

ANNUAL REPORT 2017-18

>>> HONORS ON THE MOVE >>>



SOLAR ECLIPSE AUGUST 2017



ILLGES HALL OPEN HOUSE



HONS 3555: PRESIDENTIAL LEADERSHIP



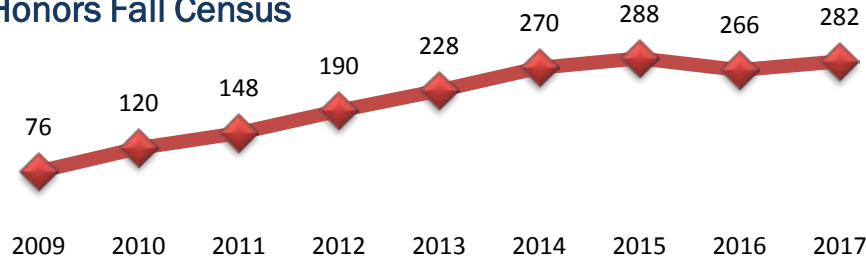
HONORS COLLEGE
COLUMBUS STATE UNIVERSITY

TABLE OF CONTENTS

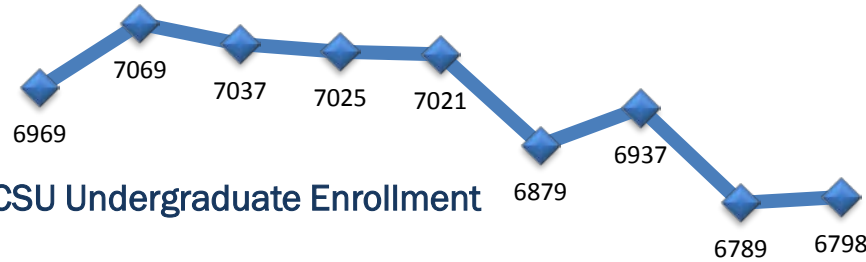
By The Numbers	ii
Honors College Staff	1
Honors College Advisory Board	2
Honors Education Committee	2
Executive Summary	3
Honors College Vision & Mission	4
Honors Curricular Requirements	4
Scholarships And Honors College Advancement	5
Investing in the Honors College.....	6
Honors College New Home: Illges Hall	7
Attracting & Supporting Honors Students	8
Recruiting Students To CSU	8
Honors College Census	10
Academic Enhancement	12
First Year Seminar	12
Core Courses	14
International Education.....	15
Academic Enhancement Seminars	16
Great Conversations.....	17
Faculty Fellows.....	18
Personal Enrichment	19
Leadership in Honoris Causa.....	19
Community Engagement	20
Seminars for Personal Enrichment.....	20
National Scholarships & Regional Awards	21
Research & Independent Inquiry	22
Honors Contracts	22
Senior Projects	23
Annual Awards Ceremonies.....	27
2017-18 Legacy Society	30
Appendices 2017-18	32

BY THE NUMBERS

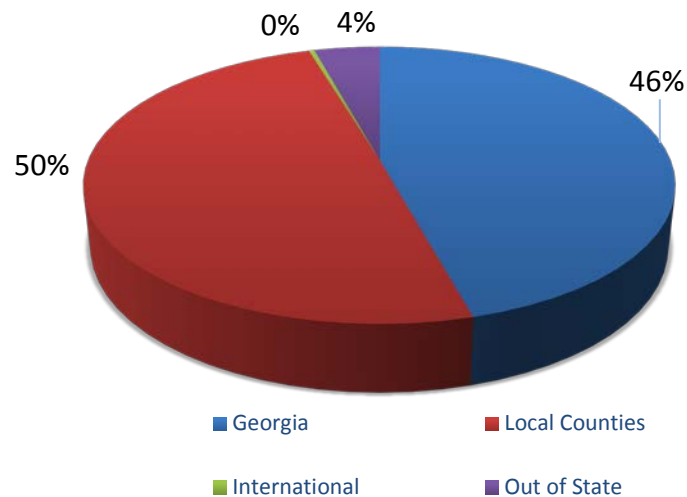
Honors Fall Census



CSU Undergraduate Enrollment



Place of Residence



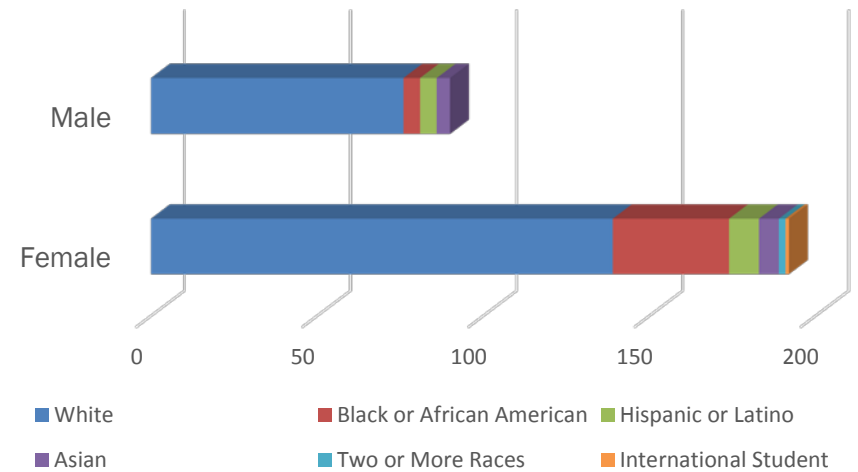
2017 Incoming Freshmen *provisional included*

3.76 Average High School GPA
1221 Average SAT Math & Critical Reading

9 Scholarship Recipients *freshmen four-year*

3.94 Average High School GPA
1307 Average SAT Math & Critical Reading

Students Receiving Tuition Scholarships: **28%**



Enrollment in Academic Colleges

Business & Computer Science	39	14%
Education & Health Professions	36	13%
The Arts	80	28%
Letters & Sciences	127	45%

HONORS COLLEGE STAFF



Dr. Cindy Ticknor, Dean

Dr. Ticknor was appointed as the first dean of the Honors College in 2014. She is a Professor of Mathematics Education and has been a leader in Science, Technology, Engineering, & Mathematics (STEM) Education. Since arriving at CSU in 2003, she has received over \$2.5 million in grants to support STEM initiatives and has served as the Associate Dean of the College of Science. She holds degrees from the University of Maryland *summa cum laude*, Columbus State University, and Auburn University.



Dr. Susan Tomkiewicz, Director of RiverPark Honors

Dr. Tomkiewicz has been the Associate Professor of Oboe at the Schwob School of Music at Columbus State University since 2009. She holds degrees from the University of Texas at Austin *summa cum laude*, University of New Mexico and University of New Hampshire. Dr. Tomkiewicz has commissioned and premiered many new solo electronic and chamber works for oboe and English horn by such composers as Brooke Joyce, Bruce Pennycook, Jeremy Baguyos, Matthew McCabe, John Lato, and Nancy Galbraith. She was the co-host of the 2016 International Double Reed Society's Annual Conference at Columbus State University.



Ms. Laura Pate, Honors Advisor

Ms. Pate has been with Columbus State and the Honors College since 2013. Prior to becoming an advisor, she worked as Administrative Coordinator and Program Coordinator for the Honors College. She also has experience in enrollment management in recruiting and counseling entering students through the college admissions process. She graduated *summa cum laude* from Shorter College with a Bachelor of Art in Public Relations and completed the Master of Organizational Leadership in the Servant Leadership Track at Columbus State University in 2016.



Ms. Jasmine Reid, Advisor

Ms. Jasmine Reid has worked in higher education since 2015 and has been with Columbus State since 2009. During her time at Columbus State, she has gained experience in Financial Aid and New Student Orientation and University Advancement. She graduated from Columbus State with a Bachelor of Science in Health Science in 2015 and completed the Master of Education Leadership degree in the Higher Education Track at Columbus State University in 2017.



Ms. Darci Burdett, Administrative Coordinator

Darci Burdett, a 2014 graduate of the Honors College and a former Student Assistant, joined us after a year of working in journalism as our Administrative Coordinator. She has a B.S. in Psychology and completed the Servant Leadership program during her time at Columbus State. Darci is certified in Graphic Design through the Continuing Education program and plans to pursue a Master's degree.

Honors College Advisory Board

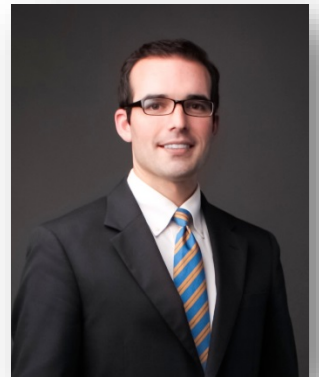
Established in the Fall of 2015, the Advisory Board of the Honors College aims to support the mission of both CSU and the Honors College through providing valued counsel on innovative strategies that connect the Honors College with the community. The responsibilities of board members include:

- Educating our local community about the Honors College's programming, goals, and achievements.
- Supporting activities related to the recruitment and selection of scholars.
- Promoting academic and co-curricular educational opportunities that develop the institution's regional, state, national, and international recognition for academic excellence.
- Identifying emerging issues and trends that may impact the Honors College.
- Providing guidance and advice with regard to our fundraising program.
- Assisting in the cultivation of potential board members while promoting a climate for support for educational excellence.

The Honors College is pleased to have the following board members committed for three-year terms.

Mr. Russ Carreker, Chair
Ms. Janet Davis
Mr. Tim Money
Mr. Paul Holmer-Monte
Mrs. Dian Naman

Mr. Torrey Wiley, Chair-Elect
Mr. Kelsey Kennon
Mrs. Linda Shinkle
Dr. Cindy Ticknor (ex officio)
Mr. Cameron Bean (ex officio)



Cameron Bean Honors
College Advancement

Honors Education Committee

As a committee of the CSU Faculty Senate, it oversees and supports scholarship competitions and the curriculum.

Dr. Jennifer Newbrey, Chair, College of Letters & Sciences
Dr. Andrea Dawn Frazier, College of Education & Health Professions
Dr. Mark James, Turner College of Business
Dr. Barbara Johnston, College of the Arts
Dr. Stephanie Patterson, College of the Arts
Dr. John Barone, College of Letters & Sciences
Ms. Jacqueline Radebaugh, Library
Mr. Thomas Ganzevoort, Library
Dr. Cindy Ticknor (ex officio)
Mr. Don Osborne, Honors College Alumnus (ex officio)
Mr. Cameron Bean, University Advancement (ex officio)

EXECUTIVE SUMMARY

This year the Honors College has been on the move, in more ways than one. We began the fall by moving into our newly renovated space on the top floor of Illges Hall, which provides larger meeting room for our students, an engagement room for our smaller seminars, two quiet areas for studying, a conference room for meetings and theses defense, and ample offices for our staff.

Around the hallways our students voted for their favorite quotes that serve as inspiration for CSU's core values: Excellence, Creativity, Engagement, Inclusion, Sustainability, and Servant Leadership. At the grand opening, two of our history students presented their historical research from the CSU Archives on A. Illges and the deep connection between the mill town and our university. We are proud to reside in one of the first five buildings on campus and of the investment our leadership has made in promoting the Honors College.



The year has also been highlighted by successful educational trips, conference travel, and moving out into our community to better serve our area. By bus, our students witnessed the solar eclipse in northern Georgia, learned about leadership in the presidency from Plains, Georgia to Washington, D.C., and studied cultural perspectives from Atlanta's Hindu Temple to Havana, Cuba. Locally, our students moved off-campus to partner with Columbus 2025 and Historic Columbus to beautify the 2nd Avenue corridor during our annual day of service and other community agencies in our spring first-year seminar. In the seminar, our students engaged in real-world problem solving as part of the *We Solve It!* campus initiative that the Honors College is actively supporting. Problem-solving activities are highlighted throughout this report along with key accomplishments that showcase our core values:



Excellence: Gabe Bello's research on Bluetooth security won the top science research award at the state honors conference.

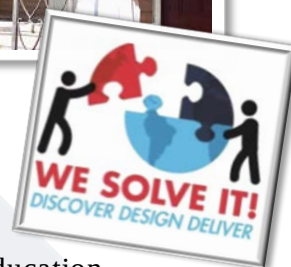
Creativity: Our new Honors Faculty Fellows program rewards faculty who will create innovative courses while developing expertise in honors education.

Engagement: 27 were awarded new honors pins for their engagement with our college.

Sustainability: New donors have targeted \$20,000 in scholarships for honors students with financial need and first generation students.

Inclusion: Our census reached 4.1% of undergraduate enrollment, and 20% of our applicants for Fall 2018 qualified under our new, more inclusive admission policy.

Servant Leadership: Our first-year students worked with ten different community-based organizations to help solve their real world problems.



HONORS COLLEGE VISION & MISSION

The Honors College will make Columbus State University a first choice institution for students who strive for excellence by providing transformational learning experiences, undergraduate research and interdisciplinary studies.

Honors College Mission

Our dual mission provides an innovatively-delivered curriculum for high-achieving students and advances the intellectual growth and recognition of the university. Our program challenges a diverse community of students to individualize their academic experiences, while serving as an institutional champion for undergraduate research, interdisciplinary studies and creative instruction.

Learning Outcomes

Honors graduates will:

- ❖ Identify resources and evaluate evidence used to support arguments or critiques in multiple academic disciplines.
- ❖ Analyze the commonalities and discords of the multiple perspectives.
- ❖ Demonstrate cultural awareness and view issues from a global perspective.
- ❖ Design independent inquiry projects that require critical and creative thinking
- ❖ Demonstrate effective research or performance skills in their academic discipline.
- ❖ Effectively communicate scholarly work within their discipline and the broader community.
- ❖ Connect their academic experience with local community experiences.
- ❖ Demonstrate that they are prepared for a career in their chosen field.

Honors Curricular Requirements

Students must graduate with cum laude honors (3.4 GPA) or better and complete the following to earn the Honors Seal:

- Complete ITDS 1779H Scholarship Across the Disciplines (2 credit hours)
- Earn a total of 30 Honors Points by submitting work into each of the following areas:
 - o Personal Enrichment – 10 points required
 - o Academic Enhancement – 10 points required
 - o Research & Independent Inquiry – 10 points required
- Complete HONS 3555 Great Conversations (3 credit hours)
- Complete an Honors Senior Project Sequence (3 credit hours)

Students earn points that demonstrate mastery of all the learning outcomes and are equivalent to 26 credit hours of honor educational requirements.

Additional details on how students may earn points in each area are provided in Appendix A.

SCHOLARSHIPS AND HONORS COLLEGE ADVANCEMENT

The Honors College would not be successful without the financial investment of our community and support of the Honors Advisory Board. The majority of the raised funds go directly to students through tuition scholarships and grants that support educational activities such as study abroad.

Incoming First Year Scholarships: Funded by sixteen restricted endowments and state scholarship fund, listed in Appendix B, the Honors College awards students with Presidential (4 year, \$5,000 per year), Tower (\$2,500 per year), University (4 year, \$1,000 first year, convertible to \$2,500 in subsequent years), and one-time scholarships.

Incoming Freshmen Study Abroad Grants: Those who win a Presidential and Tower scholarship may use up to \$3,200 for one study abroad experience once they reach their junior year. Those who utilized those grants this year are listed in Appendix C and details about our honors study abroad programs can be found beginning on page 14.

Undergraduate Scholarships: Students reaching their junior year may apply for an Honors Undergraduate Scholarship (up to 2 years, up to \$2,500 per year).

Honors Educational Activity Grants: Students can apply for these funds to compete in regional and national conferences, support international internships and study abroad, or offset the costs for research.

FY 2017-18 Scholarship Expenditures	
<u>Awarded to Students Entering as First Years</u>	
Presidential Scholarship Commitments	\$7,500
Tower Scholarship Commitments	\$70,000
University Scholarship Commitments	\$36,500
One-Time Scholarships Commitments	\$10,057
Tower Study Abroad Commitments	\$4,115
<u>Awarded to Undergraduates</u>	
Undergraduates 2-year Scholarships	\$15,000
Honor Education Activity Funds	\$7,061
One-Time Scholarships	\$5,250

Investing in the Honors College

This was a successful year in fundraising for the Honors College with 126 donors pledging to invest \$228,772 in honors education. This includes the establishment of two leadership gifts:

Walter Alan Richards Foundation Leadership Gift

Purpose: To provide need-based scholarship support for students enrolled in the Honors College

The Bruce and June Howard Honor Scholarship Endowment

Purpose: To provide scholarship support to first-generation college students enrolled in the Honors College

In addition, Anita and Joseph Kelley dedicated a legacy gift of \$25,000 to establish an endowed Honors College Scholarship following in the footsteps of Anita's parents, Gerald & Linnie Coady, who have been long supporters of Columbus State University.



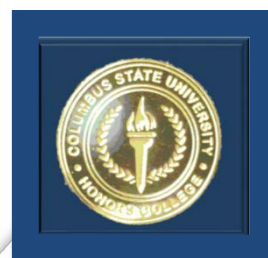
28 New \$250
Scholarships

The annual gifts will provide in 2018-19, 28 scholarships of \$250 for our neediest students. With these funds, students may pay for books and educational supplies. In total for 2017-18, \$155,483 was provided to direct student support for their tuition, educational expenses, and independent student activities that enhanced their education. A full report is provided in Appendix B.

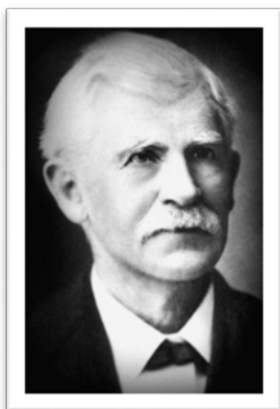
Investing in the Honors College

In the winter of 2018, the Honors Advisory Board recommended the creation of the Laureate Society to recognize the important contributions of those who financially invest the Honors College. The historic mark of distinction, “crowned with laurels” is the Latin root of the word “laureate,” and a befitting title for a society dedicated to honors education.

The Laureate Society is the driving force behind the mission of the Honors College. Contributors play a major role in providing scholarship support, educational and experiential programs and faculty support for the students, faculty and staff of the Honors College. At our annual banquet, all of the Laureate Society in attendance were honored with our new Honors Pin, to recognize their commitment and contribution to our students' education and achievements. A full list of individuals who are members of the Laureate Society, who were first recognized and received pins for their contributions at our Awards Ceremony, is listed on page 28.



Honors College New Home: Illges Hall



Abraham Illges (1832-1915) traveled extensively during his lifetime and kept meticulous records. Based upon the account books of A. Illges in the CSU Archives, a future display in the Illges Hall will showcase his travels.

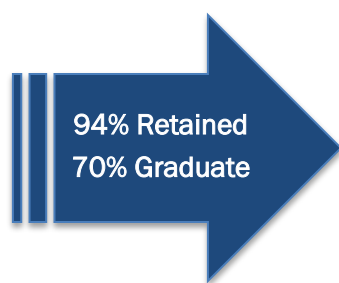
In October, the Honors Advisory Board hosted the Illges family to a reception celebrating the move of the Honors College to Illges Hall. Two of our history students, Abby Gibbons and Meredith Donovan spent hours of research in the CSU Archives to learn about the building's namesake, John P. Illges, Sr. As Abby stated, "The Illges family represents one of the most prominent and original families in Columbus, Georgia." From the time of Abraham Illges to the establishment of Columbus College in 1958 in the Shannon Hosiery Mill, family members have been valued leaders intertwining the advancement of both the historic mill town and our university. Illges Hall was opened in 1971 and housed Health Sciences.

The Honors College now has dedicated meeting spaces, a conference room for thesis defenses, an engagement room for seminars, a quiet room for studying, and offices for staff all on the 3rd Floor of Illges Hall.



ATTRACTING & SUPPORTING HONORS STUDENTS

The Honors College recruits and supports high-achieving students, offering a rigorous curriculum that helps them achieve their academic, personal, and professional goals. However, our mission is to also improve the overall retention and graduation rates of Columbus State University. Even if students opt-out of the rigorous courses, the institution benefits from their academic achievements, recognitions, and classroom interactions. Historically, honors students have higher retention and graduation rates, which means they tend to persist in their studies much longer than traditional students. Not only does recruiting high-achieving students benefit the academic environment and institutional reputation, it also contributes to tuition revenue and formula funding for CSU.



From Fall 2016 to Fall 2017, 94% of the cohort of first-time full-time freshmen who were honors students returned to study at CSU for their sophomore year, compared to 74.8% of CSU's first-time full-time freshmen*. In addition, 80% of the cohort was retained as members of the Honors College. Graduation rates at CSU have remained relatively stable ranging from 30.3% in the 2009-15 cohort to 32.4% in the 2011-17. For the comparable cohorts in the Honors College the rates have varied from 64% in 2009-15 cohort to 70% in the 2011-17 cohort.

Recruiting Students To CSU

Recruiting new students to CSU is one of the primary missions of the Honors College, and we host four events dedicated to attracting students to CSU each year. At the fall Honors Experience Day, students participate in mock seminars, learning about study abroad and library resources, and have informal opportunities to meet with Honors College student ambassadors. In the spring, we invite applicants to two interview days, during which students meet fellow honors students, department chairs, and have customized campus tours by our honors ambassadors. Students at all events learn about scholarship opportunities and the advantages of our honors curriculum.

Scholarships for First Year Students. The Honors College awards several levels of scholarships. The Presidential Scholarship was awarded at \$5,000 per year, and the Tower 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 College awards University Scholarships, in which each academic college selected three candidates to receive one time \$1,000 scholarships which may be converted to Tower Scholarships if students maintain at least a 3.4 grade point average. 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

*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

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 Tower 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 College also awards a limited number of out-of-state tuition waivers to recruit non-Georgia residents.

First Year Applications. Our applications for Fall 2018 increased from 106 to 111 (4.5%) as did the number of students admitted to the Honors College. These increases can be attributed to two factors: a change in admission criteria and investment in software. Last year, the Honors Education Committee approved criteria that allowed admission to students who met two of three factors: a high school academic, unweighted grade point average greater than or equal to 3.5, achieving the top 10% of class rank, and meeting minimum thresholds on either standardized test (SAT Composite 1200 or above; ACT Composite 26 or above). This policy was designed to increase opportunities for first generation, low socioeconomic status, and underrepresented groups that often underperform on standardized tests. Under this criteria, an additional 22 students were admitted, with 45% of those students identifying as either first generation or Black and 50% had unmet financial need. Comparing to those who would have been admitted under the prior criteria, on 24% of applicants identified as either first generation or Black and 30% had unmet financial need. Overall, 27 of our admitted students (29%) have unmet financial need. Our admission criteria can be found in Appendix D.

Applications for Fall 2017 & Fall 2018

Term	Total	Not Local	Perfect 4.0 GPA	Admitted	Admission Rate	GPA	SAT	ACT	Yield
Fall 2018	111	57%	24	92	83%	3.79	1164	26	66%*
Fall 2017	106	52%	23	87	82%	3.81	1213	27	59%

*Estimated based on registered students as of July 2017

Another factor contributing to our increase in application was our investment in recruitment software and the initiative of our administrative coordinator, who not only coordinated recruitment events with Enrollment Services but also received training to improve our use of the software. Using the software, we are now able to determine the most productive strategies for reaching students by tracking their first point of contact with Columbus State University and we also asked applicants how did they learned about the Honors College.

First contact with CSU		Referred to Honors College?	
Purchased Lists	60%	Website	26%
Test scores sent to CSU	14%	Email	20%
High School Outreach	9%	Instructor/Faculty/Staff	19%
On Campus Tours & Visits	8%	Advisor	13%
Online Inquiry Form	7%	Student	13%
Honors College Application	3%	Other	9%

Recruiting Undergraduates to the Honors College

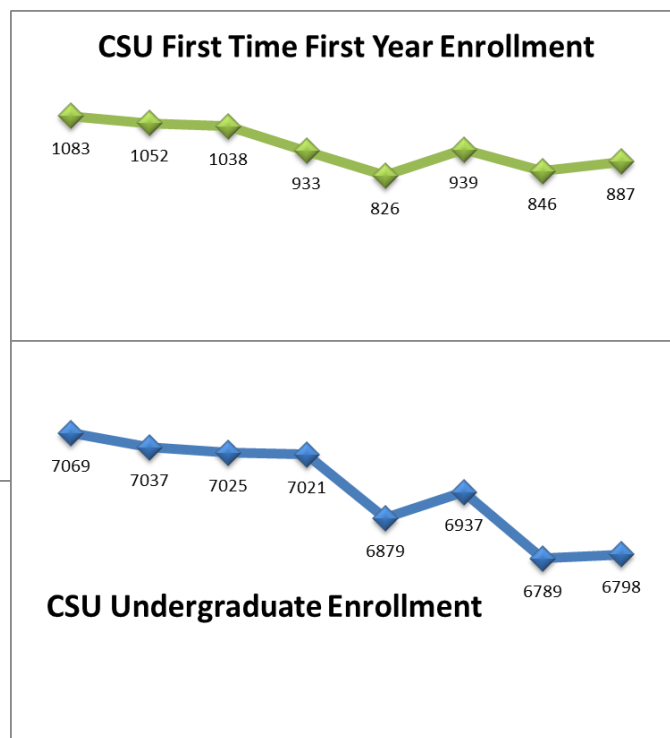
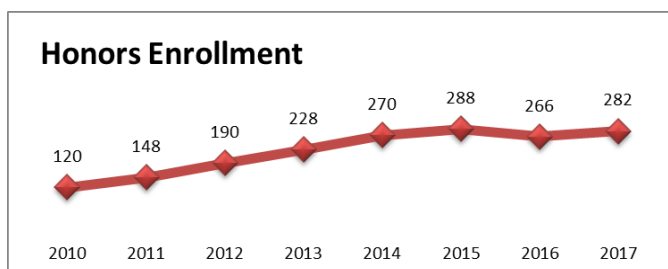
Over a third of the students in the Honors College are recruited as transfer students (5%) or as students enrolled at CSU. Any student who has earned a grade point average at or above 3.4 after completing fifteen credit hours is eligible to enroll in the Honors College. With the credit hour based curriculum, undergraduates with more than 30 credit hours found it very challenging to complete the program so we targeted our recruitment efforts to students who earned between 15 and 30 credit hours. We recruited students through invitational emails, posters, and through faculty nominations. Included in our recruitment strategy are two financial incentives.

Financial Support for Honors College Undergraduates. All students are eligible to apply for Honors Educational Activity Grants to support co-curricular activities. Undergraduates reaching their junior year may apply for tuition scholarships and are awarded based upon financial need and their commitment to successfully completing the Honors College curriculum. (See Appendix E for scholarship policies and procedures).

Honors College Census

As depicted below, while CSU enrollment has remained relatively flat, undergraduate enrollment has declined by 3.5% over the last five years, with an overall decrease of 248 students. Recruitment of incoming first year student has similarly decreased by 206 students, creating a challenging environment for recruiting new first year students for the Honors College.

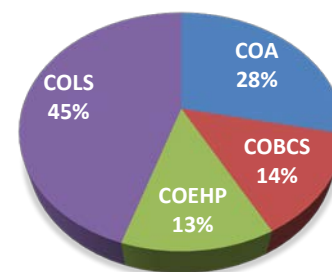
Since 2010 our goal has been to reach 4% of CSU's undergraduate enrollment, and this year our fall census reached 4.1% or 282 students. This represents an annual average growth of approximately 13% since 2010 while CSU's undergraduate enrollment has declined and first time, full time enrollment has been relatively flat.



Honors College Demographics

The Honors College strive to bring together diverse students, to enhance the academic environment with unique perspectives and an array of interests. Our goal is to encourage participation of all majors and students from a variety of backgrounds. In 2017-18, our students were pursuing majors in all academic colleges, with the largest representation in the Department of Biology and the Schwob School of Music with Theater Department nearly identical in enrollment.

Honors College Enrollment
by Degree Granting Colleges



College of the Arts 28%		College of Letters & Science 45%	
Art Department	13	Biology Department	47
Communication Department	10	Chemistry Department	12
Schwob School of Music	29	Criminal Justice & Sociology	6
Theatre Department	28	Earth and Space Science Department	10
Turner College of Business 14%		English Department	15
Accounting & Finance	7	History & Geography Department	9
Marketing & Management	12	Mathematics Department	8
TSYS School of Computer Science	20	Psychology Department	17
College of Education & Health Prof. 13%		Political Science & Public Administration	3
Health, Physical Education, & Exercise Science	7		
School of Nursing	21		
Teacher Education Department	8		
Grand Total			282

Demographics	CSU	Honors College
Female	59%	68%
Male	41%	32%
Black or African-American	38%	14%
White	50%	76%
Asian	2%	4%
Two or More Races	2%	1%
Hispanic or Latino	6%	5%

The demographic makeup of students enrolled in the Honors College has remained relatively stable over the last few years with the majority of our students describing themselves as white female. This is disproportionate compared to CSU undergraduates and continues to be an area of concern. In 2017-18, conducted three focus groups with diverse students to understand perceived barriers and have used that information to redesign marketing materials. With this work, we hope to begin to see our

numbers approach CSU's proportions with the fall 2018 census.

ACADEMIC ENHANCEMENT

College students should amass experiences that broaden their knowledge of the world to complement the in-depth study that occurs in each major. By enhancing academics with diverse, multidisciplinary educational experiences, students become more adaptable to new situations, more creative in problem-solving approaches, and multi-culturally sensitive in their interactions. All of these attributes are highly valued by employers and graduate programs.

Honors students earn points for participating in experiences that broaden and enhance traditional academic majors. In addition, students complete an honors first-year seminar, Scholarship Across the Disciplines, and a capstone seminar, Great Conversations, a course designed to challenge students to consider a topic from multiple disciplinary lenses.

Learning Outcomes:

- Identify resources and evaluate evidence used to support arguments or critiques in multiple academic disciplines.
- Analyze the commonalities and discords of the multiple perspectives.
- Demonstrate cultural awareness and view issues from a global perspective.

First Year Seminar

In the spring of 2018, the first-year honors seminar, ITDS 1779H Scholarship Across the Disciplines got a makeover. The course was co-taught by Dr. Sue Tomkiewicz, Associate Professor of Oboe and Director of Honors on the RiverPark Campus, and Professor Tom Ganzevoort, one of our Main Campus Librarians. Sue and Tom developed the course to align with CSU's Quality Enhancement Plan, *We Solve It!* and made a Community Partnership Project the signature assignment of the class.



10 Community Partner
Projects Completed

Ten different community organizations were selected that had all identified a need for our students to conduct research that would benefit each organization. In preparation for each team project, students researched relevant articles and compared and contrasted articles and ideas within their teams. They then met with their community partner leaders and presented their findings. The leaders provided the necessary data, reports, etc. of each organization to fuel the students' continued work and research. Examples of these projects include:

The Springer Opera House - Integrated Study Guides for Theatre

Under the guidance of Sally Baker, Director of Education, students collaborated to create Integrated Study Guides for area schools based on themes of the 2018-19 Arts In Education productions of the Springer Opera House. This team of four students researched lesson plan ideas and assembled a collection of ideas for age appropriate lessons. The students then created and designed a layout that was easy to read, appealing to students and useful to the Springer. Team Springer created study guides for *The Jungle Book*, *Amazing Grace*, *Elf the Musical*, *Cat on a Hot Tin Roof* and *101*

Dalmatians. Our partners were thrilled with the work of our students and these students (all theatre majors) learned some useful skills they can take with them into their careers.

The National Civil War Naval Museum - The CSS Jackson and Horace King

Under the direction of Holly Wait, Executive Director and Jeff Seymour, Director of History & Collections, students assisted in preparation for a permanent exhibition installation on the history of Columbus during the War, the building of the CSS Jackson and the work of Horace King. This quantitative research project involved all of the records as they pertained to the subjects above. Team Civil War scoured hundreds of pages of records, many copied over from microfilm (some proved to be practically illegible!). This was a time sensitive project as these micro-films were old and in danger of deteriorating. Students created ledgers of records that were a critical component of this important project for the museum as it is absolutely necessary in the development of the new exhibit. The museum was very thankful for the efforts of these students, allowing the museum to move forward with the creation of the exhibition.

Columbus Botanical Gardens - Marketing Improvements to Boost Attendance

Working with Bruce Howard, Interim Director and Danita Lloyd Gibson, Development & Marketing Director, Team CBG conducted research on thriving botanical gardens and the successful methods of marketing for those gardens including new and innovative ways to reach out to the community and beyond. These students worked closely with Bruce and Danita and were able to produce a 10-page document for CBG that included suggestions and marketing methods The Columbus Botanical Gardens could implement to increase daily visitor attendance as well as increase their annual memberships and support.

The Boys & Girls Club of Chattahoochee Valley - Incident Report Analysis

Under the guidance of Rodney Close, Chief Executive Officer and Kimberly Reaves, Vice President of Operations, honors students were tasked with analyzing a daunting mountain of behavioral incident reports collected at the five different Columbus locations of the Boys & Girls Club. The team analyzed and categorize the current behavior issues of the members by site, age and gender looking for any behavior trends based on location, gender and age. This data is incredibly important to BGCCV because social and emotional skills are an important element in their mission of promoting positive youth development. As the BGCCV works to secure funding to offer services that develop soft skills, the data compiled by our students provided a crucial piece of evidence necessary to convince possible donors the importance of this organization and its programs for the youth of our community.

Other organizations our students partnered with included: The Youth orchestra of Greater Columbus; The Columbus Symphony Orchestra; The Carson McCullers Literary Festival; Girls Inc.; The Literacy Alliance; and Matthew's Promise Academy at The Open Door House. All of the community partners were thrilled with the hard work and results our honors students provided.

Both Dr. Tomkiewicz and Professor Ganzevoort are extremely proud of what the honors students accomplished in this semester of Scholarship Across the Disciplines and agree that this endeavor

was so successful for both students in the class and community partners that they plan to continue these projects in future sections of the course.

In summary, our honors students learned to navigate in a team environment while partnering with a community organization. They identified real-world problems, conducted the necessary relevant research and provided these community organizations with information, data, analyses and solutions to help these organizations better serve the Columbus Community and beyond.

Core Courses

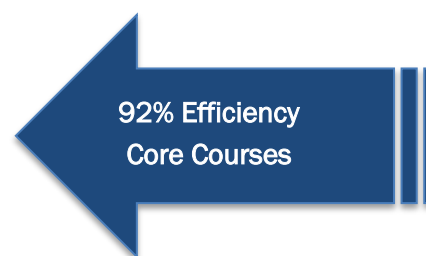
The Honors College recruits faculty members who use innovative teaching practices and activities that invite students to examine subject matter through their disciplinary lens or use multiple disciplinary perspectives. For example, this year Dr. Stephanie Patterson from our Schwob School of Music developed a course that analyzed popular music in the context of human rights.

Enrollment reached 255 students in core classes, filling 92% of all seats available. We received positive feedback on student evaluations averaging 4.11 on a 5-point Likert scale for the effectiveness of course delivery indicating that students strongly agreed to the statement, “This course should be offered again.” To insure student engagement with the faculty, course capacities are limited to 18 students and course enrollment is restricted to Honors College students and those earning greater than a 3.0 GPA.



Dr. Stephanie Patterson

Course	Title	Capacity	Actual
FALL 2017			
COMM1110H	Public Speaking	18	16
ENGL1102H	English Composition II	18	16
HIST1112H	World History since 1500	18	18
ITDS1779H	Scholarship Across the Disc	60	57
MATH1113H	Pre-Calculus	18	18
POLS1101H	American Government	18	12
PSYC1101H	General Psychology	18	17
COMM1110H	Public Speaking	18	17
HIST2112H	U.S. History since 1865	18	17
ITDS1779H	Scholarship Across the Disc	35	39
ITDS1155H	Western Intellectual Tradition*	18	7
STAT1127H	Introductory Statistics	18	17
ASTR1106H	Astronomy: Stars/Galaxies**	18	4
*Cross-Listed with a Great Conversations			
**Cross-Listed with a non-Honors section			



International Education

The Honors College point system now requires students to experience international education, whether through dedicated courses or seminars or by studying abroad.

Global Perspectives Seminars. This year, the Honors College offered two seminars dedicated to bring international cultures and experiences to honors students who cannot study abroad. The first seminar, International Perspectives, was offered in partnership with CSU's Center for Global Engagement, and the course allowed students to participate in structured discussions with our international students (global dialogs), view and discuss international films such as *Half the Sky* and *Sanjay's Super Team*, and attend globally-themed lectures including the November panel on migration stories. The second seminar treated students to an exploration of International Foods with our local food critic, Gail Greenblatt. She treated students to a surprising tour of the international restaurant known as Burger King, a cooking demonstration and tasting of Moroccan food, and a pot luck end of term feast share with the rest of our honors students.

Study Abroad. Thirty-two students studied abroad and completed HONS 3510 Global Perspectives, which is an independent, zero credit hour course, which required them to maintain a journal or blog during their study abroad experience. For the course, each student must choose a lens through which to view the experience, document the use of the lens, and prepare a reflection after their travel is complete. This allows students to intentionally and critically look at their experience as they become immersed in many cultures. This year, students traveled to:

Denmark: Scandinavian Art, Music & History
Bahamas: Exploring Veterinary Health Care Systems
Oxford: Comparing Cultures in Football
India: Chemistry in India
Oxford Visiting Student Program – History major
London Internship Program
Ireland: International Business
Peru: Service Learning
Uganda: Service Learning
Cuba: Che, Salsa Dancing, and Cigars



Denmark: Art, Music & History
Photographs by Jacque Dunton



"[Our guide] tells us that there are two basic types of places to hang out after the sun goes down. Restaurants, in this case, European/Western travelers can associate pubs, where friends and families get together to for extended meals accompanied with plenty of rum or beer and chat well into the evening. And then there nightclubs where food and conversation are traded for drinking and dancing, but these establishments are the domain of wealthy Habaneros. Wait a minute. How can [our guide] so readily acknowledge that there is a wealthy class in Cuba and that there are clear divisions of social space based on class? After all, we sat less than a mile away from El Capitolio, the National Capitol building. Communism, at its core, seeks to bring about equality by eliminating class. If you want classes divided by individual wealth, then capitalism is where you should look. But I'm beginning to see that those at the bottom have little time to consider these pie in the sky notions of economic systems. These people who wear threadbare clothes are at their jobs before the sun has even come up. Their only concern is putting food on the table and having clothes for their children...These questions are the domain of those sitting in air conditioned office buildings."

Academic Enhancement Seminars

Seminars that focus on enhancing academics, numbered HONS 3000, are taught by faculty and have topics that vary each semester based upon faculty expertise. In the seminars, faculty members share their passions and knowledge in creative, non-stress environments that foster faculty-student engagement. Each seminar has approximately fifteen contact hours, is graded as satisfactory or unsatisfactory, and are free. Those characteristics make the seminars wonderful opportunities to study topics simply for the love of learning.

2017 -18 Seminars

- **International Foods** – Gail Greenblatt, local food expert arranged tours, Moroccan cooking demonstrations, and a hands-on lesson in the kitchens of Epic, hosted by chef Jamie Keating.
- **Crucial Conversations** -- In a current media culture that employs combative discourse to draw audiences, honors students opted to develop communication skills while discussing politically divisive topics.
- **Science of Beverages** – Students learned the chemistry and biochemistry undergirding the manufacture of beverages and toured Cott Industries, Richland Rum, and other manufacturers.



Honors students cook at Epic



Doug Dorrough gives a tour of his personal garden estate.



Science of Beverages



Perplexing Puzzle – It was FUN! But mind-boggling!

- **Eco-Gardening** – Joined by alumnus and expert landscape architect, Doug Dorrough, students toured his humble estate, the gardens at the Little White House, and Callaway Gardens.
- **Perplexing Puzzles** – Students learned from a math professor techniques to solve logic problems, the structure of mazes, and other puzzle solving techniques before competing in a team puzzle solving relay race
- **Jazz Dance** – Columbus State's new dance program invited our students to put on their dancing shows and prepare an end of term showcase.

Great Conversations

When the Honors Program at Columbus State became the Honors College in 2014, HONS 3555: Great Conversations was developed. The objectives of this course are to help students grow in recognizing biases, assessing an issue from multiple perspectives, and formulating their own supported opinions. As with all honors courses, we aim for this course to provide unique opportunities for students to actively engage with course content through experiential learning.

During the newly instituted Jan Term, Assistant Professor of History Sarah Bowman and Honors Advisor Laura Pate co-taught a course entitled “Perspectives on Presidential Leadership.” Through the course, students worked to define presidential leadership as they examined not only the words of presidents, their contemporaries, and historians, but also representations of historical and fictional presidents in popular culture and media. They learned to look at American presidents and the Presidency through the lenses of leadership, history, political science, and memorialization.

Taking advantage of relevant resources in Georgia, students visited the Jimmy Carter Presidential Library and Museum in Atlanta and FDR's Little White House in Warm Springs. A few students even got up early on a cold Sunday Morning in January to visit Plains, Georgia to hear President Jimmy Carter speak at his Sunday School Class at Maranatha Baptist Church.

The greatest highlight of the course came over Spring Break when the class traveled to Washington, DC to fully immerse themselves in our nation's history. Over the course of four days, students visited Mount Vernon, many of the Smithsonian Museums, the Capitol Building, the Newseum, the National Archives, Arlington National Cemetery, and many monuments and memorials. One of the most impactful activities of the trip was the unique opportunity to meet with four members of Congress from Georgia and their staffers on Capitol Hill. Additionally, students were able to meet Columbus State and Honors College Alumnae Martha Newell-Kinsman who is working in the office of Alaskan Representative Don Young.



Students with Representatives Drew Ferguson and Barry Loudermilk.

Following this trip, students shared presentations on various presidents at CSU's Tower Day in April. These presentations and their final assessments of the definition of presidential leadership the class had constructed showed an increased understanding of the many facets that must be considered when evaluating leaders.

For at least one course participant, this course and trip has had a path-altering effect. After the trip, Maryah Thompson, psychology major and Spring 2018 graduate, began pursuing internships on Capitol Hill. She has recently secured an internship with Georgia Representative Hank Johnson, and looks forward to a future in the D.C. area.

Faculty Fellows

The Honors College provides a variety of ways for faculty to engage with honors students and has been investigating ways to develop faculty with the latest best practices in honors education. To meet that need, the Honors College developed a new Faculty Fellows program designed to provide cohorts of trained faculty who could act as ambassadors for the Honors College while creating a sustainable strategy that supports the team-taught course, HONS 3555 Great Conversations. The goals of the program are to provide comprehensive honors faculty development that aligns with the university's strategic plan for academic excellence and to improve continuity for honors curriculum delivery. Four fellows will be appointed for 2018-19. Appendix F list faculty who taught or mentored in the college in 2017-18, and Appendix G is the policy that was endorsed by the CSU Dean's Council.

PERSONAL ENRICHMENT

Leadership in Honoris Causa

The Honors College encourages all students to be engaged in campus organizations and serving in leadership roles, especially in Honoris Causa. Honoris Causa is the Society of Honors College Scholars. The society provides opportunities for students to work together on service projects, coordinates academic, and social events.

OFFICERS 2017 - 18

Jocelyn Canedo, President
Alexander Jones, Vice President Main Campus, Fall 2017
Jasmin Rush, Vice President Main Campus, Spring 2018
Joshua Partridge, Vice President RiverPark Campus
Abby Grace Moore, Secretary Main Campus
Joshua Richmond, Secretary RiverPark Campus
Anju Shajan, Treasurer Main Campus
Jacquelyn Dunton, Treasurer RiverPark Campus
Gabby Chan, Social Event Coordinator
Caitlyn Gallagher, Social Media Coordinator
Caleb Corbin and Emily King, SGA Representatives

In response to a shift in the Honors College curriculum, the 2017-2018 academic year brought Honoris Causa a new challenge. For the first time, students in the Honors College were not mandated to participate in Honoris Causa. The student officers readily met the challenge, engaging in recruitment through e-mail, as well as participation in RSO fairs across campus. While the change in requirements caused a drop in the Honoris Causa roster due to inactive students choosing to leave the organization, Honoris Causa still boasted 115 dues-paying members in the 17-18 year.

The students also chose to switch from bi-weekly meetings to meetings that happened during the first full week of each month, on Thursdays for Main Campus, and the following Saturday morning for RiverPark. Representatives and students of the RiverPark campus had expressed distress with their busy schedules consistently conflicting with any Honoris Causa meetings during the week days. With the transition to RiverPark meetings on Saturday morning, meetings grew exponentially from 4-6 students attending in the 2016-2017 year to nearly 20 this academic year.

EVENTS FOR 2017 - 18



Ornament Decorating



Winterfest

Welcome Back Party
Escape Room
Six Flags
Woodwind Trio Recital
Ornament Decoration
Ice Skating
Holiday Party
A Year with Frog and Toad
Murder Mystery
Kaleidoscope
Honors Spring Fling Semi-Formal
Yoga on the Lawn
End of the Year Party

Community Engagement

The Honors College encourages all students to be engaged members of their community, giving back by volunteering for campus-wide service events and logging community service hours through CSU Involve. This year, the college partnered with Columbus 2025 and Historic Columbus to clean the 2nd Avenue corridor and support the Homeless Resource Network during CSU's Day of Service.



Honors cleans up 2nd Avenue with Historic Columbus & Columbus 2025

Seminars for Personal Enrichment

The Honors College created HONS 3020 courses, which are special topic seminars that are devoted to personal enrichment such as personal finance, leadership training, risk-taking, grant-writing and meditation. In 2017-18, seminars included Meditation and Good morning, TED, in which students shared their favorite TED Talks and held discussions over coffee and breakfast. Student learned about topics from gamification to why we procrastinate!

National Scholarships & Regional Awards

The Honors College actively promotes national and international internships for honors students and the entire campus. One of our honors advisors, Laura Pate advises students who are interested, helping them build meaningful experiences and polish applications. In July of 2017, she was able to attend the biennial conference of National Association of Fellowship Advisors (NAFA) for the latest information on the most prestigious scholarships and to learn best practices from across the nation.

Laura works with a faculty committee to identify excellent students and promote scholarship opportunities. Committee members include:

Dr. Benjamin Blair (Committee Co-Chair)
Dr. Sarah Bowman (Committee Co-Chair)
Dr. Michelle Herring-Folta
Dr. Johnny Ho
Ms. Krystal Kennel
Ms. Julie Lassalle

Mr. Joseph Miller
Ms. Laura Pate
Dr. Lyn Riggsby-Gonzalez
Dr. Cindy Ticknor
Dr. Wayne Van Ellis
Dr. Pamela Wetherington

To promote opportunities to students, general information sessions were held as well as presentations to specific groups including Servant Leadership Sophomores and ROAR Orientation Leaders. National scholarship opportunities were also shared at both the Fall and Spring Career Fairs. Moving forward, the committee aims to advertise opportunities to students as early as their CSU ROAR Orientation in order to begin developing them into strong candidates.

A total of 16 students applied for grants. Nine students applied for five different awards including the Phi Kappa Phi Study Abroad Grant (2 awarded), Marshall Scholarship, Goldwater Scholarship, the NCHC Portz Award (National Finalist – but not a recipient), and the Phi Kappa Phi Fellowship. In addition, seven students applied for the Gilman Scholarship. It is possible that other students applied for opportunities not requiring an institutional endorsement. For this reason, a goal for the committee for next year is to centralize reporting of such applications across campus.

Georgia Collegiate Honors Council. Four students were selected to present papers: Valencia Coleman (Computer Science), Bobbie Bannerman (Psychology), Darby High (Theatre Education) and Gabe Bello (Computer Science). Gabe Bello's paper related to the cybersecurity challenges of Bluetooth devices won first place in the category of natural sciences.



Top Science Award at Georgia Collegiate Honors Council goes to Gabe Bello!

RESEARCH & INDEPENDENT INQUIRY

Honors students should strive to develop the skills and competencies needed to complete independent projects in their discipline. The ability to work independently on extended projects, to analytically and creatively solve problems, and to communicate effectively, are all top skills employers and graduate schools seek. Honors students earn points for participating in experiences that enhance those valued skills and complete a culminating senior project that documents the following learning outcomes:

- Identify resources and evaluate evidence used to support arguments or critiques in their academic discipline
- Design independent inquiry projects that require critical and creative thinking
- Demonstrate effective research or performance skills in their academic discipline
- Effectively communicate scholarly work within their discipline and the broader community

Honors Contracts

An honors contract is an agreement between students and faculty members to complete a project that enhances the learning of any upper division course in their major. Honors contracts are included in the curriculum to allow students to customize their education with unique projects while developing stronger mentoring relationships with faculty. Most honors contracts investigate real world problems, as described in *We Solve It!*, a campus-wide initiative designed to engage all students in problem solving. Examples of contracts include research papers, laboratory experiences, service learning, etc. Completed contracts reflect the ability of honors students to work independently, conduct creative inquiry, and think critically. They often inspire senior thesis work and lead to strong letters of recommendations for professional employment or graduate school applications. Since contracts are typically proposed by juniors and seniors, we have the annual goal of having 25% of our students completing at least one project. By May 2018, we exceeded that goal with 31% of students in the Honors Community completed at least one faculty directed honor contract.



31% completed at least one honors contract.

During 2017-18, our students utilized 59 contracts to delve deeper into their topics that tackled real world problems. For example, an accounting major explored the history, response, and effects of the 1986 Tax Legislation to help understand the implication of recent changes in the 2017-18 tax bill. In biology, another student investigated ways to combat the invasive species, hydrilla, which is causing significant problems in area lakes. A full list of honors contracts is provided in Appendix H.

Forty-two members of the CSU faculty mentored projects. Their mentoring was time donated to the Honors College. While excellent mentoring is critical to student success, current budgetary constraints do not allow for compensation, and therefore faculty agree work with students in addition to their normal teaching load. This year, the Honors College developed *Faculty 5 Videos* to orient new faculty, and refresh established faculty on honors contract procedures and resources. The videos are limited to 5 minutes in length and provide professional development for faculty working with honors students. In post-contract faculty evaluations, 96% agreed that the process was efficient and 98% felt they received adequate support. Positive feedback was specifically noted by one faculty that *Faculty 5 Videos* were helpful in explaining the process.



Senior Projects

In 2017-18, 17 students graduated with an honors seal by completing all honors requirements: A senior thesis/project, graduating with at least a 3.4 GPA, and completing a rigorous honors curriculum. The CSU six year graduation rate of Honors first time, full time freshmen was 73% of the 48 students in the cohort. Overall during the five year period from 2007-2012, 71% of honors students in their cohorts graduated within six years with 32% earning the honors seal.



Kimberly Apple – B.S. Mathematics and Secondary Education, Fall 2017

Thesis: *Optimal Dependence and Domination-Type Arrangements in Graphs Associated with Regular and Semi Regular Polyhedra*

Mentored By: Dr. Eugen J. Ionascu

Notes: Kimberly is employed as a teacher at Harris County High School.

Bobbie Bannerman – B.S. Psychology, Spring 2018

Thesis: *Cross-Generational Effects of Workplace Spirituality on Job and Life Satisfaction*

Mentored By: Dr. Robin Snipes

Notes: Bobbie plans to take a gap year to teach English in China, and then will proceed to graduate school to obtain a Ph. D in Industrial Organizational Psychology.





Claire Belay – B.S. Biology, Pre-Medical, Spring 2018

Thesis: Effects Of Diabetes on Ovarian Cancer: Data Analysis and Modeling Study

Mentored By: Dr. Monica Frazier

Notes: Claire has plans to attend medical school in the future.

Jared Bies – B.A. Chemistry, Biochemistry,

Spring 2018

Thesis: Correlation of Aqueous Solubility and Anti-Cancer Activity of Novel Triazolium and Imidazolium Salts

Mentored By: Dr. Jonathan Meyers

Notes: Jared will attend the Edward Via College of Osteopathic Medicine in Auburn, Alabama.



Jonathan Burns - B.M. Music Education, Choral, Spring 2018

Thesis: Vowel Determination for Singers: An Educational Resource for Vocal Teachers and Students

Mentored By: Dr. Michelle DeBruyn

Notes: Jonathan plans to teach and enroll in dental school in the future.

Jocelyn Canedo –B.S. Biology, Pre-Medical, Spring 2018

Thesis: A Bronchiolitis Study: The Overuse of Bronchiolitis Therapies in Children Admitted into the Hospital

Mentored By: Dr. Kathleen Hughes

Notes: Jocelyn was accepted into Edward Via College of Osteopathic Medicine and will begin classes in the fall.



Camila Cardenas – B.S. Chemistry, ACS Professional Track, Spring 2018

Thesis: Antibiotic Effects of Dimethyl Sulfoxide and Synthetic Polyphenols on E. Coli Cells

Mentored By: Dr. Jonathan Meyers

Notes: Camila is relocating to Chicago to work for CarePoint Pharmaceuticals and has plans to pursue a PhD. in Biochemistry.



Abby Gibbons – B.A. History, Spring 2018

Thesis: *Travel Texts into the East and West*

Mentored By: Dr. Ryan Lynch

Notes: Abby will be attending University of Alabama in pursuit of a PhD. in history. She wants to specialize in early modern European history focusing on the Protestant Reformation in Central Europe.



Katherine Holbrook – B.M. Music Education, Choral, Spring 2018

Thesis: *Accessibility of Visuals in the Music Classroom Focusing on Students with Disabilities, Students in Poverty and Culturally Diverse Students*

Mentored By: Dr. Michelle Herring-Folta

Notes: Katie is currently employed as a music teacher at Blanchard Elementary School.



Alex Jones – B.A. English

Language/Literature, Professional Writing, Fall 2017

Thesis: *Pick Me! Pick Me!: Using Aristotelian Rhetorical Persuasion & Advertising Appeals for Self-Promotion*

Mentored By: Dr. Eliot Rendleman

Notes: Alex is a Digital Content Producer for WTVM News and plans to begin a masters degree soon.



Haley Karabaz – B.A. English – Creative Writing, Spring 2018

Thesis: *An Exploration of the Psyche in "Era Of Black"*

Mentored By: Carey Scott Wilkerson

Notes: Haley has plans to go to law school for International Business Law and continue to progress in her writing.

Jane Mader –B.A. History with Anthropology Minor, Spring 2018

Thesis: *The Positive Developments and Applications of Geospatial Technologies in Archaeology on Fort Benning, Georgia*

Mentored By: Dr. Brad Huff

Notes: Jane is planning to put her mapping skills to use at the environmental division in nearby Newnan.





Manuel Parrachavez – B.S. Computers Science, Software Systems, Fall 2017

Thesis: *Using Self-Organizing Maps for Computer Network Intrusion Detection*

Mentored By: Dr. Shamim Khan

Notes: Since graduation, Manuel has accepted a position with Aflac. He also would like to pursue a Master's degree after a few years in the industry.

Sam Resenhouse - B.S. Computer Science- Software Systems, Fall 2017

Thesis: Computer Science Thesis (Title Redacted for Trade Secrets)

Mentored By: Dr. Shamim Khan

Notes: Sam's thesis was developed in partnership with his new employer, Softek Illuminate, Inc. He is now living in Kansas City.



Lyndsay Richardson – B.M. Music Education –Choral, Spring 2018

Thesis: *Interdisciplinary Teaching in Middle School: Music as It Relates to the Academics*

Mentored By: Dr. Andrea Dawn Frazier

Notes: Lyndsay has plans to become a Middle School Music Educator/Choral Director.

Maryah Thompson – B.S. Psychology, Spring 2018

Thesis: *Black Sheep Effect on Juror Verdicts*

Mentored By: Dr. Brandt A. Smith

Notes: Maryah has accepted an internship with a congressional office and will continue to seek permanent employment in the D.C. area.



Karolyn Turner – B.A. Art History, Fall 2017

Thesis: Lesson Plans Integrating Art With Steam: Providing Students With Universal Education Experience

Mentored By: Dr. Barbara Johnston

Notes: Karolyn plans to begin graduate school for Museum Studies this Fall.



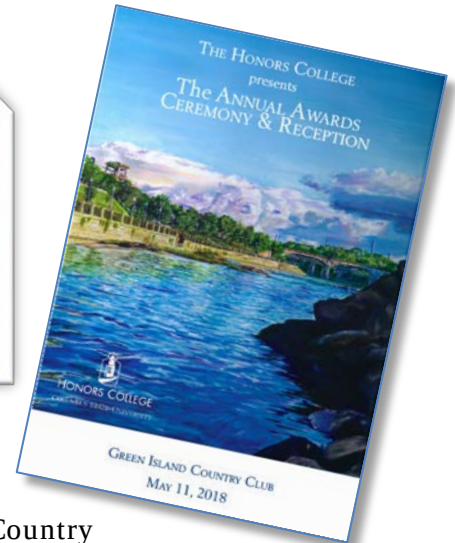
ANNUAL AWARDS CEREMONIES

This year we implemented the use of the Honors College pin, a lapel given to students who have completed 80% of their Honors College requirements. As an interdisciplinary college, we wanted a way to acknowledge and connect with students whose long-term goals may not require the completion of an undergraduate degree, many jumping directly to the next step in their higher education. Pins were presented along with graduation regalia at the two ceremonies held this year, the Black & White Ceremony in the fall and the Annual Spring Award Ceremony.



The Black & White Ceremony

The Inaugural Black & White Ceremony was hosted on December 5th, 2017 at the Loft in downtown Columbus, Georgia. This event was the unveiling of our new Honors College pin as well as an opportunity to acknowledge our December graduates and present them with their Honors College regalia. An intimate event, we hosted approximately 30 students, guests, and faculty. During the event, December graduates were given an opportunity to share the synopsis of their thesis with the room and thank their mentors. Pins and regalia were given, and graduates who had already received post-collegiate job offers were recognized.

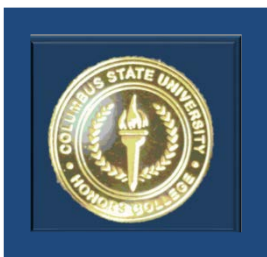


Annual Awards Ceremony

The 4th Annual Awards Ceremony was hosted at The Green Island Country Club on May 11th, 2018. Sixty-six students, donors, faculty, and staff were in attendance, plus their guests. The Annual Awards Ceremony is our biggest award event of the year as it includes our awards for alumni, as well as Honors Faculty. The Honors College pins were presented to three different bodies of guests at the Annual Awards Ceremony this year, with fourteen going to students who had completed 80% of their Honors College requirements, three going to alumni who were present, and the last of the pins going to donors to show the appreciation of the Honors Causa officers for all the donors provide for our students.

The Honors Pin

The Honors Pin recognizes all students who have reached 80% of the honors college requirements. It's a milestone students achieve as they begin their thesis work, and we wanted to acknowledge that accomplishment and also give our students something that they can always wear proudly and remember their commitment to life-long learning, looking at the world through many lenses, striving for excellence and supporting each other as we take risks and make our community and our world a better place.



"The pins you hold recognizes the enduring commitment you have made to the Honors College and to making a positive impact on our world. Thank you for being part of the Honors College today and for many years to come."



Lauren Whitehurst, a Fall 2015 Honors College graduate, was awarded our **Alumni Award for Global Impact** for her work with Dr. Kevin Burgess and his barcoding work. Lauren recently won the Genome Award for Best Poster Presentation at the International Barcode of Life Conference at Kruger National Park in South Africa. The prestigious scientific meeting brings together nearly 500 delegates from 73 nations to share ideas in DNA barcoding.

Our **Excellence in Teaching Award**, nominated by the Honors College students, and selected by a student committee, was awarded dually to **Dr. Sarah Bowman** of the History & Geography department, as well as our own **Ms. Laura Pate** for their combined efforts in leading this Spring's HONS3555 on Presidential Leadership with a Spring Break Study Away to Washington D.C. The students agreed unanimously that the course was engaging and thought-provoking. One student said, "After this class, and after Dr. Bowman introduced the ideas of differing leadership approaches, my eyes were opened to a new form of analysis on historic leadership. From leadership based on personal characteristics, actions, or skills, each president used his own style to effectively (or ineffectively) perform his role."



Dr. Yesem Peker was the recipient of the 2017-2018 Award for Outstanding Mentorship. Honors College students who work directly with Dr. Peker are presented with many opportunities to participate in scholastic accolades, and she readily encourages them to present their research at conferences across the state. Of Dr. Peker, her student said, "She consistently pushed me to new heights academically, and she has constantly been a resource of information, experience, and support. My research truly would not have been possible without her insight towards avenues for advancement and expertise in content delivery."



2017– 2018 Laureate Society

Cornerstone Partners

\$50,000.00+

Walter Alan Richards Foundation

University Partners

\$25,000.00+

Bruce and June Howard
Joseph and Anita Kelley
Cindy and Kirk Ticknor

Leadership Circle

\$20,000.00+

Allen and Tracy Pettis

Platinum Circle

\$10,000.00+

Frank and Debbie Moody

Gold Circle

\$7,500.00+

May B. and Howell Hollis
John Rogers

Silver Circle

\$5,000.00+

Russ and Patti Carreker

Bronze Circle

\$2,500.00+

Janet Wynnell Davis
Thad and Allison Estes
John and Linda Shinkle
Pam and Greg Siddall
Jimmy and Ruth Yancey

Copper Circle

\$1,000.00+

Gary and Kathy Allen
Peggy and Charles Batastini
Becky and Ron Davis
Beverly Mack Davis
Allen and Gretchen Denham
Joyce Fingerhut
Mrs. Richard R. Hallock
Kerry and Donna Hand
Edgar and Anne Hughston
Jack and Libbie Key
Tim and Mariana Money
Linda and Bob Patton
Mike and Linda Sawyer
Frank Star



2017– 2018 Laureate Society

Copper Circle \$1,000.00+

Hazel Sweger
Otis and Jo White
Torrey and Laura Wiley
Becky and Sid Yarbrough

Gateway Club \$500.00+

Tom and Susan Dolan
Clark and Barbara Gillett
Mike and Geri Regnier

Anniversary Club \$250.00+

Tom and Mary Jane Hackett
Paul Holmer-Monte
Linda Reynolds
Rebecca Wiggins

Century Club \$100.00+

Richard and Jennifer Joyner
Josh and Katie Melcher

Half Century Club \$50.00

Cameron Pratt Bean
Sharron Caldwell
Kat Cannella
Martha Newell-Kinsman
William and Susan Tomkiewicz

Supporters

Candace Fann
Zdeslav Hrepic
Sandy and Stephen Lewack
Laura Pate
Eric Spears

APPENDICES 2017-18

Appendix A: The Point System – How to Earn the Honors Seal

The point system includes many of the elements of our previous credit-hour based curriculum, but includes the following improvements:

- Incentivizes scholarly publications, dissemination of work, and applications for national recognitions.
- Incorporates honors level internships, practicums and other field experiences through problem solving.
- Prioritizes cultural awareness and developing global perspectives.
- Improves the alignment of requirements with learning outcomes. This not only benefits program assessments, but also enables students to effectively communicate the skills and richness of their honors experience to future employers and graduate schools.
- Adds flexibility for transfer students and undergraduates who did not excel during high school.
- Moves community engagement requirements from our honors society (Honoris Causa) into the curriculum.

Students will still complete three mandatory requirements: Our introductory seminar (ITDS 1779H), our capstone for interdisciplinary studies (HONS 3555: Great Conversations) and complete a senior project. But they will also earn points in three areas:

Research & Inquiry: Students are challenged to go DEEPER into their major through honors contract work, publishing, and professional presentations. By the time they graduate they will have demonstrated that they can work effectively on independent project requiring critical thinking.

Academic Enhancement: Students make their academic experience BROADER by taking honors core courses, studying abroad, and double majoring or adding minors. By the time they graduate, students will be able to understand alternative viewpoints, appreciate other cultures, and think outside the box.

Personal Enrichment: Students become BETTER at leading organizations, engaging in the community, and applying for national awards. Graduates will be prepared to succeed in professional settings, work with teams, and give back to their community.

BETTER: Personal Enrichment	BROADER: Academic Enhancement	DEEPER: Research & Inquiry
•Leadership •Community Service •Career Preparation •Enrichment Seminars •National Recognitions	•Honors Courses •International Education •Minors & Certificates •Academic Seminars •Honors Study Trips	•Honors Contracts •Independent Studies •Field Based Problem-Solving •Publications •Presentations & Performances •Service Learning

HONORS MODULE: PERSONAL ENRICHMENT

Required Points in this Category: 10 Honors Points

Required Capstone: Submission of a Curriculum Vita

In this area, honors students earn points for becoming engaged members of our campus and local community as they prepare for professional and academic careers. Community service and engagement allows students to work with others from diverse backgrounds to achieve a common goal, to develop leadership skills and manage projects, and to prepare for a career in their chosen field.

By completing this area, honors students will:

- Connect their academic experience with local community experiences.
- Demonstrate that they are prepared for a career in their chosen field.

Earning Points in Personal Enrichment

Honors students may earn up to 10 honors points in the area of Personal Enrichment through any of the following activities. In general, one point is awarded for 15 contact hours.

Leadership Development (0-4 points)

The Honors College encourages students to develop their leadership skills through many campus programs and activities. Students may earn points by completing leadership workshops or earning leadership certificates, with points awarded based on the contact hours required. In addition, students that support substantial activities of any campus or community organization may earn up to 2 points for each leadership position held.

Community Engagement (0-4 points)

Students may earn 1 point for every 15 hours of community service documented in CSUinvolve, ½ of a point for participating in Honors Day of Services, and 1 point for each year of active engagement in Honoris Causa.

Career Readiness (0-4 points)

Honors students are strongly encouraged to engage in activities that prepare them for careers and graduate studies. Points may be earned by completing 15 hours of job shadow to explore career options (1 point), completing internships (1-3 points), completing “soft skills” or “life skills” workshops, or completing test preparation programs for graduate entrance exams (GRE, MCAT, LSAT, etc.).

National Awards & Recognitions (0-2 points)

Honors students should apply for Rhodes, Truman, Goldwater, Phi Kappa Phi and many other national scholarships, fellowships and recognitions. These applications are intensive, and an excellent opportunity to reflect on accomplishments, goals, and aspirations.

Honors 3020 Personal Enrichment (0-4)

Regularly, HONS 3020 courses will focus on personal enrichment. Course topics will include personal finance, leadership training, risk-taking, grant-writing, and meditation. Each course earns 1 point.

HONS 3025 Service Learning (0-2 points)

Students may enroll in HONS 3025 and independently design a project with a community partner that provides a deeper, real-world application of their knowledge or skills in their field. Satisfactory completion of HONS 3025 earns 2 points in the area of *Personal Enrichment*, if not applied to the area of *Research and Inquiry*.

HONORS MODULE: ACADEMIC ENHANCEMENT

Required Points in this Category: 10 Honors Points

Required Capstone: HONS 3555 Great Conversations

Honors students should amass experiences that broaden their knowledge of the world to complement the in-depth study of their chosen field. By enhancing academics with diverse, multidisciplinary educational experiences, students become more adaptable to new situations, more creative in problem-solving approaches, and multi-culturally sensitive in their interactions. All of these attributes are highly valued by employers and graduate programs.

In this module, students earn points for participating in experiences that broaden and enhance traditional academic majors. In addition, students complete HONS 3555 Great Conversations, a course designed to challenge students to consider a topic from multiple disciplinary lenses.

By completing this module, honors students will:

- Identify resources and evaluate evidence used to support arguments or critiques in *multiple* academic disciplines.
- Analyze the commonalities and discords of the multiple perspectives.
- Demonstrate cultural awareness and view issues from a global perspective.

Earning Points in Academic Enhancement

Honors students may earn up to 10 honors points in the area of Academic Enhancement.

Honors Core Courses (3-8 points)

Core coursework in the Honors College is designed to invite students to view the world from the disciplinary perspective of their professor or challenge students to view the world from multiple disciplinary perspectives. Students earn one honors point for each credit hour completed with a grade of B or better. Students must complete at least one, three credit hour core course.

International Education (2-7 points)

Global education is a critical component of the Honors College since graduates must demonstrate the ability to work effectively cross-culturally. A minimum of two honors points must be earned in

cultural competence (International students are exempt from this requirement). Points may be earned by:

- Earning course credit in a study abroad program accompanied by HONS 3015* (3 points)
- Completing a visiting student (semester long) study abroad program (4 points)
- Completing courses in the International Learning Community (2 points per course)
- HONS 3010 Global Perspectives Seminar (1 point per course)
- Other substantial projects that enhance cultural competence (points will vary)

*When traveling abroad, students must enroll in HONS 3015 Honors International Travel to document their growth in cultural awareness.

Double Majors, Minors, Certificates & Programs (0-5 points)

Many students add diversity to their academic programs by completing a double major, adding a minor, or completing a certificate program, which also adds honors points. Possible ways to earn points include:

- Earning a second major (3 points)
- Earning a minor (2 points)
- Earning an undergraduate certificate (e.g. Medieval & Renaissance Studies, GIS, Jazz Studies, etc.) (2 points)
- Completing the Servant Leadership Program (2 points)

HONS 3000: Academic Enhancement Seminars (0-5)

Students may earn additional points by taking HONS 3000 Seminars. The courses are designed to interconnect disciplines and enrich the collegiate experience through cultural, historical, and social perspectives. HONS 3000 are zero-credit hours and require 12-15 contact hours. Topics vary each term and extend beyond standard university offerings. Some of the past topics include: World Religions, Comparative Media, Photography, Varieties of Protestantism, Gardens of Georgia, and Historical Venues. HONS 3000 courses are open to all levels of students, including freshmen and sophomores, and are graded S/U (satisfactory/unsatisfactory). Students may only enroll in up to two HONS 3000 courses in one semester. Students earn 1 point per HONS 3000 seminar.

Other Academically Enhanced Courses (0-5)

Students may apply for points when they participate in unique credit hour generating experiences that broaden perspectives or enhance academics. Points are awarded based upon credit hours generated. Some examples of these experiences include:

- HONS 3500 Honors Study Trips (3 points per course)

Student travel away from campus to study a topic. Topics might include Civil War Battlefields and Burial Grounds, Antebellum Southern Architecture, Music of the South (Memphis, Nashville, New Orleans), Historic Air and Naval Sites of the Southeast, Caverns of Appalachia, a week on Broadway, etc.

- Extended field based courses outside of the local region (3 points)

Faculty have led 3-6 week programs studying the geology of sites such as Yellowstone and the Appalachia Mountains, or arts in New York City

- HONS 3555 (If repeated for credit)

HONS 3555 Great Conversations

This cross-disciplinary seminar examines a selected topic from at least two disciplinary lenses. Topics may include current, global issues or significant historical questions that are examined in the context of divergent disciplines. Course may be repeated for credit with different topics.

HONORS MODULE: RESEARCH & INDEPENDENT INQUIRY

Required Points in this Category: 10 Honors Points

Required Capstone: Honors Senior Project Course Sequence

Honors students should strive to develop the skills and competencies needed to complete independent projects in their discipline. The ability to work independently on extended projects, to analytically and creatively solve problems, and to communicate effectively, are all top skills employers and graduate schools seek. In this area, students earn points for participating in experiences that enhance those valued skills and complete a culminating senior project that documents the following learning outcomes:

By completing this module, honors students will:

- Identify resources and evaluate evidence used to support arguments or critiques in their academic discipline.
- Design independent inquiry projects that require critical and creative thinking.
- Demonstrate effective research or performance skills in their academic discipline.
- Effectively communicate scholarly work within their discipline and the broader community.

Earning points in research & independent inquiry

Honors students may earn up to 10 honors points in the area of Research and Independent Inquiry, by completing activities or experiences that will prepare them for completing an honors level senior project. Honors Points may be earned in the following ways:

Contracts: Faculty Directed Projects (3-9 points)

Each completed honors contract is worth three points and all students must complete at least one honors contract to complete this area of Research & Independent Inquiry. Honors contracts are proposed by students in any upper-division course (3000 level or above), and completed under the direction of a faculty member. All honors contracts should enrich the quality of a student's educational experience in their course rather than simply increasing their workload. More information on proposing an honors contract and the honors contract library of examples is available here: <https://honors.columbusstate.edu/contracts.php>.

Field-Based Problem Solving (0-6)

Students who are participating in practicums, internships, and other field related experiences may propose projects that evolve from direct observation of real-world problems or issues. The projects are similar in scope to honors contracts, but since they are grounded on observations made during the field work, they cannot be constrained by the timeline of traditional honors contract proposals. All projects must include a scholarly review of best practices and approaches to solving the problem and dissemination of the work. Examples may include identifying new approaches to teaching a

concept to an inclusive classroom, developing new applets for a small business, or researching best practices for wound care. Each project is completed under the direction of a faculty member and may earn up to three points.

Independent Study (0-4 points)

Students may earn up to three points by taking an independent study in their major. The course must earn at least 3 semester credit hours.

HONS 3025 Service Learning (0-2 points)

Students may enroll in HONS 3025 and independently design a project with a community partner that provides a deeper, real-world application of their knowledge or skills in their field. Satisfactory completion of HONS 3025 earns 2 points in the area of Research and Inquiry, if not applied to the area of Personal Enrichment.

Publications (0-5 points)

Publishing research or creative works is highly valued and encouraged in the Honors College, and will earn points based upon the quality of the publishing venue and contribution of the author or artist. *Note that self-publishing does not qualify for points.*

Examples of points awarded:

- A student who is the first author of an article or creative endeavor that appears in a peer reviewed or edited publication may earn 3 points per publication.
- A student who is a contributing author of an article or creative endeavor that appears in a peer reviewed or edited publication may earn 2 points per publication.

Regional Presentations & Performances (0-5)

Students who are invited to present or perform at regional events may earn honors points. Regional events are any event that draws participants from outside our local community, including state, southeastern, national, or international conferences and competitions. The events may be conferences, competitions, or other events designed for the scholarly exchange of professional work.

Examples of points awarded:

- Award winning presentations or performances may earn 3 points
- Presenting or performing may earn 2 points
- Attendance at a conference or workshop may earn 1 point

Appendix B: Restricted Endowments and State Funds

The following endowments and state scholarship allocations fund scholarships for our honors students each year. In 2017-18, these funds totaled \$138,400:

Community Scholarship
Frank Brown Scholarship
Gerald & Linnie Coady Scholarship
Hollis Leadership Scholarship
James & Gladys Smith Scholarship
James W. Hunter Scholarship
John & Judith Satlof Scholarship
Leo & Florence Brooks Scholarship
T. Hiram Stanley Scholarship**
T. Whitley Scholarship**
Walter E. Haywood Scholarship
William Fort Scholarship
Merit Scholarship**
Greentree Scholarships**

*New foundation fund allocated to scholarships similar to endowments

**State funded scholarships

In addition, \$17,083 were used for scholarships and grants from the Honors College operating funds, totaling \$155,483 for tuition assistance, averaging \$551 per Honors College student.

Annual Student Expenditures Report		
Funding Sources		
Endowments and State Funded Scholarship:	\$ 138,400	
Honors College Operating Funds***	\$ 17,083	\$ 155,483
Student Expenditures		
Tuition Scholarships awarded to Incoming First Years★	\$ 124,057	
Tower Study Abroad Grant Commitments	\$ 4,115	
Tuition Scholarships awarded to Undergraduates	\$ 20,250	
Honors Educational Activity Grants	\$ 7,061	\$ 155,483

***Greentree funds were previously used for Honors College operations and are now reserved for scholarships.

★Scholarships awarded to Incoming First Years are typically renewable for up to four years.

Appendix C: Honors Tower Scholarships 2017-18

Honors-Towers Scholarships 2017-18					
Last Name	First Name	Term	CSU ID	Study Abroad Pgm	0645 Honors Escrow Account
Eubanks	Hannah	Spring Break	909387758	Andros Island - Contemp Health	\$ 915.00
Greer	Logan	Maymester	909351810	Tanzania	\$ 3,200.00
Total Awards					\$ 4,115.00

Appendix D: Honors College 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 College 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 3.50 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 College:

- 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 College 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 College. The Honors College may consider exceptions to the admission criteria in certain cases.

Admissions requirements for dual enrollment in the Honors Academy:

Combined SAT Math and Critical Reading score of at least 1100 with a minimum of 500 on each subsection or an ACT composite score of 24, and high school academic GPA of 3.50 or higher

Appendix E: 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 College admission requirements. The merit based scholarship competition includes a formal application and an on-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 Scholarship or \$2,500 Tower Scholarships. Both are annual, renewable scholarships and may be renewed for up to four years if students are active participants in the CSU Honors College. 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 College Scholarships for Undergraduates are also competitively awarded to active Honors College 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.

Committee 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 to 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 F: 2017-18 Honors Faculty Instructors & Mentors

A. Dawn Frazier	Kathleen S Hughes
Aisha Adams	Keith Matthews
Andree E Martin	Kerri S Taylor
Barbara Johnston	Kevin S Burgess
Ben Kamau	Kyongseon Jeon
Boris Abramov	Lauren King
Brad L Huff	Lawrence Dooley
Brandt Smith	Michael Osborne
Brandt Smith	Michelle DeBruyn
Brenda M Ito	Michelle Herring-Folta
Brett Cotten	Monica Frazier
Brian Schwartz	Nathan Combes
Carey Wilkerson	Orion Wertz
Cindy Ticknor	Ramesh Rao
Clayton O'Dell	Randy Brou
Daniel Holt	Robin Snipes
Danielle Cook	Rosa Williams
Diana K Riser	Ryan Lynch
Elliott Rendleman	Sarah Bowman
Elizabeth McFalls	Sarah K Bowman
Eugen Ionascu	Shamim Khan
Hannah L Israel	Shannon N Godlove
Ilaria Scaglia	Stephanie Patterson
James McHenry	Sue Tomkiewicz
James P Cook	Suk Lee
Jennifer Newbrey	Sungwoo Jung
John Hanson	Susan Hrach
Jonathan Meyers	Tesa Leonce
Joseph C Miller	Uma Sridharan
Julie A Ballenger	Yesem K Peker
Karyn Tomczak	Zdeslav Hrepic

Appendix H: Honors Faculty Fellows Program

Endorsed by the Dean's Council on 3/7/2018

Rationale

The Honors Faculty Fellows program would provide cohorts of trained faculty who could act as ambassadors for the Honors College while creating a sustainable strategy that supports the team-taught course, HONS 3555 Great Conversations. The goals of the program would be to provide comprehensive honors faculty development that aligns with the university's strategic plan for academic excellence and to improve continuity for honors curriculum delivery.

Policies

- **Eligibility:** Tenure or tenure-track faculty in the tenure-granting college who are responsible for teaching at least one class in the core curriculum per term or are recommended by their Chairs and Dean.
- **Length of Term:** Appointed for a two-year term. Terms are renewable, but full applications must be submitted through the competitive selection process. Under special circumstances, such as unanticipated withdraws from the program, terms may be extended with the approval of the deans of the Honors College and the faculty's tenure granting college.
- **Number of Participants:** Four per term.
- **Workload:** Participants will have the equivalent of a traditional 3 credit hour workload per semester in Honors College that count toward their total workload expectations in their academic department. Since participants are expected to be dedicated to improving their teaching and mentoring practices during the program, if a faculty assumes any workload assignments as overloads they may be asked to withdraw the Honors Faculty Fellows program.
- **Honorarium:** For participating in faculty development meetings and workshops during the program, faculty will receive \$500 per semester total of \$1000 per year. Participants would be eligible to apply for other university professional development grants.
- **Recognition:** Earn the title of "Honors College Faculty Fellow" upon entering the program and a certificate at the completion of the two-year term.

Honors College Workload and Expectations

Participants will be expected to participate in one workshop prior to the beginning the program and biweekly professional development activities that build an honors learning community. All meetings will be open to all faculty teaching in honors, but required only of the faculty fellows. Meetings will be coordinated with the Faculty Center and Office of the QEP. The purpose of the professional development will be to:

- Align curriculum and assessment to the Honors College programmatic learning outcomes
- Encourage the use of active learning strategies, including problem based learning
- Review literature regarding honors education
- Share strategies and resources that supports honors student development
- Provide opportunities to coordinate scholarly activities pertaining to honors education

Whenever possible, professional development will be conducted using Zoom technology to minimize travel time of faculty. In addition to participating in professional development activities, participants will provide an annual lecture pertaining to honors education to the campus.

Since the goal of the Honors College Fellows Program is to provide more comprehensive honors faculty development, participants will also rotate through instructional responsibilities that include:

- Teaching honors core courses (e.g. ENGL 1102H)
- Developing and instructing honors enrichment seminars (e.g. HONS 3000)
- Team-teaching HONS 3555 Great Conversations
- Mentoring honors thesis proposal in HONS 4901
- Mentoring one senior project per term in HONS 4902

Instructional Rotation & Load Calculation (credit hour equivalents noted):

Fall Semester Year 1

Faculty A₁: HONS 3555 (1.5) + HONS Enrichment** (1)

Faculty A₂: HONS 3555 (1.5) + HONS 4901 (1)

Faculty B₁: Honors Core* (3)

Faculty B₂: Honors Core* (3)

Spring Semester Year 1

Faculty B₁: HONS 3555 (1.5) + HONS 4901 (1)

Faculty B₂: HONS 3555 (1.5) + HONS Enrichment (1)

Faculty A₁: Honors Core* (3)

Faculty A₂: Honors Core* (3)

Fall Semester Year 2

Faculty A₂: HONS 3555 (1.5) + HONS Enrichment (1)

Faculty B₂: HONS 3555 (1.5) + HONS 4901 (1)

Faculty A₁: Honors Core* (3)

Faculty B₁: Honors Core* (3)

Spring Semester Year 2

Faculty A₁: HONS 3555 (1.5) + HONS 4901 (1)

Faculty B₁: HONS 3555 (1.5) + HONS Enrichment (1)

Faculty A₂: Honors Core* (3)

Faculty B₂: Honors Core* (3)

*Honors Core sections are dedicated honors sections that are not cross-listed with non-honors courses are capped at 18 students. Study abroad sections are excluded.

** Honors enrichment sections are zero-credit hour requirements but require 15 contact hours per term and are equivalent to 1 credit hour workload.

Appendix G: Honors Completed Contracts 2017-18

Contracts Summer 2017

Moving on Up in the World: Incorporating Irish Business in America in BUSA 3555
Completed by Alex Jones, mentored by Tesa Leonce

Moving on Up in the World: Incorporating Irish Business in America in BUSA 3555
Completed by Logan Ragan, mentored by Tesa Leonce

Moving On Up In The World: Incorporating Irish Business In America in BUSA 3555
Completed by Jocelyn Canedo, mentored by Tesa Leonce

Moving on Up in the World: Incorporating Irish Business in America in BUSA 3555
Completed by Gabrielle Chan, mentored by Tesa Leonce

Contracts Fall 2017

23 and Me in BIOL 3216K
Completed by Troy Gilliland, mentored by Brian Schwartz

Personal Genetic Information Test and Reflection in BIOL 3216K
Completed by Alexander Yue, mentored by Brian Schwartz

Publication of Meta Analysis Paper in PSYC 3565
Completed by Austin Gilford, mentored by Brand Smith

Creative Short Stories in ENGL 3105
Completed by Haley Karabasz, mentored by Carey Wilkerson

Supplementary Comic-Making: Wolf & Witch Issue #2 in ARTS 4357
Completed by Steven Bardon, mentored by Orion Wertz

Analysis of in FINC 3125
Completed by Autumn Wilson, mentored by Brett Cotten

Application of Accounting Information Systems in ACCT 3135
Completed by Hannah Eubanks, mentored by Uma Sridharan

Narrative Compendium for Worldbuilding in ARTS 4899
Completed by Taylor Bardon, mentored by Elizabeth McFalls

The Double Helix in CHEM 3141

Completed by Jesse Hunt, mentored by Jonathan Meyers

Microbiological Analysis of Unicellular Organisms From Various Water Samples in BIOL 3215K

Completed by Candice Tate, mentored by Monica Frazier

Religion in the Elizabethan Era as its effect on Hamlet in ENGL 4505

Completed by Jacquelyn Dunton, mentored by James McHenry

Behind the Scenes of DNA Structure Discovery in CHEM 3141

Completed by Jodi Fraser, mentored by Jonathan Meyers

Guide To Northern Renaissance Art in ARTH 4899

Completed by Karolyn Turner, mentored by Barbara Johnston

The "Double Helix" Reading Circle in CHEM 3141

Completed by Alexis Warthen, mentored by Jonathan Meyers

Renaissance Themes in High School Lesson Plans in ENGL 3136I

Completed by Taylor Aspinwall, mentored by Susan Hrach

Causes and Perspective on Borderline Personality Disorder in PSYC 3125

Completed by Maryah Thompson, mentored by Michael Osborne

Is Altruism Attractive? in PSYC 3265

Completed by Jonica Carlton, mentored by Brand Smith

Anton Chekhov: The Russian Progenitor of Realism in THEA 3177

Completed by Cortland Ellis, mentored by Lawrence Dooley

Classroom Management Methods and Their Practicality in the Band Classroom in MUSE 2105

Completed by Katherine Holbrook, mentored by Keit Matthews

Species Richness, Dissolved Oxygen, and Abundance of Local Georgia Streams in BIOL 3217K

Completed by Jesse Hunt, mentored by Jennife Newbrey

Creating an Application Prototype in CPSC 3555

Completed by Sam Rensenhous, mentored by Rand Brou

Exploring Heapsort in a Graphical Interface in CPSC 5115U

Completed by Sam Rensenhous, mentored by Suk Lee

Studying Microbes in Water Samples in BIOL 3215K
Completed by Alexander Yue, mentored by Monica Frazier

Contracts Spring 2018

Space Syntax and Depthmapx in GEOG 3215
Completed by Micah P. Arnholt, mentored by Brad L. Huff

A fictional story connecting romantic relationships to team performance in PSYC 3565
Completed by Bobbie A. Bannerman, mentored by Randy Brou

Deferred Design: Primer into Intermediate 3D Modeling in ARTS 4899
Completed by Taylor J. Bardon, mentored by Hannah L. Israel

Bluetooth LE and Predictable Random Numbers in CPSC 4160
Completed by Gabriel L. Bello, mentored by Yesem K. Peker

Irrational Exuberance in FINC 3125
Completed by Elizabeth G. Biggs, mentored by Brett D. Cotten

Recital Program Notes in MUSA 3332
Completed by Leah E. Bonas, mentored by Boris Abramov

Creative Dramatics For The High School in THEA 3107
Completed by Russell C. Bugg, mentored by Brenda M. Ito

Comparison of Two Everyday Physics Books in PHYS 1112
Completed by Jonathan J. Burns, mentored by Zdeslav Hrepic

Do Black Women Normalize Rape? in PSYC 3555
Completed by Jonica V. Carlton, mentored by Diana K. Riser

Marketing Professional Photography in MKTG 4185
Completed by Kaylyn M. Cockrell, mentored by Sungwoo Jung

Arthurian Legend and the Lady of Shalott in ENGL 3135
Completed by Amy L. Crawford, mentored by Shannon N. Godlove

DNA Barcoding the Flora of Ecuador in BIOL 3216K
Completed by Jaleesa DeJesus, mentored by Kevin S. Burgess

Second-Wave Feminism: A Study of Intersectionality in HIST 3555
Completed by Meredith C. Donovan, mentored by Sarah K. Bowman

Analyzing Writing Samples of ESL Students at CSU in ENGL 5167U
Completed by Jacquelyn L. Dunton, mentored by Kyongseon Jeon

Characterization in Different Age Ranges in THEA 4445
Completed by Amanda L. Ellenburg, mentored by Brenda M. Ito

1986 vs. 2017/2018 Tax Legislation: History, Response, and Effects in ACCT 4141
Completed by Hannah D. Eubanks, mentored by James P. Cook

Building Helpful Habits through Awareness in MUSC 1206
Completed by Sara L. Hancock, mentored by Andree E Martin

Furthered Research in ARCH 5555U in ANTH 5555U
Completed by Gabriel M. Hart, mentored by Danielle Cook

Parenting in Pop Culture in PSYC 3185
Completed by Megan R. Higgins, mentored by Diana K. Riser

Flash Fiction in ENGL 5158U
Completed by Haley M. Karabasz, mentored by Carey S. Wilkerson

Creative Non-Fiction: Family Story in ENGL 5159U
Completed by Haley M. Karabasz, mentored by Joseph C. Miller

A Literature Review on the Applications of Unnatural Amino Acids in BIOL 3215K
Completed by Zijie J. Lin, mentored by Kathleen S. Hughes

DNA Barcoding and Ecological Studies of Plant Species in Ecuador in BIOL 3216K
Completed by Zijie J. Lin, mentored by Kevin S Burgess

Reducing the Risk of Child Abuse to Children with Health and Behavioral Issues in PSYC 3555
Completed by Collins D. Nelson, mentored by Diana K Riser

Playing with Data in PSYC 3212
Completed by Ellie J. Pippas, mentored by Brandt Smith

Stopping Hydrilla- The perfect invasive species in BIOL 2206K
Completed by Chad A. Reynolds, mentored by Julie A. Ballenger

Honey: An ironic approach to treating diabetic nephropathy in BIOL 3215K
Completed by Chad A. Reynolds, mentored by Kathleen S. Hughes

Interactions between Cognitive Psychology and Research Assistant Responsibilities in PSYC 4275

Completed by Maryah E. Thompson, mentored by Aisha Adams

DNA Bar-coding the Flora of Ecuador in BIOL 3216K

Completed by Brooke E. Thomson, mentored by Kevin S. Burgess

Observing and Identifying Bats in BIOL 2207K

Completed by John C. Waller, mentored by John Hanson

Collecting and Studying Hydrilla in BIOL 2206K

Completed by John C. Waller, mentored by Julie A. Ballenger

DNA Barcoding the Flora of Ecuador in BIOL 3216K

Completed by Alexis L. Warthen, mentored by Kevin S. Burgess

Measuring Astrocyte Viability when exposed to Acetone and Histamine in BIOL 3215K

Completed by Nicholas W. Wilson, mentored by Kathleen S. Hughes

DNA Barcoding the Flora of Ecuador in BIOL 3216K

Completed by Nicholas W. Wilson, mentored by Kevin S. Burgess

A Literature Review of the Inhibitory Effects of Organometallics on Protein Kinases in CHEM 3112

Completed by Nicholas W. Wilson, mentored by Kerri S. Taylor

Tax policy in Reaganomics and Trumponomics. in ACCT 4141

Completed by Frances R. Woolfolk, mentored by James P. Cook

Species Richness, Dissolved Oxygen, and Abundance of Local Georgia Streams in BIOL 3217K

Completed by Jesse D. Hunt, mentored by Jennifer Newbrey

Columbus State University is an institutional member of the

