students who enter the Honors Program as freshmen during the fall semester of each year.

From Fall 2011 to Fall 2012, 84.8% of the cohort of first-time full-time freshmen who were honors students returned to study at CSU for their sophomore year, compared to only 65.6% of CSU's first-time full time freshmen. In addition, 67% of the cohort was retained in the Honors Program. Honors students from the Fall 2006 cohort graduated at twice the rate as CSU students (72% vs. 33.6%). Therefore, Honors Program students are more likely to be retained and more than twice as likely to graduate from CSU.

Retention & Graduation Rates



The Honors Program has also been tracking reasons for attrition from the program to improve retention and progression. Half of those students leaving the program last year failed to maintain the minimum 3.4 grade point average requirement. Fifteen percent withdrew because of the time commitment or changing their priority, and 13% transferred to other universities. The transfers included one student enrolling in Georgia Institute of Technology's engineering program, part of our Regent's Engineering Transfer Program, who has since reported earning a grade point average of 4.0 in her engineering studies.

Reasons for Leaving the Honors Program		
Suspended: Low GPA	23	50%
Suspended: No Participation	10	22%
Withdrawal from Program	7	15%
Withdrawal from CSU or Transferred	6	13%
Total	46	100%

Note: Students are classified as "Withdrawal from CSU" unless they notify the Honors Program of a transfer to other institutions.

Suspensions due to grade point averages increased from 13 (9% of Fall 2011 enrollment) to 23 (12% of Fall 2012 enrollment), which is a concerning trend, so a three year analysis was conducted to determine if there were any trends. Since the academic year 2010, 55 students have been suspended because of their grade point averages. Roughly half (27) were admitted as undergraduates, 18 (33%) were admitted as freshmen, and 7 (13%) were admitted as provisional freshmen (based upon discretion of the director). For comparison, students enrolled in Fall 2011 were admitted to the program in the following proportions: undergraduates, 44%; freshmen, 44%, and provisional freshmen 12%. Therefore, it appears that students admitted as undergraduate are disproportionately suspended, and we may need to raise the criteria for undergraduate admission if we hope to reduce academic suspensions. There were no other discernible patterns with respect to race/ethnicity, grade point average, test scores, or gender. Average grade point averages of freshmen who were academically suspended were 2.97, compared to undergraduates who earned an average of 3.18. This is not surprising since the latter are admitted by amassing credit hours at 3.4 or higher, whereas freshmen have only one year to demonstrate success.

Honors Graduates & Senior Projects

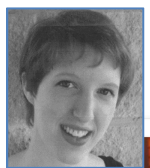
Thirteen students completed all Honors Program Requirements and graduated with the Honors Seal. Seniors graduating with honors included:



Michael Anderson – BS Chemistry, Spring 2013

Thesis: *Preparation and Characterization of Palladium Catalysts*; directed by Dr. Anil Banerjee

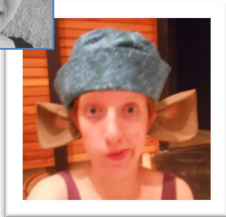
Notes: The former SGA Vice President of Finance is enjoying a year of international travel while applying to medical school.



Hannah Carey – BFA Theatre, Fall 2012

Thesis: *Variations on a Sonnet: A full length play based upon the sonnets of William Shakespeare*; directed by Dr. Becky Becker

Notes: Working with the Missoula Children's Theatre as a tour staff member; shown also in costume for "If you give a mouse a cookie..?" touring production



Zachary Edwards – BS Earth & Space Science: Astrophysics & Planetary Geology, Fall 2012

Thesis: *XMM-Newton Survey of the Brightest Supernova Remnants in the Large Magellanic Cloud*; directed by Dr. Rosa Williams

Notes: Published multiple scientific articles as an undergraduate and is now a graduate student in astrophysics at Louisiana State University; shown on the right with one of his "toys" used on his internship at the Very Large Telescope Array in New Mexico



Bolivia Hurtado De Mendoza – BS Biology, Spring 2013

Thesis: *Characterization of Bioreducible Poly(β -amino Ester) Nanoparticles for siRNA Delivery*; directed by Dr. Monica Frazier

Notes: Completing a summer internship at the Harvard School of Public Health and applying to MD/PhD Programs; her research was awarded top poster in natural sciences at the Georgia Collegiate Honors Council.



Emily Husted – BS Biology, Spring 2013

Thesis: *Effects of short-term dewatering on grazer abundance and algal biomass in a wastewater treatment algal turf scrubber*; directed by Dr. Julie Ballenger

Notes: Currently applying to dentistry school while assisting at a dental office in Augusta, Georgia

Candice Lawrence – BA English, Spring 2013

Thesis: *Southern Fiction: Small Town Feels and Landmarks*; directed by Dr. Aaron Sanders

Notes: One of the founding editors of *Momentum*, her anthology of original short stories included two published works.



Rachael Lambert – BBA Accounting, Summer 2013

Thesis: *Investment Tax Credits*; directed by Dr. Carol Bishop

Notes: During her senior year, she volunteered to prepare taxes for low income families at the Chattahoochee Valley VITA Coalition.



Martha Newell – BS Biology, Summer 2013

Thesis: *HPLC Analysis of Synephrine Content in Bitter Orange Dietary Supplements*; directed by Dr. Jennifer Newbrey

Notes: Student President of Honoris Causa, her junior research project based upon her Alaskan research received top honors at the National Collegiate Honors Council conference; She has accepted a graduate assistantship at the University of Hawaii working toward a doctorate in biology.



Matthew Perry – BS Earth & Space Science: Astrophysics & Planetary Geology, Spring 2013

Thesis: *Connecting Hydrologic, Atmospheric and Lithospheric Processes: A Correlation between the El Niño-Southern Oscillation Cycle and Seismic Activity along the Middle America Trench*; Directed by Dr. Clint Barineau

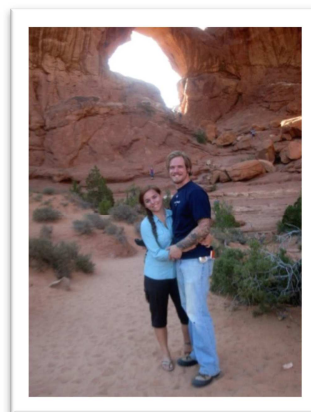
Notes: Joined a doctoral program in planetary geology at New Mexico Institute of Mines & Technology



Emily Randall – BS Earth & Space Science: Geology, Fall 2012

Thesis: *A Comparative Analysis of Himalayan and Appalachian Rock Types Using a Field Test of Landsat Spectroscopic Data in Both Areas*; Directed by Dr. Roger Brown & Dr. Clinton Barineau

Notes: Joined a doctoral program in geology at New Mexico Institute of Mines & Technology



Sydney Worthy – BS Biology, Summer 2013

Thesis: *Analysis of Contributing Factors to Obesity in Children and Adolescents in Southwest Georgia*; Directed by Dr. Kathleen Hughes

Notes: Research awarded first place in professional studies, Georgia Collegiate Honors Council



Caleb Zuiderveen – BA History, Spring 2013

Thesis: *Gregory the Great's Commentary on the Song of Songs: The Blending of Classical and European Monastic Thought to Explain the Contemplative Life;*

Directed by Dr. Daniel Gullo

Notes: Won the 2013 University System of Georgia Outstanding Scholar Award

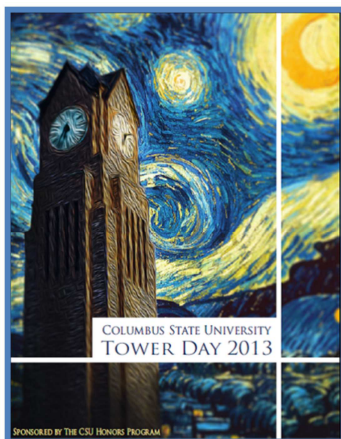
An additional nine students graduated from CSU who were in the program their senior year, but they did not complete all requirements. Not having the time to complete honors requirements or thesis was most commonly reported, such as Nathan Bohn (Criminal Justice) who is a member of the ROTC and was balancing training with goals to complete a master's degree within 18 months. Others achieved their post-graduate goals, which made the honors thesis completion a lower priority. As an example, TSYS offered LaQuarius Leslie (Computer Science) employment contingent upon graduating in the Summer 2013, so he completed coursework in the summer, as opposed to completing his program and his thesis in the Fall of 2013. These nine students averaged a 3.7 GPA upon graduation.

Promoting Undergraduate Research

The Honors Program has continued to promote undergraduate research across the disciplines by coordinating events and publications with other campus resources in a combined campaign for students to “Prepare, Present, and Publish”. Resources are available to the students on the honors website. It contains links to various means of preparation support, including Student Research And Creative Endeavors (S-RACE) Grants and “how to create posters”. Students are also provided information for Tower Day, the annual showcase of undergraduate research and creative endeavors that is the cornerstone of CSU’s Academic Week of Excellence. All students who presented or published their projects during the year were invited to publish summaries of their work in *Abstract 2013* or submit manuscripts in *Momentum*, CSU’s journal for undergraduate research and critique.



Johan Warburton (Music) explains his research on the development of the horn to Honors Asst. Director, Dr. Susan Tomkiewicz



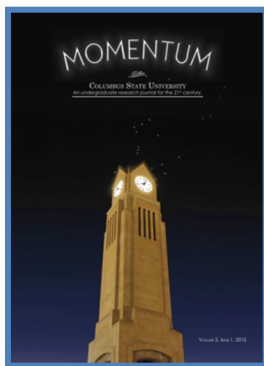
Tower Day

Honors Program students hosted the third Tower Day Showcase of Undergraduate Research and Creative Endeavors on Tuesday, April 16, 2013. At the event, students from all disciplines were invited to present their scholarly activities to our community to share their discoveries and inspire others to study in and learn more about their fields. A former alumnus, Kate Hargrove (BA Communications, '11), and Dr. Kevin Burgess, Assistant Professor of Biology, spoke to 63 students and faculty at the opening plenary session. The day showcased 75 projects presented by 154 undergraduates during multiple poster sessions. These sessions were attended by an average audience of 320 and included 20-minute presentations attended by an average audience of eleven. While the number of projects and presenters were comparable to Tower Day 2012, the attendance was the largest ever. All presentations and posters were judged by teams of honors students and faculty mentors. Ten awards for best posters and presentations were announced at the Scholastic Honors Convocation on April 19, 2013. All awards are listed in the Appendix H.



Abstract 2013

Undergraduates from all disciplines who have published or presented their work at local, regional, or national conferences during the academic year 2012-2013 were invited to submit their work to the annual publication of Abstracts 2013. The Abstracts publications are used to showcase and document the breadth and depth of undergraduate research occurring campus-wide. This year 66 abstracts were submitted from nineteen academic departments. Six of the abstracts were associated with published manuscripts, and thirteen were presented at national or state conferences, fourteen were supported by CSU S-RACE Grants or external funding.

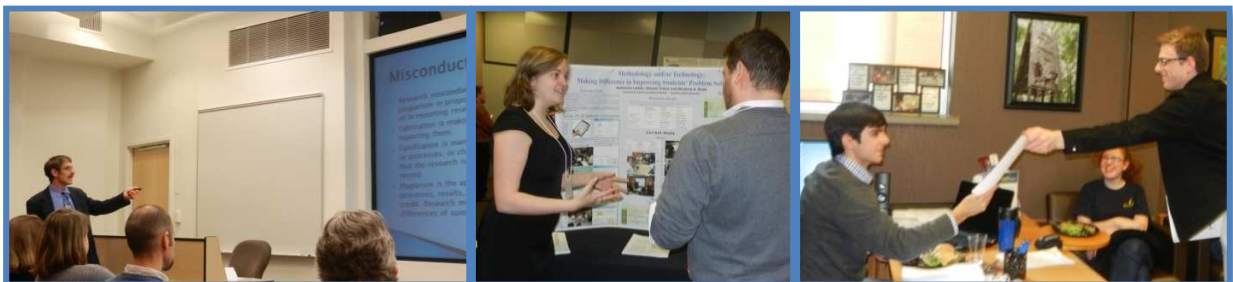


Momentum

In 2012-13, the Honors Program supported the second volume of the publication of *Momentum*, CSU's journal for undergraduate research and critique. This peer-reviewed journal, edited by undergraduates and faculty members, contained seven articles from the humanities, natural and computer sciences, and communications. Several professors contributed articles useful for undergraduates, including one by Dr. Kirk Heriot on writing a business plan. The third volume, currently in press, was developed under the direction of Dr. Kyle Christensen, who both taught a seminar on journal editing and advised the team of undergraduate editors. Under his leadership of the combined club/class model, the editorial staff received a record number of submissions for the third volume.

Georgia Undergraduate Research Conference

Columbus State University and the Honors Program hosted the first Georgia Undergraduate Research Conference in February 2013. Approximately 50 undergraduate research projects from eleven institutions were presented, showcasing creative scholarship in fine arts, humanities, social sciences and sciences with prizes for best posters and presentations. The plenary speaker, Dr. David Resnik from the National Institute of Environmental Health, led an engaging discussion on bioethics thanks to the Department of Biology and a generous gift from the Grosse family in memory of Professor Van H. Grosse.



Areas for Improvement & New Directions

At 190 students, the census for Fall 2012 reached 2.7% of undergraduate enrollment at CSU. We are quickly approaching the 3-5% enrollment goal recommended by the National Collegiate Honors Council for fully developed honors programs. The growth in enrollment must be accompanied by a growth in sustainable funding to maintain program objectives and provide opportunities to CSU's highest achieving students. The first months of the academic year of 2013-14 will be devoted to developing a five year strategic plan to address last year's self-assessment and external review and prioritize improvements that will help our institution succeed with its newly released strategic plan. Honors plays a prominent role in CSU's new vision, mission, and strategic plan, and therefore it is imperative to identify resources that create an enduring program and provide scholarships to attract high achieving students and raise the academic tenor of the university. At this point, we have already identified areas of improvement that should be addressed in 2013-14 and have coupled them with potential new directions for the program.

Advising and Resources for Main and RiverPark Campuses

While average attendance at main campus meetings is strong, and RiverPark meeting attendance has steadily improved, overfilling the room we identified at the beginning of the year. RiverPark meetings have been held in the Schwob School of Music Conference room, and two to three students regularly need to sit on the floor. Last year we successfully hired an assistant director with one course release, and expanded the number of officers at the RiverPark Campus.

Both the number of students in the program and number of senior projects are growing rapidly. Of note, in 2011-12 only six students completed senior projects, and last year the number grew to thirteen. There clearly is a need for enhanced advising. In addition, Honors hopes to begin to actively recruit dual enrollment students. These students are usually the highest achieving students at their high schools and are excellent candidates for Honors, but they also need specialized advising.

In response to the need for advising support and to address the new goal of recruiting dual enrollment students, the program will:

- Expand the assistant director's duties by increasing her responsibility to half of her workload
- Increase the administrative coordinator's position to full-time.
- Locate and establish a larger meeting location on the RiverPark Campus
- Hire a dedicated advisor for honors and dual enrollment students
- Hire faculty in residences to provide improved advising and faculty/student interactions

Honors Curriculum: New Foci and Faculty Development

In response to last year's reports (Annual Report 2011-12, Self-Study, and External Review), the Honors Program received additional funding that will allow for reimbursement of departments for the release of their faculty to teach honors courses in Fall 2013. This will allow Honors to control the course capacities and cross-listing of courses more efficiently. The External Review and Task Force Report called for a re-focused curriculum; one that will provide experiences that allow students to delve deeper into their fields through undergraduate research and to broaden their horizons through interdisciplinary courses. The new curriculum must be accompanied by significant faculty development. However, as we advance the curriculum, we need to continue to seek resources that sustain the level of enrichment activities in all courses (Core, Contracts, Enrichment Courses) as the demand for these activities grows with enrollment.

In response to the need for a focused curriculum, the program will:

- Develop and seek approval for a new curriculum through the Honors Education Committee, Interdisciplinary Programs Council, and University Curriculum Committee
- Develop an appropriate set of assessment instruments for the new curriculum that will monitor student satisfaction and programmatic learning outcomes
- Hire support and advising staff that will allow the directors to appropriate more time to one-on-one faculty development
- Offer one faculty development workshop each semester
- Develop a faculty handbook with all resources available to them
- Seek 30% increase in funding for enrichment activities to support the increase in enrollment

Honor Strategic Planning

Most importantly, the Honor Program will create a five year strategic plan that will respond to the external review, task force recommendations, and Columbus State University's new five year strategic plan. This will begin by crafting and vetting a new vision and mission statement with the Honors Education Committee and will conclude with a full curriculum revision, programmatic learning outcomes, and an assessment system. The strategic plan will include:

- Prioritized resource allocation to sustain activities as enrollment grows
- Scholarship funding targets to allow for tuition assistance and co-curricular activities such as research internships and study abroad
- Recruitment markets, such as dual enrollment, to allow for continued enrollment growth
- Expanded facilities (including housing and meeting space on both campuses)

Appendices 2012-13

Appendix A: Honors Program Admission Criteria

Entering Freshmen

High school students who are applying for admission to Columbus State University are encouraged to apply for admission to the Honors Program if they have:

- Earned a combined score of 1200 or higher on the SAT Math & SAT Verbal score, with a 550 minimum on both the math and verbal subsections, or an ACT composite score of 26*.
- Achieved a cumulative high school GPA of 3.5 or higher, based on high school academic courses only.

CSU & Transfer Student Admissions

In order to qualify for admissions, current CSU students or students transferring to CSU must meet the following criteria for admissions to the Honors Program:

- Earned a cumulative GPA of 3.40 or higher (calculated by academic courses only)
- Completed a minimum of 15 semester hours earned that are applicable to a degree program.**
- Recommended by a university faculty member.

*The Honors Education Committee revised the ACT score to 26 this year to be consistent with USG's HOPE and Zell Miller Scholarships' interpretation of standardized test scores equivalent to 1200.

**Students previously enrolled in developmental courses may enter the Honors Program if they have COMPASS scores of 95 in reading, 97 in writing, and 48 in math and are no longer enrolled in developmental courses. Students enrolled in developmental courses or in courses to remediate CPC (College Preparatory Curriculum) deficiencies may not enter the CSU Honors Program. The Honors Program may consider exceptions to the admission criteria in certain cases.

Appendix B: Honors Scholarships Policies & Procedures (Revised January 2012)

Entering Freshmen Scholarships

Honors Scholarships for Entering Freshmen are competitively awarded each year to students who meet the minimum CSU Honors Program admission requirements. The merit based scholarship competition includes a formal application and a campus interview. Funds may be used in addition to other financial aid, including Georgia's HOPE scholarship program. Freshmen are eligible for either the \$5,000 Presidential Honors Scholarship or \$2,500 Honors Scholarships awarded annually. Both are annual, renewable scholarships and may be renewed for up to four years if students are active participants in the CSU Honors Program. In addition, students receiving the scholarship are awarded a one-time study abroad scholarship of up to \$3,200 that may be used when the scholar reaches their junior year.

Undergraduate Scholarships

Honors Program Scholarships for Undergraduates are also competitively awarded to active honors program students for tuition and academic pursuits during their junior and senior year. Scholarship may be up to \$1,250 per semester, renewable for four semesters. Full eligibility requirements and criteria are included on the application.

Recommended Schedules

Presidential Scholarship Competition, with one Presidential Scholarship of \$5,000 awarded:

- ▶ Application Due Date: January 31
- ▶ Notify Interviewees: February 8
- ▶ RSVP: February 17
- ▶ Interview Day: February 28 (Tuesday before Spring Break)
- ▶ Award Letters Mailed: March 2 (Friday before Spring Break) **All others will be wait listed.*
- ▶ Acceptance Required by: April 1

Full Competition:

- ▶ Application Due Date: March 1
- ▶ Notify Interviewees: March 16
- ▶ RSVP: March 30
- ▶ Send Interview Day Schedule: April 16
- ▶ Interview Day: April 20
- ▶ Award Letters Mailed: April 24 **Letters will include those with one time scholarships*
- ▶ Acceptance Required by: May 1

Undergraduate Competition:

- ▶ Application Due Date: April 15
- ▶ Award Letters Mailed: May 1, but may include a waiting list. Funding will occur after final acceptances received by Entering Freshmen

Awarding Policies

The number of available scholarships will be determined by the endowment budgets provided by the CSU Foundation Office, with all endowment restrictions noted. Based on the total funds available, sufficient funds will be reserved to support at least five scholarships in the full competition and two scholarships for the undergraduate competition held in April. All applications may earn up to 100 points, as determined by the scholarship committee. The awards will be made according to the following:

- 1) Round 1 – Presidential Competition: Based on the points earned by the applicant, rank all those in presidential scholarship competition. Offer all fully qualified students, if possible, a scholarship after reserving funds as described above. Those not receiving scholarships will be placed on a waiting list. The presidential scholarship is awarded to top ranking students in Round 1. All scholarships offered and not accepted by the deadline will be awarded during Round 2 along with the five scholarships reserved for the full competition.
- 2) Round 2 – Full Competition: Evaluate all applicants in the full scholarship competition; Award scholarships by:
 - i) Add 5 points to scores of all those in Round 1
 - ii) Rank all fully qualified from Round 1 (with 5 points included) and Round 2
 - iii) Rank all remaining (with curve included in Round 1 candidates)
 - iv) Award remaining scholarship funds for new freshmen according ranking
- 3) Round 3 – Undergraduate Competition: Evaluate all applicants in the undergraduate scholarship competition and award the two reserved scholarships to the top two applicants according to rank. As scholarships are declined after Round 2 offers have been made, award additional funds to undergraduates. If there are remaining funds, return to ranked list created during Round 2.

Appendix C: Honors Entering Freshmen Scholarships 2010 to 2012

Award Years:	2011-12	2012-13	2013-14	Honors	University
Applicants	63	82	92	41	51
Invited Interviews	52	65	76	40	36
Interviewed	44	58	68	35	33
Fully Qualified	22	34	35	35	
Scholarships Offered	22	41	29	29	12
Scholarships Accepted	14	5	25	25	9
Offered & Enrolled (%Yield)	11 (50%)	33 (80%)	n/a		

*Two students unable to interview due to extenuating circumstances; offered scholarships

Demographics of Offered Honors Awards			
Department of Major	2011-12	2012-13	2013-14
Art			2
Biology/PreMedicine	5	8	1
Business			2
Chemistry/PrePharmacy	3	3	2
Communications	1		
Computer Science	1	1	
Earth & Space/Engineering		2	2
Education	1		
English	1	2	
Exercise Science		2	1
History	1		
Mathematics		1	
Music	2	11	5
Nursing		3	1
Psychology	1		1
Theater	2	4	7
Undeclared	4	4	1
Total	22	41	25

Residence			
Local	11	18	10
Non-Local	11	23	15
Academics			
Average Combined SAT	1254	1236	1302
Average GPA	3.86	3.84	3.86
Gender			
Female	13	26	18
Male	9	15	7
Race/Ethnicity (If data available)			
White	16	27	21
Black	3	3	
Asian	2	1	1
Multi-Racial	1	1	2

Appendix D: Honors Tower Society Study Abroad Awards

Honors Tower Society Study Abroad Awards 2012-13			
Last Name	First Name	Location	Awards
Roberts	Joanna	Japan	3,200.00
Smith	Jonathan	Denmark	3,200.00
Krug	Tyler	Italy	3,200.00
Fourquirean	Ford	Japan	2,500.00
Fourquirean	Ford	United Kingdom	700.00
Total Awards			12,800.00

Appendix E: Self-reported accomplishments of Honors Students

Note: This is not considered a comprehensive list of achievements, but only those that were reported to the Honors Program office.

Name	Award or Recognition
Matthew Perry	Accepted for Graduate School at the New Mexico Institute of Mining & Technology
Emily Randall	Accepted for Graduate School at the New Mexico Institute of Mining & Technology
Kayla Brown	Accepted to Amgen Scholars REU program at MIT
Kevin Stanford	Accepted to Oxford Visiting Student Program for 2013-2014 Academic Year
Candice Lawrence	Authored "Glimpse" in the <i>Collegiate Scholar</i>
Zachary Edwards	Co-Author of article in <i>Astrophysical Journal</i>
Matthew Perry	Co-Author of article in <i>Astrophysical Journal</i>
Bolivia Hurtado de Mendoza	Awarded internship at Harvard School of Public Health
Diamond Rashad	Awarded research internship at University of Tennessee (UTHSC)
Keandra Ferguson	Awarded Who's Who Among Students
Martha Newell	Best poster award in Environmental Sciences at NCHC Annual Meeting, Boston, MA
Matthew Perry	Conference Presentation Accepted to 221st American Astronomical Society Conference, Long Beach, CA
Samantha Worthy	Conference Presentation Accepted to Georgia Academy of Science, Valdosta, GA
Bolivia Hurtado de Mendoza	Conference Presentation Accepted to Georgia Collegiate Honors Council, Statesboro, GA
Martha Newell	Conference Presentation Accepted to Georgia Collegiate Honors Council, Statesboro, GA
Sydney Worthy	Conference Presentation Accepted to Georgia Collegiate Honors Council, Statesboro, GA
Bolivia Hurtado de Mendoza	Conference Presentation Accepted to Georgia Undergraduate Research Conference
LaQuarius Lesley	Conference Presentation Accepted to Georgia Undergraduate Research Conference
Martha Newell	Conference Presentation Accepted to Georgia Undergraduate Research Conference
Jeannie Patrick	Conference Presentation Accepted to Georgia Undergraduate Research Conference
Samantha Worthy	Conference Presentation Accepted to Georgia Undergraduate Research Conference
Sydney Worthy	Conference Presentation Accepted to Georgia Undergraduate Research Conference
Michael Anderson	Conference Presentation Accepted to GURC
Gudbjorg Hilmarsdottir	Conference Presentation Accepted to GURC
Emily Burdett	Elected Phi Kappa Phi Student Vice President

Name	Award or Recognition
Don Osborne & Matt Perry	Established the first chapter of the National Honor Society for Earth Sciences at CSU
Bolivia Hurtado de Mendoza	First place poster award in Natural Sciences at Georgia Collegiate Honors Council, Statesboro, GA
Sydney Worthy	First place poster award in Professional Studies at Georgia Collegiate Honors Council, Statesboro, GA
Martha Newell	Full Ride & Acceptance with Teaching Assistantship at Univeristy of Hawaii
Leslie Douglas	Published a problem solution in the mathematical journal Pi Mu Epsilon Journal
Usen Udo	Received the Kiongazi Award for Leadership
Matthew Perry	Received the Phi Kappa Phi outstanding student award
Zachary Edwards	Student Research and Creative Endeavor (S-RACE) Grant Award
Kayla Brown	Student Research and Creative Endeavor (S-RACE) Grant Award
Michael Anderson	Student Research and Creative Endeavor (S-RACE) Grant Award
Bolivia Hurtado de Mendoza	Student Research and Creative Endeavor (S-RACE) Grant Award
Martha Newell	Student Research and Creative Endeavor (S-RACE) Grant Award
Samantha Worthy	Student Research and Creative Endeavor (S-RACE) Grant Award
Sydney Worthy	Student Research and Creative Endeavor (S-RACE) Grant Award
Donald Osborne	Student Research and Creative Endeavor (S-RACE) Grant Award
Rachael Nielson	Study Abroad Scholar at Kansai Gadai University of Japan Spring 2013
Micah Arnholt	Study Abroad Scholar at University of Oxford 2013-2014 Academic Year
Martha Newell	Study Abroad Scholar for Evolution & Darwin in Oxford, England
Samantha Worthy	Study Abroad Scholar for Evolution & Darwin in Oxford, England
Sydney Worthy	Study Abroad Scholar for Evolution & Darwin in Oxford, England
Chikilia Parks	Study Abroad Scholar in Belize
Caleb Zuiderveen	University System of Georgia Outstanding Scholar awarded by Georgia House of Representatives

Appendix F: Summary of Student Evaluations of Core and Enrichment Courses

Please indicate your opinion for each item based on this honors course experience.	Average of Item	Agreed or Strongly Agreed
[The course was challenging but worthwhile]	4.3	86%
[Assignments were engaging and meaningful]	4.1	81%
[Students learned through discourse, rather than lectures]	3.7	63%
[I would recommend this teacher for future honors courses]	4.1	75%
[After completing the course, I have a deeper understanding of the material]	4.0	69%
This honors course required me to:		
[Engage in academic discourse with other honors students in the classroom]	4.3	82%
[Write critically or persuasively]	4.0	70%
[Present oral critiques or arguments]	3.8	66%
[Extend concepts beyond standard course content]	4.3	83%
[Engage in team projects with other honors students outside the classroom]	3.3	46%
[Conduct independent research or inquiry]	3.6	60%
[Participate in a field experience or activity]	3.6	55%
The course required me to analyze concepts or connect ideas with respect to (Check all that apply):	Count	Percent
Historical perspectives	37	44%
Cultural perspectives	48	56%
Global perspectives	43	51%
Other academic disciplines	29	34%

Appendix G: Honors Completed Contracts 2012-132

Contracts Fall 2012

Function Machines in Elementary Classrooms in MAED 5131U
Completed by Jaime Albritton, mentored by Dr. J. Gillis

History of Standardized Testing in EDEC 3155
Completed by Jaime Albritton, mentored by Dr. E. Hipps

Literary Search of Amperometric Titration in CHEM4111
Completed by Michael Anderson, mentored by Dr. Rajeev Dabke

How Deviant Minors are dealt with Differently than Deviant Adults in CRJU 3115
Completed by Nathan Bohn, mentored by Dr. Bridget Downs

Study abroad Video Project in COMM 3257
Completed by Kayla Brown, mentored by Dr. R. Hart

The Cuban Revolution in SPAN 2002
Completed by Kayla Brown, mentored by Dr. Eduardo Leon

Use of Antidepressants and other medicines in PSYC 3565
Completed by Carla Burton, mentored by Dr. Perry Buffington

Designing a New Laboratory Experiment for Vertebrate Physiology in BIOL 5525U
Completed by Charles Cantrell, mentored by Dr. Glenn Stokes

Designing a New Laboratory Experiment for Vertebrate Physiology in BIOL 5525U
Completed by Bolivia De Mendoza, mentored by Dr. Glenn Stokes

Two Weeks in Physical Science in ISCI 2002
Completed by Laurie Dishman, mentored by Dr. Kim Shaw

Magellanic Cloud Supernova Remnant Database in ASTR 4899
Completed by Zachary Edwards, mentored by Dr. Rosa Williams

Program Notes; Works for a Trombone in MUSA 4332
Completed by James English, mentored by Dr. Bradley Palmer

A Literature Review of General Adaptation Syndrome in NURS 3275
Completed by Keandra Ferguson, mentored by Ms Christine Schwarting

The History and Uses of Digoxin in NURS 3175

Completed by Keandra Ferguson, mentored by Ms Tamara Condrey

Designing a New Laboratory Experiment for Vertebrate Physiology in BIOL 5525U

Completed by Emily Husted, mentored by Dr. Glenn Stokes

The Big Four's Use of Social Media Marketing in MKTG 3115

Completed by Rachel Lambert, mentored by Dr. Edward O'Donnell

The Current and Future Cost-Benefit Analysis of Student Loans in ACCT 3125

Completed by Rachel Lambert, mentored by Dr. Rita Jones

A Comprehensive Analyzation of Collegiate Websites in CPSC 2125

Completed by Roshan Nedumpurath, mentored by Dr. Christopher Whitehead

Confirming parental taxa in hybridizing mulberry populations in BIOL 5535U

Completed by Martha Newell, mentored by Dr. Kevin Burgess

Lesson Plan/Lab Design for Middle Grade Students in GEOL 2225

Completed by Wenonah Patrick, mentored by Dr. Schwimmer

Non-Pharmaceutiac Methods for Treating Hypertension in African American Patients in NURS 3275

Completed by Melissa Rogers, mentored by Mrs. Ferguson/Derico

A Comprehensive Analyzation of Collegiate Websites in CPSC 2105

Completed by Larry Williamson, mentored by Dr. Christopher Whitehead

Determining plant species in a southern flora using the rbcL DNA barcode in BIOL 5535U

Completed by Sydney Worthy, mentored by Dr. Kevin Burgess

Literature Review on baom calorimetry in CHEM 4111

Completed by Samantha Worthy, mentored by Dr. Rajeev Dabke

Contracts Spring 2013

Procedures and Theory Outline for Chemisorb 2705 and Related Instrumentation in CHEM 4899

Completed by Michael Anderson, mentored by Professor Anil Banerjee

The Origins of Jazz in HIST 3116

Completed by Lindsay Baker, mentored by Professor Gary Sprayberry

Video Editing Practice with Final Cut Pro X in COMM 4555

Completed by Kayla Brown, mentored by Professor Roger Hart

Evaluation of Current Measures of Common Sense in PSYC 3215

Completed by Carla Burton, mentored by Professor Harvey Richman

Pathophysiology of Huntington's Disease in NURS 3279

Completed by Taylor Caldwell, mentored by Professor Tamara Condrey

Chronic vs. Acute Bronchitis in NURS 3277

Completed by Taylor Caldwell, mentored by Professor Christine Schwarting

Understanding the Jungle: A Comparison of Kipling and Disney's Jungle Book in HIST 3219I

Completed by Marlena Cameron, mentored by Professor Neal McCrillis

Traditions of Elegies in W. H. Auden in ENGL 2156

Completed by Trinity Chavira, mentored by Professor Daniel Ross

Health Disparities in Oral Health Care in HESC 2105

Completed by Samantha Cook, mentored by Professor Paula Walker

Creating a Book for Readers Theatre in EDRG 3215

Completed by Laurie Dishman, mentored by Professor Melissa Sullivan

Spoon River Anthology and Shakespeare Mix in THEA 5245U

Completed by Stephanie Earle, mentored by Professor David Turner

Literature Review on Obesity in African-American Women in HESC 4105

Completed by Adesikemi Ewedemi, mentored by Professor Candice Prince

Comparison of Weight-related Behaviors in African-American College Women at Historically Black Colleges and Universities (HBCUs) and Predominately White Institutions (PWIs) in HESC 5187

Completed by Adesikemi Ewedemi, mentored by Professor Candice Prince

Fake Seizures? in NURS 3277

Completed by Keandra Ferguson, mentored by Professor Mimi Merriman

COPD: Cronic Bronchitis vs. Emphysema in NURS 3279

Completed by Keandra Ferguson, mentored by Professor Tamara Condrey

Presentation of 'Outcomes and Events' Lesson Plan and explanations for some common mistakes about probability middle grade students have. in MATH 3138

Completed by Tracy Greenfield, mentored by Professor Brian Muse

Analysis of the Chemical Contents of Different Types of Ethiopian Incense Using GC-MS in CHEM 4375

Completed by Rubicelys Guzman-Torres, mentored by Professor Zewdu Gebeyehu

Ludovica Tornabuoni as the Sacred Woman: Femininity, Religiosity, and Virtue in Italian Renaissance Art in ARTH 3117

Completed by Katherine Hinzman, mentored by Professor Claire McCoy

Delving into Chinese Culture in ENGL 2135

Completed by Damaris Hudson, mentored by Professor Sundi Rose-Holt

Western Blot Analysis and Lab Write -up in BIOL 5515

Completed by Emily Husted, mentored by Professor Monica Frazier

Social Media Technologies in CPSC 5165

Completed by LaQuarius Lesley, mentored by Professor Chris Whitehead

Flash: A Worthy Opponent or Wishful Thinking in CPSC 3105

Completed by Roshan Nedumpurath, mentored by Professor Chris Whitehead

Directing Analysis of RENT in THEA 5282U

Completed by Heather Pavik, mentored by Professor Kate Musgrove

Auditioning: An Actor's Business Card in THEA 3345

Completed by Michelle Pokopac, mentored by Professor Lawrence McDonald

Writing for the Orchestra in MUSA 1215

Completed by Andrew Smith, mentored by Professor Fred Cohen

Wagner & Siegfried-Idyll in MUSC 3116

Completed by Brandon Smith, mentored by Professor Kristin Hansen

The Development of the Modern Valved Horn- A Hunting Instrument Gone Solo in MUSA 2312

Completed by Johan Warburton, mentored by Professor Anna Dodd

HTML 5 vs Adobe Flash: A Worthy Opponent or Wishful Thinking in CPSC 3105

Completed by Larry Williamson, mentored by Professor Chris Whitehead

Pneumatic Movement + Motion Control in THEA 3255

Completed by Shannon Wilson, mentored by Professor Sam Renner

Appendix H: Tower Day Awards

Best Tower Day Presentations

Preparation, Characterization and Activity Studies of Palladium Catalysts on Alumina and Silica Supports

Presenter: Michael Anderson

Palladium catalysts supported by alumina and silica oxides have been prepared in relevance to conversion of toxic automotive combustion gases to harmless counterparts and thereby reducing pollution and health hazards. Characterization of the catalysts involve chemisorption and physisorption.

Mentored By: Dr. Anil Banerjee
Chemistry

An Analysis of Tchaikovsky's Symphony No. 4 in F Minor, Op. 36, Mvt II

Presenter: Stephanie Erdman

My presentation will examine the form of Tchaikovsky's Symphony No. 4 in F Minor, Op. 36, Mvt. II, detailing the organization of the key centers, motivic relationships, and orchestrational techniques. I will demonstrate the complexity of the form using diagrams and musical examples to underline my findings.

Mentored By: Dr. Kristen Hansen
Schwob School of Music

Woman Thou Art Loosed : T.D. Jakes Combating Sexism in the Church

Presenters: Alexis Jarrett

This assignment for my Public Address course was to analyze the rhetorical work of a speaker. I chose Bishop T.D. Jakes, a popular African American minister who preaches and teaches messages of hope and encouragement. I was interested in this speaker because of his ministry, "Woman Thou art Loosed." This is a message that captures the audience of hurt and abused women, primarily from the African American community. How was this man able to create a sense of authority with women? What did he truly say that made women listen- because after all, he is a man. This paper sought to answer those questions, and many more.

Mentored By: Dr. Mariko Izumi & Dr. Danna Gibson
Communications

Breaking the Barrier

Presenters: Raeann Kraft

I will be presenting my research paper, which focuses on Muted Group theory and how the theory coincided with my experience while volunteering at a local battered women's shelter. My paper has been accepted into a regional communication conference, which I will be presenting prior to Tower Day presentations.

Mentored By: Dr. Danna Gibson
Communications

A Test of The Multiplicative Risk Model Using A Freshwater Food-Web Fragment

Presenter: Samantha Worthy

We tested the multiplicative risk model for multiple predators using snail prey with water bug and crayfish predators either alone or together. The model predicted 99% snail mortality when predators occurred together based on single predator treatments. However, we found 95% snail mortality indicating risk reduction likely from interference competition.

Mentored By: Dr. Clifton Ruehl
Biology

Best Tower Day Posters

Early Ambulation of Critically Ill Patients

Presenters: Kristal Bryant, Vickie Boggess, Traci Howell, Christine Meredith, Michelle Wright

It is a widely known fact throughout the medical community that ambulation of patients improves overall patient outcome. This is a collection of gathered research data that supports the idea that early ambulation is effective in improving patient outcome.

Mentored By: Dr. LaTonya Santo
Health & Physical Education and Exercise Science

Characterization of Bio-reducible Poly(β -amino Ester) Nanoparticles for siRNA Delivery

Presenter: Bolivia Hurtado De Mendoza

A promising alternative to standard cancer therapeutics is the use of drug delivery systems, such as polymeric nanoparticles that deliver silencing RNA exclusively to tumor cells for gene knockdown. In this study, we characterized the binding, physical, and siRNA delivery properties of reducible poly(β -amino ester) nanoparticles.

Mentored By: Dr. Monica Frazier & Dr. Jordan J. Green
Biology

Gender Differences in Emotional Intelligence

Presenter: Kayla Short

We assessed for gender differences in emotional intelligence (EI) as assessed by the Bar-On EQ-i:S questionnaire. The EQ-i:S provides five facet scores as well as an overall EI score. Between groups t-tests showed that females scored significantly higher than males on the EQ-i:S interpersonal intelligence scale.

Mentored By: Dr. Harvey Richman
Psychology

Discriminating Woody Plant Species in a Warm-Temperate Flora Using Plant DNA Barcodes

Presenter: Sydney Worthy

*The *rbcl*+*matK* gene region of the chloroplast genome has recently proven effective for the establishment of DNA barcode libraries and discerning species in a temperate flora typified by a high proportion of monotypic taxa of moderate phylogenetic dispersion. Species resolution is relatively high in warm-temperate floras that contain a high proportion of monotypic taxa, although rates for polytypic taxa are substantially lower.*

Mentored By: Dr. Kevin Burgess
Biology

Attitudes about Homosexuality in Relation to Education and Religious Background

Presenters: Angela Adams, R. Andrew Zimmerman

Attitudes towards homosexuality were examined based on participants' highest education level completed and their religious background. Highest education level completed had no significant correlation pertaining to attitudes towards homosexuality, but religiosity did depending on what type of religiosity was being practiced.

Mentored By: Dr. Diana Riser
Psychology