



CREATE YOU



**National
Award
Winners**

**Global
Scholars**



**Local
Talent**



HONORS COLLEGE
COLUMBUS STATE UNIVERSITY

Annual Report 2018-19



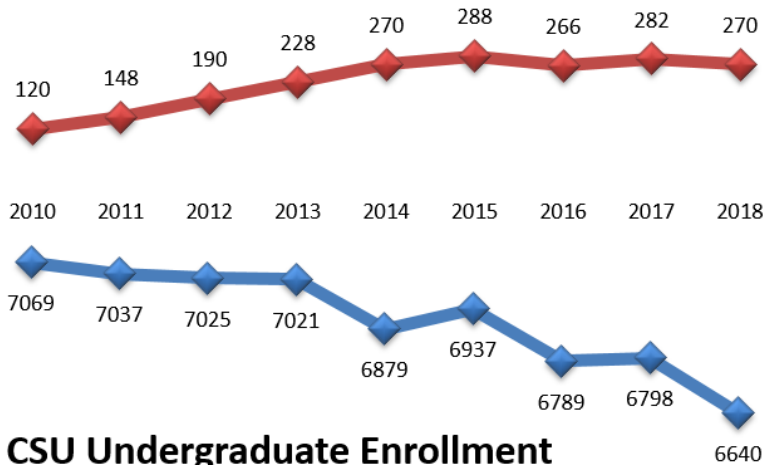
BY THE NUMBERS

Total Fall Headcount
270

28% Students Receiving Tuition Assistance*

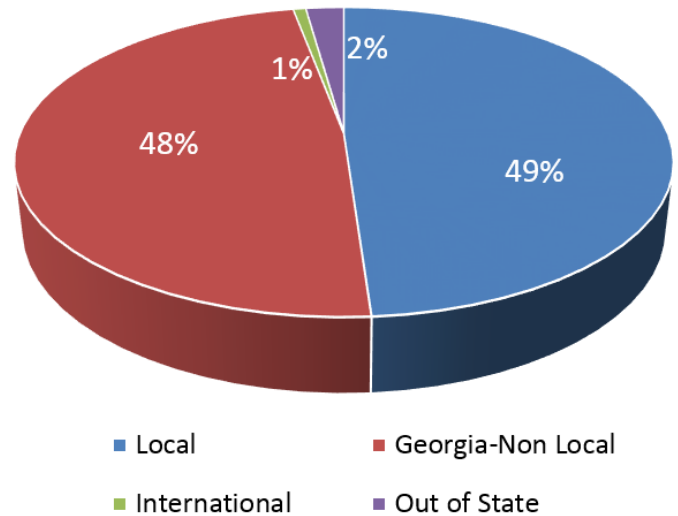
18% First Generation:

Honors Enrollment



CSU Undergraduate Enrollment

Place of Residence



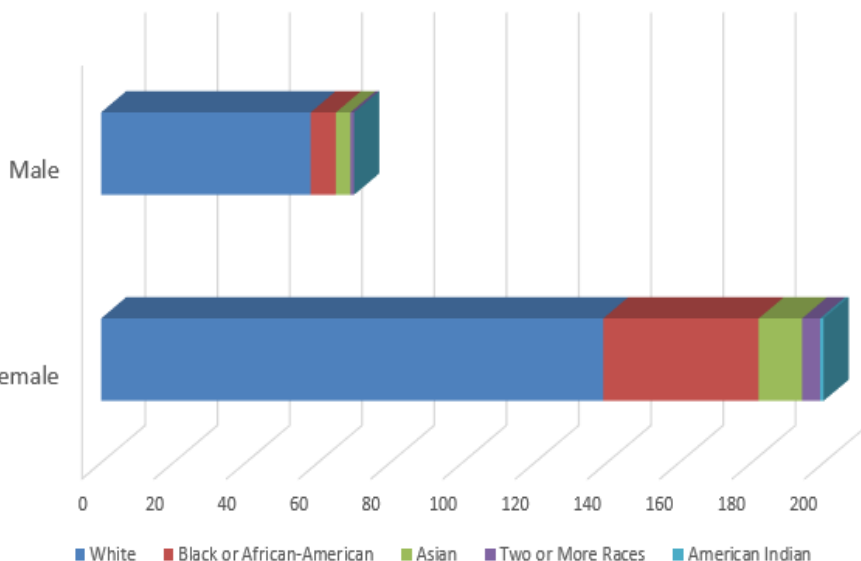
2018 Incoming Freshmen

3.81 Average High School GPA
16 Perfect 4.0's

29 Scholarship Recipients*

Enrollment in Academic Colleges

Business & Computer Science	41	15%
Education & Health Professions	26	10%
The Arts	71	26%
Letters & Sciences	123	46%



**Includes only tuition assistance,
Not book scholarships, travel, or activity grants.*

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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 in each of the following areas:
 - Personal Enrichment – 10 points required
 - Academic Enhancement – 10 points required
 - 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.

EXECUTIVE SUMMARY

Columbus State University introduced honors education 20 years ago in the fall of 1998, and established the Honors College in the winter of 2014, only five years ago. The strides we have made in this short time have been impressive. Growing from a small cohort of 19 students to a thriving college of 270, the Honors College continues to attract and support high achieving students with innovative, customizable educational experiences that allow them to create a new vision of what they can achieve. They can become:

National Award Winners

Honors chemistry student Jerry Lin was named a Goldwater Scholar for his research in medicinal chemistry and Darby High won a second place national award for her research on creating sensory friendly theatrical productions for children with autism.

Global Scholars

Micah Arnholt and Bailey Gains completed semester-long studies at Oxford University, and 39 students studied abroad in 9 countries. The Honors College also received a grant to establish a new program in Quebec next year with the goal of providing an ongoing, affordable option for all of our students.

Local Talent

With our new Executive Shadowing Program, students can shadow area leaders to set new aspirations for themselves. Combined with our community partnerships that engage our students in our first year seminar, many of our graduates learn about our region and find jobs in local industries

This year, over 55% of our applicants came from outside our region, with 21 applicants earning perfect grade point averages of 4.0. We supported our students with over \$178,000 in scholarships and grants, adding new funds targeting Meritorious Students with Need. With 57 of our students having documented financial need in excess of \$5,000, our goal is to find more funding to alleviate the financial burden of our highest achieving students.

With the help of our new Faculty Fellows and our flexible Point System, we strive to support every student as they garner national recognition for their work, experience global cultures, and give back to their community. Our graduate, Gabe Bello, is evidence that we succeeded in our goal this year. He began work at Aflac in June after graduating with a degree in cybersecurity, presenting research at national conferences, and studying in the Bahamas. Although he lived in several cities and states, he told us:

"I chose CSU because of the potential it's shown for a truly unique college experience. The innovative teaching methods, the pragmatic education, and the genuine relationships between faculty and students. The common experience of CSU makes us more than just classmates - we're a community. Columbus is my home, and CSU is my school."



NATIONAL AWARDS & GLOBAL SCHOLARS

The Honors College supports university wide efforts to propel students to national and global opportunities. Columbus State Honors Students continue to bring national recognition to themselves and the university through their scholarly work.



**Jerry Lin,
Goldwater Scholar**

Zijie “Jerry” Lin was named CSU’s first Barry Goldwater Scholar for his research in medicinal chemistry. (See: <https://news.columbusstate.edu/csu-student-named-2019-barry-goldwater-scholar>) Not only is this one of the most prestigious national awards for scientists, but he’ll receive \$7500 each remaining year of his undergraduate studies.

Gabe Bello, who graduated in Spring 2019, was selected to represent and make a speech on behalf of all University System of Georgia students at the annual Regents' Gala.

December 2018 graduate, Darby High won 2nd at the National Collegiate Honors Council annual meeting in Boston for her senior project on creating sensory friendly theatre for children on the autism spectrum.



**Darby High, Second Place
Winner at NCHC**

National Scholarship and Awards Faculty Committee

The Honors College has continued to support the National Scholarship and Awards Faculty Committee by designating an Honors Advisor (Laura Pate) as a facilitator of events and advisor to students applying to national scholarships. This committee is responsible for:

1. Publicizing all national scholarships, fellowships, and academic awards competitions to eligible students
2. Administering internal competitions to identify student candidates for at-large national competitions
3. Mentoring students as they prepare applications for national recognition.

This year the committee was able to collaborate with the Center for Global Engagement to better track interest and applications to national scholarships. The partnership also offered additional venues to promote opportunities and a workshop through which staff provided feedback and facilitated peer editing on personal statements students were submitting to scholarship competitions. In January, the committee also hosted a breakfast for CSU students with a 4.0 GPA and shared opportunities with these exceptional students.

Our records show that 58 students expressed interest in national scholarships this year. At least 21 of those applied for nationally competitive scholarships or grants. These students

applied for six different awards including the Phi Kappa Phi Study Abroad Grant (one awarded), Freeman Asia, Goldwater Scholarship (one awarded), Rotary Oslo Program (one awarded), Gilman Scholarship (two awarded), and the Phi Kappa Phi Fellowship. Due to our partnership with the Center for Global Engagement, we have improved our records, however it is still possible that other students applied for opportunities not requiring an institutional endorsement.

The 2018-19 National Scholarship and Award Faculty Committee Members were:

Dr. Ben Blair (Committee Chair)

Dr. Samuel Abegaz

Dr. Sarah Bowman

Dr. Michelle Herring-Folta

Dr. Johnny Ho

Rebecca Toland

Dr. Gary Shouppe

Ex-Officio:

Cindy Ticknor

Laura Pate

Lyn Riggsby-Gonzalez

Eric Spears

Stephanie Speer

DEVELOPING LOCAL TALENT

This year, we began a new Executive Shadowing Program which partners students in the Honors College with community and business leaders to:

- Experience the variety of career opportunities available to them
- Learn about the career paths that led mentors to their positions
- Observe the skills that must be mastered to become leaders in their fields
- Understand current issues that challenge leaders
- Connect with the Columbus community

**NEW
Executive
Shadowing
Program**



**June Howard, Aflac's
Chief Accounting Officer**

One of our Presidential Scholars, Hannah Eubanks, was the first to benefit by shadowing June Howard, Chief Accounting Officer of Aflac. As an accounting major, she was able to develop a broader view of career paths outside of traditional accounting roles. Her day-long shadowing including meeting with executives in internal auditing and the Aflac finance team.

Young Alumni Impacting the Local Community

One of the purposes behind the founding of Columbus College in 1958 was to provide education for the benefit of the Columbus community. The Honors College plays a role in this to this day as many of our graduates choose to remain in and serve the community. Even some of our most recent alumni are already doing this well.

Alex Jones, who graduated in December of 2017 with a Bachelor of Arts in English, is the Digital Content Manager at WTVM News Leader 9. He oversees and creates the content for their website, app, and social media accounts. Alex is committed to making sure the people of Columbus and the surrounding counties have the information they need to go about their day, know what is going on in their city, and take pride in where they live through both positive and, unfortunately, negative news. Alex is working on his Master's of Arts in Communication at Auburn University.



**Alex Jones, Digital
Content Manager,
WTVM News Leader 9**



**Katie Holbrook,
MCSD Music Teacher**

May 2018 graduate, Katie Holbrook is using her Bachelor of Music Education as an elementary music teacher for Muscogee County School District. This year Katie was a finalist for New Teacher of the Year for the county. Katie is also already developing resources for other teachers to use in their classrooms. This independent endeavor was born out of her honors senior project through which she developed visual aids for the music classroom focusing on students with disabilities, in poverty, and with culturally diverse backgrounds.

Georgia InVentures

In the spring semester, the Honors College also supported honors student Hannah Turner and her team mate Mary Harrell as the first Columbus State University team participating in the Georgia InVentures competition. The inaugural statewide competition allowed young collegiate inventors to pitch their creative solutions to successful entrepreneurs on live television. CSU's team, ChemAid, designed a web-based computer application that allowed visually impaired students to scan a code on chemistry instruments, such as flasks and pipettes, to hear an explanation of the device and how to use it. Team ChemAid, successfully pitched their idea and then participated in tours of NCR, workshops on intellectual property, and networking with judges and entrepreneurs.



SCHOLARSHIPS AND HONORS COLLEGE ADVANCEMENT

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

Incoming First Year Scholarships: Funded by sixteen restricted endowments and the 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 22.

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.

NEW Need-Based Scholarships

Meritorious Students with Need Scholarships: The Richards Foundation annual gift that begins in Fall 2019, will support students in the Honors College who have financial hardships. The Honors College, working with the CSU Office of Financial Aid, identifies students who fall between the gaps of federally defined financial need and require support to complete their education. In the spirit of the Richards Foundation gift, the Honors College identified funds to begin awarding need-based scholarships in Fall 2018, which totaled \$8750.

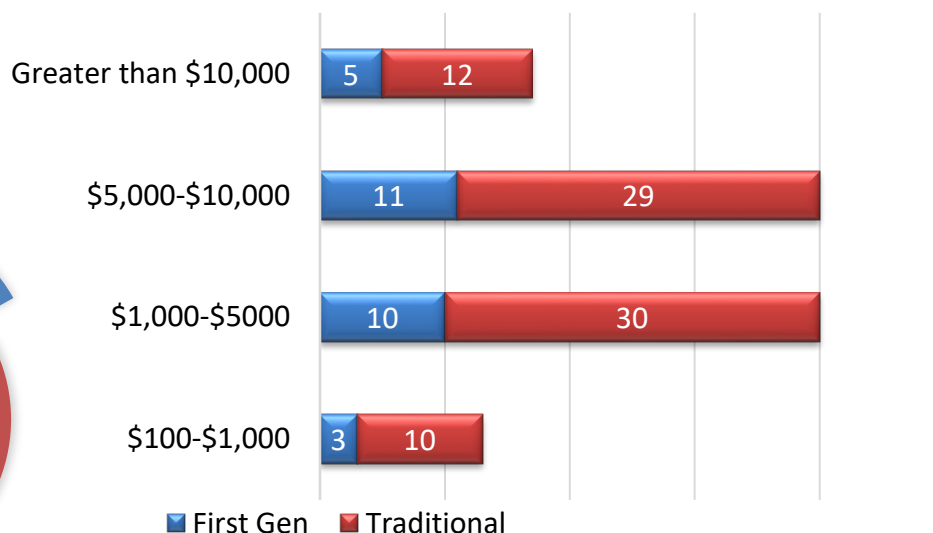
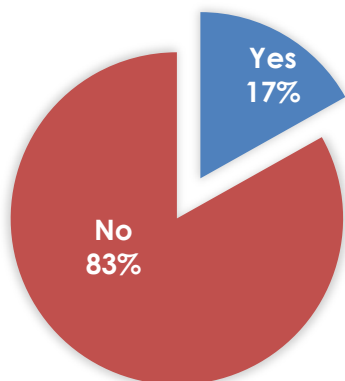
FY 2018-19 Scholarship & Grant Expenditures		
	<u>First Year</u>	<u>Undergraduate</u>
Presidential Scholarship	\$10,000	
Tower Scholarship	\$77,500	
University Scholarship	\$44,750	
Tower Study Abroad	\$8,900	
Meritorious Students with Need Awards	\$1,250	\$7,500
Undergraduates Two-Year Awards		\$21,250
Honor Education Activity Grants		\$1,750
One-Time Awards		\$5,000
First Generation Student Awards		\$1,000
	\$142,400	\$36,500
Total	\$178,900	

Funding Meritorious Students with Financial Need

In 2018-19, the Honors College used funding from annual gifts to provide 28 scholarships of \$250 for our neediest students. With these funds, students may pay for tuition, fees, books, and educational supplies. In total, \$178,900 was provided to direct student support and is documented in Appendix B. A significant number of our students have unmet financial need and 17% are first generation college students.

Honors College Students' Financial Need

First Generation



“It would not be possible without you.”

“The common experience of CSU makes us more than just classmates - we’re a community.”

“The truth is - I didn’t have a community. With a financially strapped family, who moved to a different town every other year, and more recently, with my Dad exiting my life altogether, I needed consistency in my life. I still do.

The consistency of a stable income so I can attend school; the community of a university to foster growth in my education; the generosity of countless people to support my endeavors. I found it all at CSU”



Gabe Bello, Honors College Graduate Spring 2019
Excerpt from his speech delivered to the
Board of Regents Gala, University System of Georgia

Investing in the Honors College

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. The Latin root of the word “laureate,” is from the historic mark of distinction, “crowned with laurels” and a befitting title for a society dedicated to honors education. This year, the Laureate Society included 97 individuals who invested \$111,782. This includes new funding from the Howard Family that targets scholarships for first generation students, and the Richards Foundation, that supports meritorious students with financial need.

THE LAUREATE SOCIETY

Leadership Circle (\$20,000.00)

Bruce and June Howard*
Walter Alan Richards Foundation
Allen and Tracy Pettis

Gold Circle (\$7,500.00)

May B. and Howell Hollis
John W. Rogers, Jr.

Silver Circle (\$5,000.00)

Russ and Patti Carreker*
Greg and Pam Siddall
Jimmy and Ruth Yancey
John and Linda Shinkle*

Bronze Circle (\$2,500.00)

Janet Wynell Davis*
Mr. and Mrs. Thad Estes
Kelsey L. and Barbara B. Kennon*
Tony and Mary Jane Link

Copper Circle (\$1,000.00)

Gary and Kathy Allen
Peggy and Charles Batastini
Mr. and Mrs. Robert L. Cardin
Ms. Beverly Mack Davis
Becky and Ron Davis
Allen and Gretchen Denham
Joyce Fingerhut
Mrs. Richard R. Hallock
Kerry W. and Donna S. Hand
Edgar and Anne F. Hughston
Mr. and Mrs. Jack B. Key III
Dom and Hildagine Manio
Tim and Mariana Money*
Frank and Debbie Deal Moody
Dr. and Mrs. Robert M. Patton
Linda and Mike Sawyer
Dr. Franklin J. Star
Miss Hazel M. Sweger
Cindy and Kirk Ticknor
Torrey Wiley*
Dr. & Mrs. Sidney H. Yarbrough III

Gateway Club (\$500.00)

Clark and Barbara Gillett
John and Sis Hargrove
Mike and Geri Regnier
Ms. Patty Kimbrough Taylor

Anniversary Club (\$250.00)

H. Diane Dana

Century Club (\$100.00)

Cameron Pratt Bean
Darci Burdett
Richard and Jennifer Joyner
Stephen and Sandy Lewack
Josh and Katie Melcher
Bill and Susan Tomkiewicz

Half Century Club (\$50.00)

Laura A. Pate
Jasmine D. Reid
Linda Reynolds
Eric Spears

Other Donations

Kat Cannella

**Members of the Honors College Advisory Board are listed on page 35.*

ATTRACTING HIGH ACHIEVING 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 2017 to Fall 2018, 90% of the cohort of first-time full-time freshmen who were honors students returned to study at CSU for their sophomore year, compared to 72.9% of CSU's first-time full-time freshmen*. In addition, 71% of the cohort was retained as members of the Honors College. Graduation rates at CSU are beginning to improve increasing from 30.2% in the 2010-16 cohort to 37.7% in the 2012-18. For the comparable cohorts in the Honors College the rates have also improved from 56% in 2010-16 cohort to 73% in the 2012-18 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. In the fall we hosted an Honors Experience Day, where students participated in mock seminars, learning about study abroad and library resources, and had informal opportunities to meet with Honors College student ambassadors. We also hosted an Honors College Invitation Only Breakfast for those families attending our Discovery Day. During the spring, we invited applicants to two interview days, during which students met fellow honors students, department chairs, and had customized campus tours by our honors ambassadors. Students at all events learned about scholarship opportunities and the advantages of our honors curriculum.



**In order to longitudinally compare honors students' retention and progression to those of CSU, rates are calculated based upon the University System of Georgia method of tracking first-time full-time freshmen cohorts. Therefore, data collection only considers a cohort of students who enter the Honors College as freshmen during the fall semester of each year.*

Scholarships for First Year Students. As described on page 9, the Honors College leverages several levels of scholarships and a limited number of out-of-state tuition waivers to recruit high achieving students. Georgia students may combine their scholarships with Georgia’s HOPE or Zell Miller Scholarship programs. HOPE scholarships require a grade point average of at least 3.0 and pays for approximately 90% of tuition. Zell Miller Scholarships fund 100% of tuition but require a high school grade point average of 3.7 or above and high standardized test scores (1200 or above on SAT Math and Critical Reading, or 27 or above on ACT Composite). Based on CSU’s current tuition and fee structure, our 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).

HOPE Scholarships can be used at any Georgia institution.

We want high achieving students to invest those funds in Columbus State University.

First Year Applications. Our applications for Fall 2019 decreased slightly from 111 to 103 (7.7%) as did the number of students admitted to the Honors College. However, the rates appear to be fairly stable over the last few years. With our new admission policy, the average SAT score has declined as 17 students qualify for the Honors College based upon their class rank. The admission criteria can be found in Appendix D.

Applications Trends for Fall 2017 to 2019

Term	Total	Not Local	Perfect 4.0 GPA	Admitted	Admission Rate	GPA	SAT	ACT	Yield
Fall 2019	103	55%	21	87	84%	3.81	1161	26	NA
Fall 2018	111	57%	24	92	83%	3.79	1164	26	66%
Fall 2017	106	52%	23	87	82%	3.81	1213	27	59%



Recruiting Undergraduates to the Honors College

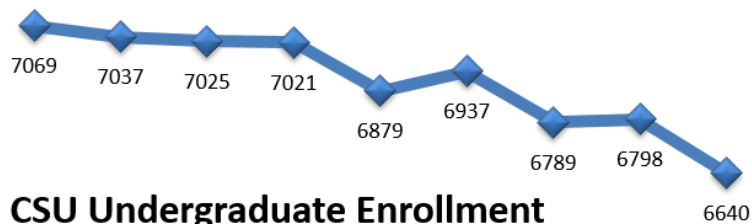
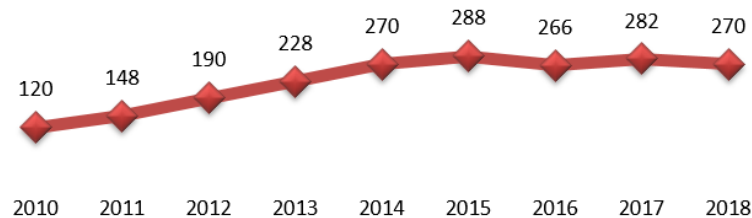
In Fall 2019, 26% of the students in the Honors College were recruited as transfer students (4%) or as students enrolled at CSU. Any student who has earned a grade point average at or above 3.4 after completing fifteen credit hours is eligible to enroll in the Honors College. With the credit hour based 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 and advisor referrals.

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

Since 2010 our goal has been to reach 4% of CSU's undergraduate enrollment, which we achieved in Fall 2017 when our census reached 4.1% or 282 students. This year, while our census dipped to 270, we maintained 4.1% of the CSU's undergraduate enrollment which fell to 6640. As depicted below, while CSU undergraduate enrollment has declined by 6% since 2010, with an overall decrease of 429 students. The primary source of our decline was due to our new advising hold, which required all students to meet with an honors advisor before registering for classes. The purpose of the hold was to better identify students who were not participating in the Honors College and improve retention in the Honors College. With the Honors College Point System and the advising hold, we believe we have an active group of 270 students in the Honors College.

Honors Enrollment

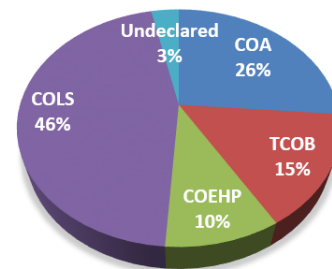


CSU Undergraduate Enrollment

Honors College Demographics

The Honors College strives 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 2018-19, our students were pursuing majors in all academic colleges, with the largest representation from the Department of Biology and the Theater Department.

Honors College Enrollment by Degree Granting Colleges



College of the Arts	26%	College of Letters & Science	46%
Art Department	14	Biology Department	49
Communication Department	10	Chemistry Department	10
Schwob School of Music	18	Criminal Justice & Sociology	7
Theatre Department	29	Earth and Space Science Department	9
Turner College of Business	15%	English Department	13
Accounting & Finance	8	History & Geography Department	7
Marketing & Management	15	Mathematics Department	8
TSYS School of Computer Science	18	Psychology Department	14
College of Education & Health Prof.	10%	Political Science & Public Administration	1
Health, Physical Education, & Exercise Science	4	Liberal Arts & Core Curriculum	5
School of Nursing	17		
Teacher Education Department	5		
Grand Total		270	

Demographics	CSU	Honors College
Female	60%	74%
Male	40%	26%
Black or African-American	38%	19%
White	49%	73%
Asian	2%	6%
Two or More Races	2%	2%
Hispanic or Latino	7%	0%

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. While we have seen slight improvements, there is still much work needed to improve participation of diverse students.

THE HONORS EDUCATIONAL EXPERIENCE

The Honors College Point System incentivizes students to customize their education by coupling curricular and co-curricular experiences that create a better, broader, and deeper collegiate experience.

Personal Enhancement. 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. Students earn points when they:

- Connect their academic experience with local community experiences.
- Demonstrate that they are prepared for a career in their chosen field.
- Develop leadership skills through experience and training opportunities.
- Learn skills that promote personal well-being.

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. Students earn points in activities that require them to:

- 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.

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 their ability to:

- 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 Faculty Fellows

The Honors College developed a new Faculty Fellows program designed to provide cohorts of highly trained faculty to take a leadership role in crafting our students' educational experiences and to act as ambassadors for the Honors College. These faculty teach all aspect of the honors curriculum and participate in honors faculty development workshops that all CSU faculty are invited to attend. Appendix F & G lists all faculty who taught or mentored in the college in 2018-19 along with the Faculty Fellows Policy. Our first cohort of Faculty Fellows for 2018-19 were:



Ryan J. Lynch, DPhil (Oxon)
Assistant Professor of History
Department of History and Geography



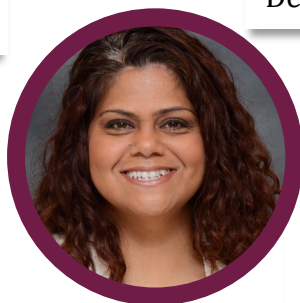
Dr. Kerri S. Taylor
Assistant Professor
Department of Chemistry



Dr. Lydia Ray
Associate Professor
TSYS School of Computer Science



Dr. Ramesh Rao
Professor
Department of Communication



Dr. Aisha Patrice Adams
Assistant Professor
Department of Psychology

Drs. Lynch and Taylor were selected as the first faculty fellows in Fall 2018, and jumped into teaching core honors courses including Understanding Non-Western Cultures and a Principles of Chemistry lab. In the spring, Drs. Ray and Rao joined our team adding an honors computer science and communication to the schedule. Due the high course demand in the department of

chemistry, Dr. Taylor will not be able to teach for honors in Fall 2019, so we were lucky to have Dr. Adams join us. Dr. Adams and Rao will team teach Great Conversations in Fall 2019.

First Year Seminars

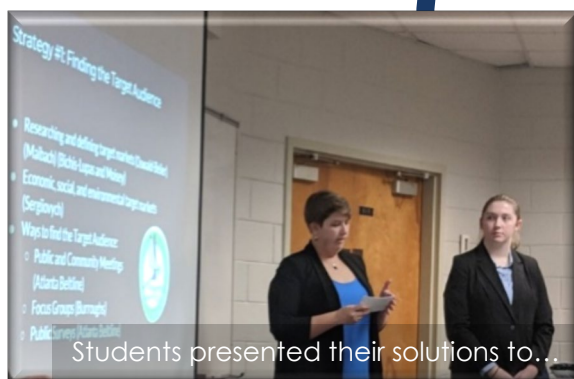
The first course our students encounter is ITDS 1779H Scholarship Across the Disciplines. The course is designed not only to orient students to the Honors College curriculum, but to build essential skills they will need to successfully complete our curriculum and become engaged members of the communities they will one day join. In the course, students learn about the variety of research or scholarship in academia, how to write grants and scholarly papers, and how to work and lead effective teams.



In 2018-19, the first-year honors seminar embraced CSU's Quality Enhancement Plan *We Solve It!* by creating a signature assignment that solved problems for our community partners. In the fall our students tackled problems presented by Ken Henson, a leader in the development of the Dragonfly Trails system and Betsy Covington, CEO of the Community Foundation and Chair of the Vibrant and Connected Communities Committee of Columbus 2025. In the spring, our students worked on problems posed by the Columbus Museum.

Our honors students formed teams and received training on team building from Bridget Markwood, CSU's First Lady, and June Howard, Aflac Executive and Honors Advisory Board Member. Each team proposed solutions that suggested strategies to improve accessibility of the trails, install community art in vacant spaces, increase children's use of the trails or the museum, fundraising and marketing for both the museum and trails, and more!

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.



New Summer Offering & Future Improvements. For the first time we offered ITDS 1779H as a summer course to increase our budget with summer revenue, which added approximately \$2,200 to our \$15,000 operating budget when 8 students enrolled. Our greatest concern, however, is meeting the demand for the course. We raised our capacity to 64 in the fall and 36 in the spring, which far exceeds our typical capacity of 18 students per course. Next year, we plan to improve student engagement in the course by becoming creative with offerings and staffing to limit each section's capacity to 24 students.

Honors 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. Enrollment reached 266 students in core classes, filling 92% of all seats available. We received positive feedback on student evaluations averaging 4.37 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.



HONORS CORE COURSES		Capacity	Actual
Fall 2018			
COMM 1110H	Public Speaking	18	17
CHEM 1211H	Principals of Chemistry (Lab)	18	12
ENGL 1102H	English Composition II	18	18
GEOG 1101H	World Geography	18	18
ITDS 1156H	Understanding Non-Western Cultures	18	18
ITDS 1779H	Scholarship Across the Disc	64	64
POLS 1101H	American Government	18	17
PSYC 1101H	General Psychology	18	18
Spring 2017			
COMM 1110H	Public Speaking	18	18
CPSC 1302H	Computer Programming II	18	11
ITDS 1779H	Scholarship Across the Disc	36	34
ARTH 1100H	Art Appreciation	18	15

Developing Global Scholars

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 bringing 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, and attend globally-themed lectures. The second seminar treated students to an exploration of International Foods with our local food critic, Gail Greenblatt. She treated students to cooking experiences, where the students made sushi at Lemon Grass Thai and crafted a culinary feast under the direction of Chef Jamie Keating at Epic. The end of the course, Gail provided a cooking demonstration and tasting of Moroccan food.

Gail Greenblatt prepares Moroccan dishes



Making and eating sushi at Lemon Grass



In the kitchen at Epic with Jamie Keating

Study Abroad.

During the 2018-19 year, 39 Honors students studied abroad in 9 countries through the 13 programs below. Additionally, senior music education major, Joshua Partridge was selected as one of three students from the University System of Georgia for Rotary's Oslo Program with students from across the US during the summer of 2019.

Study Abroad Programs Honors Students Engaged In



CSU in Southern Spain
CSU in Mexico
Andros Island –
Contemporary Health
CSU in Ecuador &
Galapagos – Biology
CSU in England –
Educational Leadership
CSU in Ireland – Business
CSU in Japan – Education

CSU in Oxford
Manchester Metropolitan
University
Independent Study – Arona,
Italy
Costa Rica – Ecology
CSU in Dublin/London –
Theatre
CSU in Italy – Art



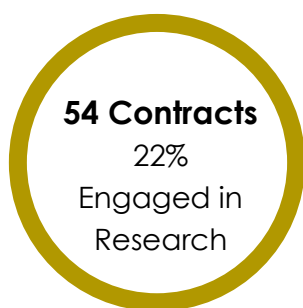
While students participated in these programs they earned Honors credit through honors designated courses, contracts, and reflection on their cultural experiences.

Developing Researchers: 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.





During 2018-19, our students utilized 54 contracts to delve deeper into their fields and many tackled real world problems. For example, a psychology major produced an information pamphlet based on her research on the psychological impact of bullying, and a computer science major applied decision making algorithms to computer security problems. A full list of honors contracts is provided in Appendix H. Overall, 22% of our students in the Honors Community have engaged in research and inquiry in preparation for their senior project. These include students who have completed a contract, conducted an independent study, or solved a field based problem.

Thirty-six 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 to work with students in addition to their normal teaching load. The post-contract faculty evaluations, had an 81% response rate with respondents indicating the process was efficient (100% agreed) and they received adequate support (93% agreed, 2 were neutral to the statement).

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.



2018 -19 Seminars

The Curator's Lens –This course brought together curators and experts of museums at the Columbus Museum, the Legacy Museum, National Infantry Museum, and CDC Museum.

Crucial Conversations – In a current media culture that employs combative discourse to draw audiences, honors students developed communication skills discussing publically divisive topics.

The Inverse Seminar – In this course, honors students designed and delivered seminars open to our campus about creative topics such as, "The Unwritten Rules of Tweeting.

The Dance of the Invisible Man – Using literature, music, and movies as inspiration and fuel, students in this course were challenged to address "the dance", a term coined by Ralph Ellison.

Visionaries of the South – Students explored Columbus art events during the semester and joined art Prof. Mike McFalls on a tour of Passaquan.

Genealogy – Students learned research strategies to discover their ancestry and began building their family tree.

Interdisciplinary Capstone: Great Conversations

Honors students grow in recognizing biases and assessing an issue from multiple perspectives in HONS 3555 Great Conversations. In each course, we aim to provide unique opportunities for active engagement and experiential learning. This year, with creative partnerships, we offered four sections of HONS 3555, not including study abroad options serving 39 students.

Fall 2018: Languages & Algorithms by *Dr. Seon Jeon & Dr. Shamim Khan*

This unique course brought together computer science and linguistics as students learned the fundamentals of language analysis (sound sequence, word form, meaning, and sentence structures) while analyzing algorithms that can tackle the problem of information overload.

Fall 2018: Art and Research by *Prof. Michael McFalls & Visiting Artist Mark Dion*

Non-art majors worked with art majors and the internationally recognized artist Mark Dion to develop a piece that was conceptually centered on Columbus and the Greater River Valley for the Columbus Museum as they learned about the research involved in creating art.



January Term 2019 Historical Problem Solving by *Dr. Ryan Lynch and Dr. Cindy Ticknor*

Students explored problems that had historical significance from the black plague, to the scientific revolution, and space travel. Each student researched and lead conversations on campus and during their field trip to Cape Canaveral.

Spring 2019: Art and Nature by *Prof. Hannah Israel*

A limited number of students joined Hannah Israel as she worked as an artist in residence for the Blue Heron Nature Preserve. Students explored how cultural interpretations of the non-human world can be a factor in understanding the environment and global ecological sustainability.

Building Community Leaders: Honoris Causa

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

OFFICERS 2018 -19

Abby Grace Moore, President

Gabe Bello, Vice President Main Campus

Savanna Doster, Secretary Main Campus

Elijah Neundorfer, Treasurer Main

Campus

Elizabeth Biggs, Social Event Coordinator

Josh Richmond, Vice President RiverPark

Campus

Molli McGinnis, Secretary RiverPark Campus

Michelle Saiz, Treasurer RiverPark Campus

John Estrada, SGA Representative



EVENTS FOR 2018 -19

Welcome Back Party
Cougar Day of Service
Pine Mountain Hiking
Ice Cream Social
Brushes & Beverages
Holiday Ugly Sweater Party
Uptown Tree Trail
Alexander and the Terrible, Horrible,
No Good, Very Bad Day

Winter Formal
Ice Skating
She Kills Monsters
Kaleidoscope
Guvnors
Murder Mystery Party
Tower Day
White Water Rafting
End of Year Party

Senior Projects & Theses

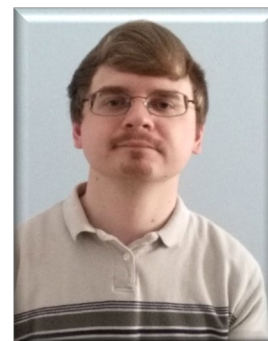
In 2018-19, 24 students graduated with an honors seal by completing all honors requirements: A senior thesis/project, graduating with at least a 3.4 GPA, and completing a rigorous honors curriculum. The CSU six-year graduation rate of Honors first time, full time freshmen was 54% of the 56 students in the cohort. Overall during the period from 2008-2013, 66% of honors students in their cohorts graduated within six years with 29% earning the honors seal.

Steven Bardon– B.F.A. Studio Art, Summer 2018

Thesis: *Danse Macabre: Origins, Evolution and Execution*

Mentored By: Hannah Israel

Notes: Steven plans to apply to a graduate program for MFA in comic-making and/or cartooning while creating sequential artwork.



Taylor Bardon– B.F.A. Studio Art, Summer 2018

Thesis: *On Nature's Prototypes: Character Design And Worldbuilding*

Mentored By: Hannah Israel

Notes: Taylor's future goals are to pursue graduate programs that focus on interdisciplinary principles.

Gabriel Bello – B.S. Computer Science Cyber Security Focus, Spring 2019

Thesis: *Adapting Financial Technology to Blockchain Platforms*

Mentored By: Dr. Alfredo Perez

Notes: Gabriel is employed as Security Engineer in Aflac's Global Security Division.



Leah Bonas – B.M. Violin Performance, Spring 2019

Thesis: *A Survey of the History of the Concertmaster through the Baroque, Classical, and Romantic Eras*

Mentored By: Dr. Andrée Martin

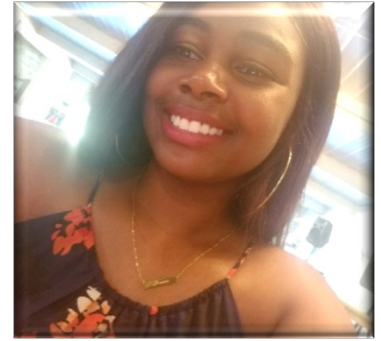
Notes: Leah plans to pursue an Artist Diploma Degree at Schwob School of Music, studying with Professor Boris Abramov.

Jonica Carlton – B.S. Psychology, Pre-Medical Track, Fall 2018

Thesis: *Cults: A Psychological Understanding*

Mentored By: Dr. Brandt Smith

Notes: Jonica plans to prepare to apply to medical school and enlist as an officer in the airforce during the process.



Caleb Cole – B.M. Music Education, Choral, Spring 2019

Thesis: *The Link Between Meditation And Effective Practice: Increasing The Pace Of The Acquisition Of Skill In Musical Practice*

Mentored By: Dr. Michelle Debruyne

Notes: Caleb completed his student teaching at Columbus High school and plans to become a secondary school choral director.

Gabrielle Chan– B.B.A. Marketing, Fall 2018

Thesis: *Marketing in Global Service Industries*

Mentored By: Dr. Edward O'Donnell

Notes: Gabby currently works for a marketing firm in Atlanta.



Kaylyn Cockrell – B.B.A. Marketing, Fall 2018

Thesis: *Marketing Plan for Columbus State University*

Mentored By: Dr. Sungwoo Jung

Notes: Kaylan serves as a Media and Advertising Specialist for Synovus.

Jacquelyn Dunton – B.A. English and Secondary Education, Spring 2019

Thesis: *English Puritans: Their History, Theology, Practice and Joy*
English Puritan Devotional

Mentored By: Dr. Judith Livingston

Notes: Jacque plans to pursue a Master of Arts in Intercultural Studies while serving abroad with her husband as an overseas missionary. Until then she's teaching English at a local Christian School.



Amanda Ellenburg – B.F.A. Theatre Performance, Spring 2019

Thesis: *A Mother*

Mentored By: Lawrence McDonald

Notes: Amanda is currently interning at Walt Disney World and plans to continue her acting career in the future.

Hannah Eubanks – B.B.A. Accounting, Spring 2019

Thesis: *Financial Reporting Quality Effects on Early Adoption of Accounting Standards Update 2016-02*

Mentored By: Dr. Jasmine Bordere

Notes: Hannah is currently working at an accounting firm in Cleveland, Ohio to gain experience to obtain her Certified Public Accountant and Certified Fraud Examiner license.



Logan Greer – B.S. Biology, Fall 2018

Thesis: *Big Cat Enrichment in Zoological Settings: Food-based Versus Non-food*

Mentored By: Dr. John Hanson

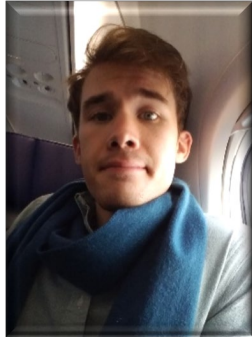
Notes: Logan is an employee of Wild Animal Safari Inc. and Weems Road Animal Hospital.

Tracee Guthrie – B.S. Biology, B.A. Chemistry, Spring 2019

Thesis: *The Involvement of Progesterone in Glial Cell Viability*

Mentored By: Dr. Kathleen Hughes

Notes: Tracee has been accepted to an NSF internship at Auburn University and plans to attend medical school in the future.



John Hetzel – B.S. Biology, B.S. Mathematics, Summer 2018

Thesis: *From Trash to Treasure” Techinques to Generation Mitochondrial Genomes from Highly-Fragmented Historical DNA.*

Mentored By: Dr. John Hanson

Notes: John has plans to apply to medical school and is also pursuing opportunities to do research independently and collaboratively on topics ranging from genomics to computational biology.

Megan Higgins –B.S. Psychology, Fall 2018

Thesis: *A Comprehensive Analysis of the Risk and Prevalence of Mental Health Problems in Columbus State University Students*

Mentored By: Dr. Diana Riser

Notes: Megan is hoping to obtain her PhD in Psychology and work in community risk management.



Darby High – B.F.A. Theatre Education, B.S. Special Education, Fall 2018

Thesis: *Sensory Friendly Theatre: Including Individuals with Sensory Integration Disorders*

Mentored By: Brenda May Ito

Notes: Darby plans to go to graduate school for Drama Therapy and bring more sensory friendly theatre performances to theatres.

Jesse Hunt– B.S. Biology, B.A. Chemistry, Biochemistry, Spring 2019

Thesis: *The Effects of Ethynodiol Diacetate on Epinephrine-Treated Glial-Derived Cells*

Mentored By: Dr. Kathleen Hughes

Notes: After completing an internship in Bioinformatics at Auburn, Jesse will be attending medical school at Edward Via College of Osteopathic Medicine and plans to pursue a career in family medicine.



Thai Johnson – B.A. Music, Spring 2019

Thesis: *A Comparative Analysis of Vocal Music Settings of Robert Frost Poetry by American Composers*

Mentored By: Dr. Joshua May

Notes: A former president of Phi Mu alpha, Thai will continue his education at Columbus State and enroll in the Artist Diploma program under the direction of Dr. Joshua May.

Gavin Kerr – B.S. Computer Science, Spring 2019

Thesis: *BSP Game Engine With Free Look Capability*

Mentored By: Dr. Rodrigo Obando

Notes: A former president of the Student Association of Computing Machinery, Gavin has plans to enter the software development industry after interning at Synovus.



Ellie Pippas – B.S. Psychology, Spring 2019

Thesis: *Gender Differences in Victim & Bystander Interview*

Mentored By: Dr. Aisha Adams

Notes: Ellie completed a year at Oxford University and has been hired as a graduate research assistant for Emory University. She plans to pursue a PhD in Psychology.

Logan Ragan – B.B.A. General Business, Fall 2018

Thesis: *Corporate Wellness Programs*

Mentored By: Dr. Kevin Hurt

Notes: After serving as the Student Government Association President, Logan has chosen to work as a missionary for Every Nation Campus Organization.



Michael Rohly – B.S. Biology, B.S. Mathematics, Summer 2018

Thesis: *Donor DNA Percentage Is Elevated with Pathogens That are Risk Factors for CLAD*

Mentored By: Dr. Brian Schwartz

Notes: A finalist for CSU's Faculty Cup, Michael has plans to attend Medical School.

Autumn Wilson – B.B.A. Finance, Fall 2018

Thesis: *The Dogs of the Dow Strategy Applied to the S&P 500*

Mentored By: Dr. Brett Cotten

Notes: Autumn has begun her career in finance at Synovus.



Frances Woolfolk – B.S. Finance, Fall 2018

Thesis: *Improving Accounting Education*

Mentored By: Dr. Leslie Adah

Notes: Frankie is an employee of Abbott Jordan & Koon LLC and serves as a Tax Accountant.

HONORS PINS, REGALIA, & AWARDS

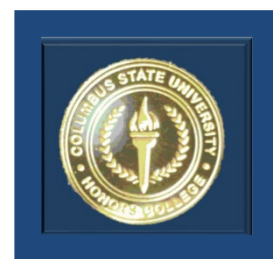
Each year we recognize our graduating seniors, those who have won awards and reached milestones, and those who support our Honors College. In the winter, we host an intimate affair, our Black & White Ceremony, for our fall graduates, and in the spring we host our Spring Awards Ceremony honoring outstanding faculty, alumni, graduates, and champions: The Laureate Society.



Graduates receive their Honors Regalia at each event and are able to take a moment to share what they learned from their thesis and thank those who helped them complete their project. In addition to the regalia, all students who have reached 80% of the honors college requirements receive their Honors Pin. It's a milestone students achieve as they begin their thesis work, and we like to acknowledge that accomplishment and also give our students something that they can always wear proudly.

This helps students remember their commitment to life-long learning, looking at the world through many lenses, striving for excellence, and supporting each other as they 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."



As an interdisciplinary college, the Honors Pin allows us to acknowledge and connect with alumni whose long-term goals may not require the completion of an undergraduate degree at CSU, such as engineers and pharmacist, and all who have made commitments to support the Honors College.

The Black & White Ceremony

The Black & White Ceremony was hosted on December 5, 2018 at the Loft in downtown Columbus, Georgia. 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.





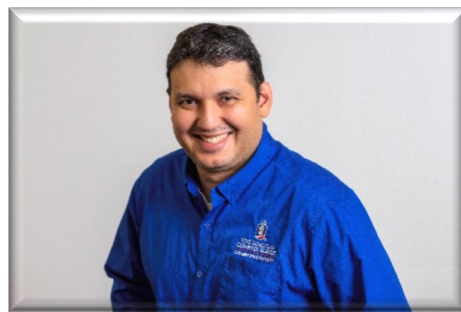
Spring Awards Ceremony

The 5th Annual Awards Ceremony was hosted at The Green Island Country Club on May 10th, 2019. 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 sixteen students who had completed 80% of their Honors College requirements.



Dr. Lauren King, a Biology professor, received our **Award for Excellence in Teaching** for her push to regularly engage students in undergraduate research. Dr. King loves to give greater insight on how her field is critical to global issues in the world. One student stated that he was encouraged to be ambitious about the scope of his research and thoroughly enjoyed how he was challenged to think differently about infectious diseases although he was not a biology major.

Our **Award for Outstanding Mentorship**, nominated by the Honors College students, and selected by a student committee, was awarded to **Dr. Alfredo Perez** of TSYS Computer Science Department. Of Dr. Perez, his student said, “Dr. Perez, a Computer Science professor with specialties in mobile computing and privacy, is a dedicated mentor to his students inside and outside of the classroom. His mentorship has guided multiple students to reach their highest potential, whether in the professional industry or furthering their education with research programs. Dr. Perez is the epitome of an elite mentor, and his students’ achievements are evidence of his devotion to higher education.”



Dr. Kerri Taylor of the Chemistry Department also received an **Award for Outstanding Mentorship** for her dedication and support she extended to our students competing in National Scholarships. Through her expertise, a Chemistry student became Columbus State University’s first Barry Goldwater Scholarship recipient.

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.

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

Mr. Bruce Howard, Chair-Elect
Mr. Kelsey Kennon
Mrs. Linda Shinkle
Ms. June Howard
Dr. Cindy Ticknor (ex officio)
Mr. Cameron Bean (ex officio)



Cameron Bean, Executive
Director of Development

HONORS EDUCATION COMMITTEE

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

Ms. Natalia Temesgen, Chair, *COLS*
Dr. Jennifer Newbrey, *COLS*
Dr. John Barone, *COLS*
Dr. Eduardo Leon, *COLS*
Dr. Brenda Ito, *COA*
Dr. Barbara Johnston, *COA*
Dr. Stephanie Patterson, *COA*
Ms. Jacqueline Radebaugh, *Library*

Mr. Thomas Ganzevoort, *Library*
Dr. Mark James, *TCOB*
Dr. Frank Mixon, *TCOB*
Dr. Andrea Dawn Frazier, *COEHP*
Dr. Heather Tarver, *COEHP*
Dr. Cindy Ticknor (ex officio)
Dr. Susan Tomkiewicz (ex officio)
Mr. Don Osborne, Alumnus (ex officio)

APPENDICES 2018-19

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 an 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
<ul style="list-style-type: none">•Leadership•Community Service•Career Preparation•Enrichment Seminars•National Recognitions	<ul style="list-style-type: none">•Honors Courses•International Education•Minors & Certificates•Academic Seminars•Honors Study Trips	<ul style="list-style-type: none">•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, restricted funds and state scholarship allocations fund scholarships for our honors students each year. In 2018-19, these funds totaled \$145,200:

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

**State funded scholarships

In addition, \$23,050 was allocated for scholarships from the Honors College annual giving, totaling \$168,250 for tuition assistance, which averages \$630 per Honors College student. Direct student support includes grants for education activities and Tower Scholars study abroad funding, which totaled \$10,650. Total allocations grew from \$155,483 in 2017-18, or up 15%.

Funding Sources for Direct Student Support 2018-19			
Endowed Scholarship Funds	\$	113,300	
State Scholarship Funds	\$	8,000	
Greentree Fund	\$	23,900	\$ 145,200
Total Dedicated Funds			
Annual Giving			\$ 23,050
Total Allocated for Tuition Assistance			\$ 168,250
Funding Sources for Other Student Activities			
Annual Giving Tower Study Abroad	\$	8,900	
Annual Giving Educational Activity Grants	\$	1,750	\$ 10,650
Total Allocated for Direct Student Support			\$ 178,900

The Honors College also leveraged state operating budget funding and CSU Student Activity Fees funding to support conference travel to NCUR, the Georgia Undergraduate Research Conference, and other professional activities totaling \$3,659.

Appendix C: Honors Tower Scholarships 2017-18

Meenal	Joshi	Study Abroad: Spain	\$3200
Joshua	Richmond	Study Abroad: Italy	\$2500
Mary Lee	Turner	Study Abroad: Italy	\$3200
Total			\$8900

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
- Ranked in the top 10% of their class

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 scholarships 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 8
- ▶ RSVP: March 19
- ▶ Send Interview Day Schedule: March 21
- ▶ Interview Day: March 31
- ▶ Award Letters Mailed: April 2 **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: 2018-19 Honors Faculty Instructors & Mentors

A. Dawn Frazier	Gary Sprayberry	Michael C McFalls
Aisha Adams	Hannah L Israel	Michael S Osborne
Alfredo Perez	Harlan J Hendricks	Michelle Debruyn
Andree Martin	Heather S McKeen	Nathan Combes
Brandt Smith	Ianthe Marini	Phillip Bryant
Brett Cotton	Jasmine Bordere	Rachel Blackburn
Brian W Schwartz	John Hanson	Radwan Shushane
Christy L Larson	Jonathan M Meyers	Ramesh Rao
Cindy Ticknor	Joshua May	Rick Mattson
Clayton O'Dell	Judith Livingston	Rodrigo Obando
Courtney R George	K. Seon Jeon	Ryan Lynch
Daniel E Holt	Katherine Irwin	Sue Tomkiewicz
David Owings	Kathleen S Hughes	Suk J Lee
David Turner	Kerri Taylor	Sungwoo Jung
Diana K Riser	Kevin S Burgess	Susan B Brady
Eduardo O Leon	Lauren B King	Terry A Moshier
Edward O'Donnell	Laurence A Marsh	Tonya M Herring
Eliot F Rendleman	Lawrence McDonald	Troy M Vidal
Elizabeth Klar	Leslie Adah	William J Owen
Eric Spears	Lydia Ray	Yaojie Li
Eugen J Ionascu	Melissa Hebert-Johnson	Yi Zhou

Appendix G: 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 of 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 support 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 and 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 H: Honors Completed Contracts 2018-19

Contracts Summer 2018

How Uncanny!/: Understanding the Uncanny Valley and Its Affects on Humans in PSYC 3265
Completed by Caitlyn F Gallagher, mentored by Brandt Smith

Contracts Fall 2018

Reading Circle for The Double Helix by James Watson in CHEM 3141
Completed by Tehgan N Anguilm, mentored by Jonathan M Meyers

Making Genetics Personal: 23andMe in BIOL 3216K
Completed by Jessica M Barkhouse, mentored by Brian W Schwartz

The Double Helix Reading Group in CHEM 3141
Completed by Jessica M Barkhouse, mentored by Jonathan M Meyers

Health Assessment in Humanitarian Settings in NURS 3276
Completed by Emma A Baum, mentored by Tonya M Herring

The Double Helix Reading Circle in CHEM 3141
Completed by Jonica V Carlton, mentored by Jonathan M Meyers

An exploratory look into the therapy styles used in the CSU Counseling Center. in PSYC 3565
Completed by Erin A Chalmers, mentored by Michael S Osborne

Comparative analysis of labor relations in U.S., Germany, and Japan in MGMT 4135
Completed by Gabrielle E Chan, mentored by Laurence A Marsh

The Microtransaction Business Model in the Video Game Industry in MGMT 3109
Completed by Valencia L Coleman, mentored by Phillip Bryant

Double Helix Reading Circle in CHEM 3141
Completed by Jaleesa DeJesus, mentored by Jonathan M Meyers

Chicago 1968: Riot Responses in HIST 3555
Completed by Meredith C Donovan, mentored by Gary Sprayberry
Annual Report 2018-19

Childhood Leukemia: Electrified by Power Lines in BIOL 2221K

Completed by Savanna M Doster, mentored by Daniel E Holt

Travel Magazine in ENGL 3171

Completed by Vivian N Duncan, mentored by Eliot F Rendleman

Wollstonecraft through Frankenstein in ENGL 5744U

Completed by Jacquelyn L Dunton, mentored by William J Owen

The Double Helix by James Watson in CHEM 3141

Completed by Rhiana L Flowers, mentored by Jonathan M Meyers

Effective Training Methods Research Design Proposal in PSYC 3565

Completed by Jenna E Gaskins, mentored by Rick Mattson

The Double Helix Reading Circle in CHEM 3141

Completed by Troy J Gilliland, mentored by Jonathan M Meyers

Program Notes in MUSA 4331

Completed by Sara L Hancock, mentored by Susan B Brady

Twenty-three Chromosomes, One Me in BIOL 3216K

Completed by Abby G Moore, mentored by Brian W Schwartz

Delving deeper into The Double Helix by James Watson in CHEM 3141

Completed by Chad A Reynolds, mentored by Jonathan M Meyers

Reading Circle The Double Helix in CHEM 3141

Completed by Candice N Tate, mentored by Jonathan M Meyers

My Genetics: Past, Present, and Future in BIOL 3216K

Completed by Persia S Tillman, mentored by Brian W Schwartz

23andMe: DNA Genetic Testing & Analysis in BIOL 3216K

Completed by Charlene C Ubah, mentored by Brian W Schwartz

The Double Helix Reading Circle in CHEM 3141

Annual Report 2018-19

Completed by Charlene C Ubah, mentored by Jonathan M Meyers

The Politics of Science in CHEM 3141

Completed by John C Waller, mentored by Jonathan M Meyers

Litigation in fraud and its inequalities of sentencing compared to other crimes. in ACCT 4118

Completed by Frances R Woolfolk, mentored by Leslie Adah

Achieving affordable higher education: Should support come from taxes or tuition and fees? in ACCT 4117

Completed by Frances R Woolfolk, mentored by Terry A Moshier

Contracts Spring 2019

A Study of Autoimmune Disorders in NURS 3279

Completed by Emma A Baum, mentored by Christy L Larson

Management in Software Engineering Projects in CPSC 4176

Completed by Valencia L Coleman, mentored by Yi Zhou

Bullying and its effects on mental health during adolescence and beyond in PSYC 3185

Completed by Andrea D Dorbu, mentored by Diana K Riser

Identification of Unknown Microbes in BIOL 2225K

Completed by Savanna M Doster, mentored by Lauren B King

Environmental Modifications in Special Education Schools in the United States vs. England in EDCI 5555U

Completed by Shannon R Eshman, mentored by Heather S McKeen

The effects vary salt concentrations have on the growth of Dictyostelium discoideum in BIOL 5215U

Completed by Tracee L Guthrie, mentored by Brian W Schwartz

Transcription for the Harp in MUSC 4555

Completed by Sara L Hancock, mentored by Susan B Brady

Effects of Salinity Concentration on Dictyostelium and E.coli Development in BIOL 5215U

Completed by Jesse D Hunt, mentored by Brian W Schwartz

Transpiler for Domain-specific language to Windows Batch Script in CPSC 5128U

Completed by Gavin J Kerr, mentored by Radwan Shushane

Original Harp Compositions in MUSC 4555

Completed by Maria Paula Loria Valerin, mentored by Susan B Brady

Conducting Successful Focus Groups in COMM 3157

Completed by Ashley Mayer, mentored by Ramesh Rao

Decision Making Applied to Computer Security in PSYC 4275

Completed by Elijah B Neundorfer, mentored by Aisha Adams

DNA Barcoding the Orchid Flora of Ecuador in BIOL 3216K

Completed by Erin E Perry, mentored by Kevin S Burgess

Groups and Isomorphisms of Their Direct Products in MATH 5111U

Completed by Timothy J Pitts, mentored by Eugen J Ionascu

ArtLab Solo Art Exhibition in ARTS 4288U

Completed by Joshua L Richmond, mentored by Michael C McFalls

Uptown Sculpture in ARTS 5288U

Completed by Joshua L Richmond, mentored by Michael C McFalls

The Implications of 1980s Novels on the Dominant Narrative of the Decade in ENGL 4506

Completed by Carly A Smith, mentored by Courtney R George

Examining the Decision-Making Support Systems Tools in Excel and its Use by Managers in
MISM 3115

Completed by Tatseyana N Taylor, mentored by Yaojie Li

Exploring Artistry though Benjamin Britten in MUSP 3090

Completed by Mary L Turner, mentored by Ianthe Marini

Mite Domatia Comparison in Costa Rican Forests in BIOL 5535U

Completed by Charlene C Ubah, mentored by Harlan J Hendricks

Dissociative Identity Disorder and Its Sociocultural Related Factors in PSYC 3125

Completed by Morgan E Wilson, mentored by Michael S Osborne

Columbus State University is an institutional member of the

