



HONORS COLLEGE  
COLUMBUS STATE UNIVERSITY



Excellence in Adversity.

It takes a **Team.** 

creative to the **core.**



Annual Report  
2020-21

## TABLE OF CONTENTS

Executive Summary	1
Honors College Vision & Mission	3
Highlights from our Graduating Class	3
Honors Faculty Fellows	4
Honors College Curriculum	6
First Year Seminars	7
Honors Core	9
Honors Seminars	9
Developing Researchers: Honors Contracts	11
Interdisciplinary Capstone: Great Conversations	13
High Impact Practices	14
Building Community Leaders: Honoris Causa	15
Senior Projects & Theses	17
Honors Pins, Regalia, & Ceremonies	23
Honors Student Enrollment Trends	26
Attracting High Achieving Students	28
Recruiting Students To CSU	28
Recruiting Undergraduates to the Honors College	28
Scholarships and Honors College Advancement	30
Honors College Staff	32
Advisory Boards & Committees	33
Honors Advisory Board	33
Honors Education Committee	34
National Scholarship & Awards Committee	34
Appendices 2020-21	35

## EXECUTIVE SUMMARY

During the academic year of 2020-21, the Honors College faced many challenges - from the pandemic to budget cuts - and relied heavily on team work and creative solutions. More than ever, we needed to collaborate to reimagine education. More than seventy faculty across our campus devoted their time and talents to teaching, mentoring, and serving the students of the Honors College.

In August, we began the school year teaching in “hy-flex” classrooms that could only seat half of those enrolled; lost one staff position and a part-time advancement officer due to the university wide budget cuts; and identified many students who had financial, technological, or physical struggles brought on by the pandemic. Fortunately, we were able to use

funds from annual giving to award \$23,500 in need-based scholarships, purchase equipment to serve our students online, hire a graduate assistant, and appoint Dr. Ryan Lynch as a Faculty Fellow in-Residence. With creativity, we formed teams to adapt to new instructional modalities, new ways of engaging students, and new advising strategies to maintain our mission to advance the intellectual growth and recognition of Columbus State University.



**Our Teaching Teams.** A team of four faculty members team taught our first-year seminars including three hy-flex sections serving both campuses, and our first 100% online section, which earned Quality Matters certification for its creative design. Our first-year students studied the pandemic and social media, and learned about pandemic leadership from Columbus Mayor Skip Henderson, Superintendent David Lewis, and many other community leaders and scholars. In addition, our four faculty fellows delivered two popular and successful courses using hy-flex designs: *Artificial Intelligence: Science & Science Fiction* and *Controversies in Science: Fact vs. Fiction*.







**Our Engagement Team.** Mrs. Kristi Rehrauer worked with our Honoris Causa officers to plan creative outdoor events, virtual events, and socially distanced games to engage our students throughout the year. She helped the college connect with our alumni by publishing two issues of our newsletter, *Aspirations*, creating a wonderful virtual homecoming event with a mixologist, and collecting student and alumni testimonials in a touching video that was presented to our trustees and donors.

**Our Advising Team.** Ms. Jasmine Reid grounded a new team of advisors with Drs. Ticknor, Tomkiewicz, and Lynch dividing the advising load. Dr. Lynch also worked closely with Dr. Joshua May's National Fellowship & Awards committee to maintain our mission to advance the academic recognition of our institution. Not only did we graduate one of the largest and most successful classes of seniors, but we also proudly celebrated Brittany Parker as a Fulbright award winner to Korea and Micah Arnholt as a semi-finalist for Georgia.

By the end of the year, we celebrated. Not because of reaching amazing goals, but because the unique challenges of the pandemic helped us learn new strategies to teach, mentor and engage our students. Our new approaches to recruitment allowed our application pool for Fall 2021 to strengthen, increasing by 40% compared to the previous year. And as the hold of the pandemic weakened, we celebrated our graduates, as well as award-winning faculty and students, at Green Island Country Club with only close family and friends. It was the first time in a long year we were together.

This annual report begins by highlighting our impressive graduates and the team of faculty that contributed to their successes. They are followed by our successes in delivering an impressively creative curriculum, our imaginative strategies used to engage our students during the pandemic, and our determination to recruit the next cohort of high achieving students to Columbus State University.

This report is the culmination of work of dedicated team of faculty and supporters who all deserve recognition for our successes in this extraordinary year.



## 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.*

Our mission is to provide an innovatively-delivered curriculum for high-achieving students that advances the intellectual growth and recognition of the university.

### HIGHLIGHTS FROM OUR GRADUATING CLASS

The Honors College made great strides on our mission this year by graduating one of the most impressive classes to date, with our students garnering our campus' top awards as well as national recognitions. Six of our graduates studied at Oxford University, and four were nominated for CSU's Faculty Cup, our institution's top award, including **Micah Arnholt**, who was also semifinalist for the national Fulbright Award. The award was won by another Honors student, Junior **Jessica DeMarco-Jacobson**.



Micah Arnholt, History



Ashlyn Dewberry, Political Science, UGA Law School

Prestigious institutions made generous offers to many of our students for post-graduate studies. For example, the law schools at Baylor, Emory, William & Mary, and the University of Georgia invited **Ashlyn Dewberry** to begin studies next fall. **Jerry Lin**, our first Goldwater Scholar, turned down Emory University and selected a fully-funded chemistry program at Indiana University. Another chemist, **Domenica Fertal**, impressed Lehigh University with her multiple publications, and **Grace Pippas**, a communication major, had an outstanding interview with Pepperdine. Both were admitted with scholarships that will fully fund their graduate studies. In addition, all of our biology students interested in veterinary and medical schools were accepted, and will begin their studies in the Fall.



Zijie (Jerry) Lin, Chemistry, Goldwater Scholar, Indiana University



Grace Pippas, Communication Pepperdine University

The impressive accomplishments of our graduates are listed on page 17 along with their careers plans at Global Systems, Ft. Benning, area schools and more.

## HONORS FACULTY FELLOWS

This year, the teamwork of our 2020-21 Faculty Fellows and our new Faculty Fellow in-Residence enabled the Honors College to overcome the challenges of delivering courses using new modalities, created engaging opportunities in unique courses, and providing excellent advising that enabled our students to thrive during adversity. The successes of our graduates are due, in large part, to the work of these outstanding faculty.

The Honors College Faculty Fellow program develops cohorts of highly trained faculty who craft our students' educational experiences and act as ambassadors for the Honors College. Each fellow learns every aspect of our curriculum during a two-year rotation, including team-teaching *Great Conversations*, core courses and seminars, and working with our graduates.

**Dr. Ryan Lynch** was appointed in Fall 2020 as our Faculty Fellow in-Residence to help with advising all first-year students, teaching academic seminars, and supporting the Honors College mission of advancing the academic recognition of Columbus State University. His appointment enabled us to continue to serve students when we lost an advising position due to university-wide budget cuts. Dr. Lynch supported the National Scholarship & Awards Committee that led to a Fulbright winner, taught a seminar on *Good Governance: Rules for Kings (and Queens)*, served on four thesis defenses, and won this year's Outstanding Faculty Mentor award at the Annual Awards Banquet for his invaluable support that led to Ashlyn Dewberry's multiple law school offers.



**Dr. Ryan Lynch**

Faculty Fellow in Residence  
Associate Professor of History  
Department of History and Geography



**Dr. Lydia Ray**

Faculty Fellow Spring 2019-Fall 2020  
Associate Professor  
TSYS School of Computer Science



**Dr. Patrick Jackson**

Faculty Fellow Fall 2020-Fall 2022\*  
Professor  
Department of English

During her final semester in the Faculty Fellows program, **Dr. Lydia Ray** teamed up with **Dr. Patrick Jackson** to create an outstanding course for our Great Conversations series entitled, *Artificial Intelligence – Science & Science Fiction*. Dr. Jackson also developed a very popular honors core class on *Tolkien in Film and Fiction*. Both professors assisted seniors as they developed proposals for their theses in HONS 4901 and each served on a thesis defense committee this year.

\* In order to adjust the faculty fellow rotations to appoint one faculty fellow each term, Dr. Jackson will complete his final semester in Fall 2022 in place Spring 2022.





**Dr. Aisha Adams**

Faculty Fellow Fall 2019-Spring 2021  
Associate Professor  
Department of Psychology



**Dr. Lauren King**

Faculty Fellow Fall 2020-Spring 2022  
Associate Professor  
Department of Biology

In the fall, **Dr. Aisha Adams** was the first to offer our first-year seminar as an online course, and team taught with Dr. Ticknor using a “hy-flex” strategy, with Dr. Ticknor in the physical classroom and Dr. Adams virtually attending so we could keep our students safe.

**Dr. Lauren King** joined our team this past year, and students quickly filled her core honors course on Evolutionary Medicine. These popular instructors teamed up in the Spring to teach a Great Conversations course entitled

*Controversies in Science: Fact vs Fiction*, and Dr. Adams delivered a very timely and needed seminar, *HONS 3020: Pandemic Self-Care*. In addition, Dr. Adams served on two thesis defense committees and Dr. King chaired Taylor Lewis’ defense committee. Taylor will be attending veterinary school at University of Georgia next fall.

Our newest faculty fellow, **Dr. Reba Wissner**, joined us in the spring from the Schwob School of Music and treated our students to a Music Appreciation course that helped them explore music and ethnocentrism and considered portrayals of gender throughout the globe. She was nominated for the American Musicological Society’s 2020 Teaching Award, and also served on a thesis defense committee.



**Dr. Reba Wissner**

Faculty Fellow Spring 2021-Fall 2022  
Assistant Professor  
Schwob School of Music

Our Faculty Fellows created a core team that supported every aspect of honors education. In total, 74 faculty members from every degree-granting college on campus provided teaching, mentorship and advising by working directly with students or serving on committees that advocated for the Honors College in 2020-21. You can find a listing of all faculty who taught or mentored in the college in Appendix A, and more information about the Faculty Fellows program is in Appendix B.

## HONORS COLLEGE CURRICULUM

Our Faculty Fellows and their colleagues across our campus deliver courses and seminars that challenge our students to reimagine the world. With our core curriculum, we want our students to learn to work as teams, understand how to examine topics from multiple perspectives, and acquire the skills to conduct independent inquiry.

### Learning Outcomes

When a student graduates from the Honors College, they know how 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.
- ❖ 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 our **First Year Seminar: ITDS 1779H Scholarship Across the Disciplines**
- 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 C.

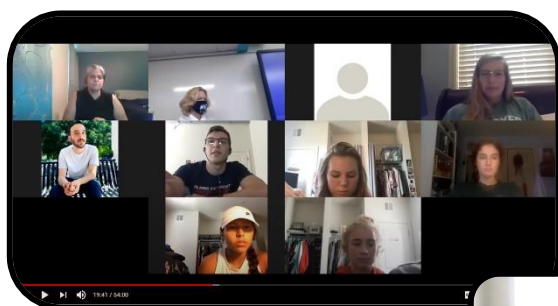


## First Year Seminars

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. The course supports CSU's Quality Enhancement Plan *We Solve It!*, with each course containing a signature assignment that solves real problems.



In 2020-21, the Honors College secured a grant to develop its first 100% online course offering, which earned Quality Matters certification in December 2021. In the fall, we offered three sections that tackled the real-world problems associated with the pandemic, all of which were taught with different modalities: 100% online, a hy-flex models with face-to-face options on RiverPark, and a hy-flex model on Main campus. Both hy-flex models were team taught, with one instructor in the classroom with half of the class, and the second instructor working with the remaining students who were participating during class using Zoom accounts.



Hy-Flex Teaching with Dr. Adams online and Dr. Ticknor in the classroom in ITDS 1779H.

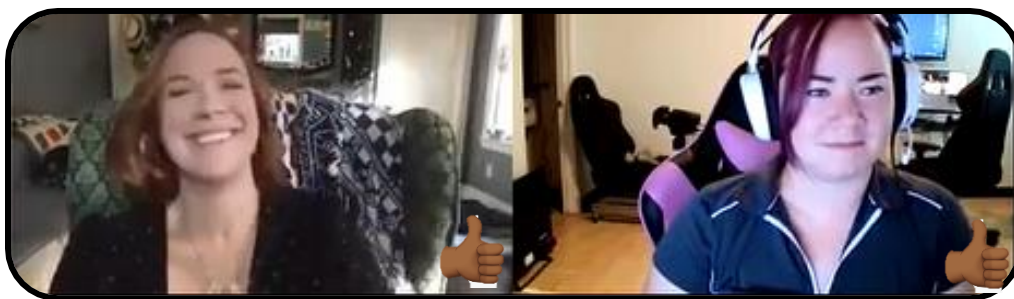


Through intensive coordination and collaboration, students were able to gain a broader perspective of the pandemic by listening to our

community leaders including: Skip Henderson, Mayor of Columbus; Marc Olivié, CEO of WC Bradley; Dr. David Lewis, Superintendent of Muscogee County Schools; and Dr. Chris Markwood, President of Columbus State University. The also learned from scholars who visited the virtual classroom and discussed the pandemic from various research perspectives including history, biology, epidemiology, political science, music, and psychology.



Mayor Skip Henderson, CEO Marc Olivié, and Superintendent David Lewis discuss leadership during the pandemic with students enrolled in ITDS 1779H.



Dr. Lauren King and Dr. Sharon Renner enjoy sharing their perspectives on the pandemic from cellular science to epidemiology.

It was a challenging semester to learn to teach and work on teams in a virtual environment, but our students prepared excellent webinars for their final projects. They tackled topics such as the impact of the pandemic on musical performances and how to create socially distanced concerts to combating misinformation by creating a website based upon the “Truth” campaign.

Our students in the fall sections suggested the topic for the spring semester and were inspired by Dr. King’s and Dr. Renner’s discussion about misinformation. The spring topics shifted to the problems associated with social media. We again convened panels of community leaders and scholars, such as one with a marketing expert, Marquette McKnight of *Media Marketing and More*, and another with Dr. Tiffany Berzins in psychology.



To serve students on both the Main and RiverPark Campuses, Dr. Ticknor and Dr. Tomkiewicz team-taught the course in a unique way: On Mondays, half the students met on Main campus with the other half meeting online; and on Wednesdays the class meeting was on RiverPark with the main campus student attending virtually. The model worked well, with positive student comments such as:

*I loved the team-teaching aspect of this class. I always had one professor if not both quick to respond to any question I had.*

Our teams created webinars for their final projects again, and explore the problems associated with social media in marketing, education, misinformation and international politics.

In 2020-21, the Honors College won a grant to develop its first 100% online course offering, and our first-year seminar earned Quality Matters certification in December 2021.



## Honors Core Courses

Enrollment reached 204 students in core classes, filling 89% of all overall seats available. To ensure 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
Summer 2020			
ITDS 1145H	Comparative Arts*	5	5
ITDS 1145H	Comparative Arts*	10	7
Fall 2020			
BIOL 1225H	Contemporary Issues in Biology	18	18
HIST 2112H	U.S. History since 1865	18	18
ITDS 1779H	Scholarship Across the Disciplines (RiverPark)	24	17
ITDS 1779H	Scholarship Across the Disciplines (Main)	24	24
ITDS 1779H	Scholarship Across the Disciplines (Online)	24	22
POLS 1101H	American Government	18	17
PSYC 1101H	General Psychology	18	17
STAT 1401H	Elementary Statistics*	18	7
Spring 2021			
ITDS 1145H	Comparative Arts	18	17
ITDS 1779H	Scholarship Across the Disc	24	20
MUSC 1100H	Music Appreciation	18	12
ASTR 1105H	Desc Astronomy: The Solar System*	18	7
* Courses not included in efficiency rates because of cross-listing & special arrangements that did not impact the Honors College financially.			

## Honors Seminars

Every semester, the Honors College offers free seminars to all students as options to enhance their academic experience, lead a balanced life, and to internationalize their education. In these 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 is free.



**Academic Seminars.** This fall, students had the opportunity to take *Crucial Conversations*, a course designed to learn how to navigate discussions about controversial topics such as gun control and criminal justice reform. The course was conducted as a synchronous, online course. In addition, Dr. Ryan Lynch taught the following captivating course:

### ***HONS 3000: Good Governance: Rules for Kings (and Queens).***

*Course Description:* After a critical election cycle with deep political polarization occurring in the US and the rest of the world, what lessons can we learn from the past? What did people from around the world have to say about the role of the

government and its leaders and the responsibilities that they had for their people? Students discussed the historical genre of "wisdom literature" or "mirrors for princes" from the ancient world to the early modern as we collectively figured out what makes good government and can inspire future kings, queens, presidents, and congress(wo)men.

**Global Perspectives Seminars.** The Honors College expects all students to experience international education, whether through dedicated courses or seminars or by studying abroad. During COVID-19, all study abroad programs were cancelled for 2020-21, so students needed additional opportunities to internationalize their education. During the fall and spring semesters, students enjoyed seminars that explored international cultures through partnering with the Center for Global Engagement, which offered international films and global dialogues in virtual settings. Our students also had wonderful opportunities to take global seminars from our faculty. Dr. Alan Karass, who is an ethnomusicologist and dean of our libraries, taught a course on *Snake Charmers, Belly Dancers, and Mosques: Music in the Arab World*.



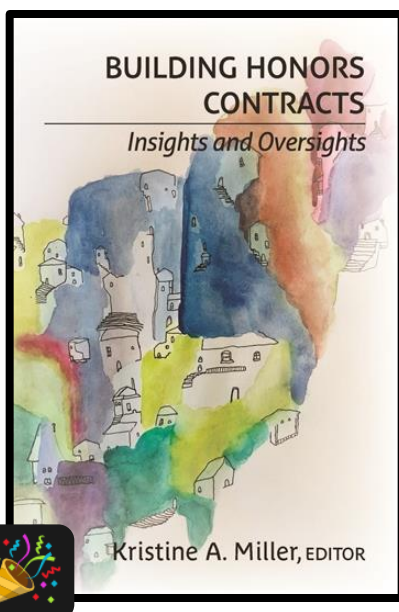
Sneha Rajeev's images from discussion posts on Singapore of the Cloud Forest in the Gardens by the Bay and a book she hope to read before travelling.

In the summer of 2020, we also offered two global perspectives courses to help students continue to study foreign governments and cultures, and to dream about days beyond the pandemic. The first, "International Responses to Pandemics," had students virtually travel the world each week, selecting countries in a geographic region. The task was to compare governmental responses to support public health and economic security using a discussion board. Not only did students post their research, but they reacted and learned from each other about international responses. The second seminar, "Post Pandemic Travel Planning," required history, food, landmarks and cultural aspects

students to research the of a county they hoped to visit after the pandemic. Students posted vivid images of food and sites from Japan, Singapore, the Czech Republic, and the British Isles before making concrete plans on the cost to one day travel to one of the countries.

**Personal Enrichment Seminars.** We also offered courses to help students maintain balanced lifestyles and prepare for their careers. Dr. Aisha Adams from our psychology department offered a course on *Pandemic Self Care*, and Dr. Mariko Izumi, who leads our Center for Experiential Learning and Career Development, offered a course on writing personal statements and resumes.





## Developing Researchers: Honors Contracts

This year, the Honors College honors contract policies were featured in the 2020 National Collegiate Honors Council's Monograph Series, *Honors Contracts: Insights and Oversights*. In the chapter, the authors Dr. Cindy Ticknor and Dr. Shamim Khan urged that honors contracts are an important tool that allow students to develop research skills needed to conduct independent inquiry. For those not familiar with honors contracts, they are agreements between students and faculty members to complete a project within any upper division course in their major. They allow students to customize their education with unique projects while developing stronger mentoring relationships with faculty.

During 2020-21, our students completed a record number of 64 contracts to delve deeper into their fields, and many tackled real-world problems. For example, Maya Davis, a marketing major who has an interest in health sciences, conducted research that evaluated public health marketing to underprivileged populations in the Columbus region. Her goal was to improve marketing to underserved populations and improve their access to healthcare. Her contract is among all honors contracts that are listed in Appendix D.

To evaluate the effectiveness of the honors contract process, faculty complete a post-contract faculty evaluation, and this year 37 of the faculty responded. Almost 95% of the faculty agreed or strongly agreed that the contract required students to think critically about their fields and 89% indicated that students needed to identify and evaluate resources used in the field. Impressively, 38% believed that their mentee should professionally disseminate the findings of their work, and 84% felt that the student should continue to pursue their topic further. Some of their praise of the students was reflected in their comments:

**64**  
Contracts

**38%**  
Should be  
Professionally  
Disseminated



*[Student name] is an exceptional student, and I couldn't have been happier than to work with her as she developed her ideas and engaged in the writing process.*

*[Student name] I am glad that students have this opportunity to dive deeper into the material they are studying in their courses.*

*[Student name] was a pleasure to work with. We had a lot of challenges this semester due to Covid, but he persevered despite some personal hardships. I am happy to have this opportunity to work with him and hope to continue to do!*

*[Student name] is an exceptional student and her work is always head and shoulders above that of other students. [Student name] is a strong self-motivator and stays focused on her assignments and projects. This contract was no exception. Excellent work.*

*This student was a joy to work with and I love how passionate she is about this particular area and trying to improve society overall.*

*This was a great experience and I appreciate the opportunity to work with [Student name] on this Honors contract. She worked very hard and developed a strong product!*

*The system did not allow for contract submission via the normal process due to the course being a team-taught course; however, this was a known deviation in the process. This was my first experience mentoring an Honors College student. I enjoyed the process and would welcome future Honors College projects.*

**95%**  
required  
**Critical  
Thinking**



Thirty-one members of the CSU faculty mentored projects. Their mentorship was time donated to the Honors College, and over 97% of the faculty felt it was worth their time to work with an honors student. 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.

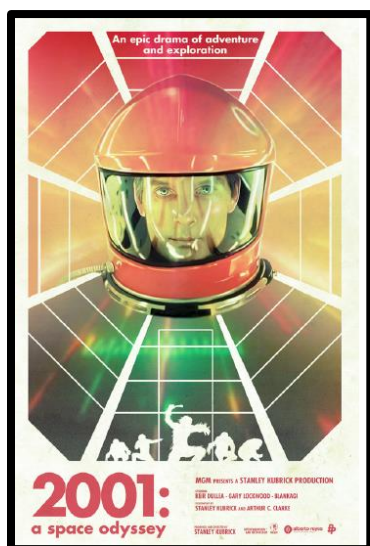
Because of our faculty's efforts, 22% of our students in the Honors Community have already completed a contract, conducted an independent study, or solved a field-based problem. Completed contracts reflect the ability of honors students to work independently, conduct creative inquiry, and think critically. They have the potential to inspire senior projects and build the skills needed to complete those projects.

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, and more.



## 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, we offered four sections of HONS 3555 serving 46 students, including two summer sections that allowed our students to learn with upper level psychology and computer science students. The topics were engaging and popular.



### Fall 2020: Artificial Intelligence – Science & Science Fiction

by Dr. Lydia Ray and Dr. Patrick Jackson

With expertise in computer science and English literature, our faculty fellows designed this course to explore how artificial intelligence (AI) has changed through the years. Dr. Jackson presented literature from the 1909 book *The Machine Stops*, in which all humans live in separate underground homes and spend most of their days talking on screens, to *2001: A Space Odyssey*. While science fiction portrays AI as becoming superior to human intelligence, Dr. Ray demonstrated how data-driven AI is used more frequently for good. The class learned that predictive analysis, sentiment analysis, applications in cybersecurity, cancer detection, and earthquake prediction are some of the many positive uses of artificial intelligence.

### Spring 2021: Controversies in Science – Fact vs. Fiction

by Dr. Aisha Adams and Dr. Lauren King

Interweaving the disciplines of psychology and biology, the professors designed the course to focus on the role of misinformation in science and how it can be combatted. Students started by building a toolbox to evaluate seemingly controversial issues in science using the scientific method, identification of stakeholders and nuance, establishing context, and more. They then identified topics they wished to research more thoroughly such as climate change, vaccines, animal research, and GMOs, and discussed in a debate-style format. Evidence was evaluated for each side and complexities elucidated such as why people are susceptible to misinformation and how to address arguments that are not supported by scientific evidence. As their final project, students



designed pro-science advocacy in the form of a non-disposable product intended to be disseminated to the general public to combat misinformation including infographics, podcasts, cartoons, interactive games, and TikToks.

46

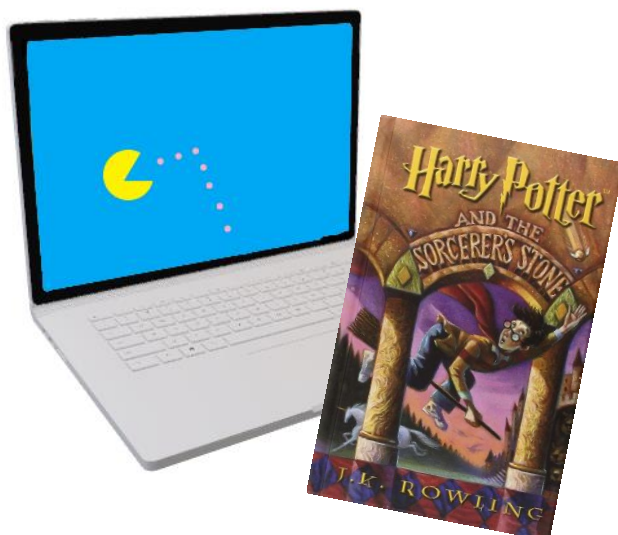
Completed  
Capstone  
Course  
HONS 3555



### Summer 2020: Game Design & The Psychology of Harry Potter

During the summer, Dr. Rodrigo Obando invited honors students to join his class of computer science majors on Game Design to design games that appealed to multiple majors. Honors students from art, education, and theatre joined his team to design creative games using strategies, logic, and user interface design. In a separate course, Dr. Aisha

Adams enticed students in the Honors College to study psychology by a deep examination of the characters in the popular series, *Harry Potter*. Dr. Adams designed the course to be a great conversation between avid readers and upper division psychology majors taking the selected topic course in psychology.



Overall 46 students completed the interdisciplinary capstone course.

### High Impact Practices

The Honors College point system rewards students for customizing their education with both curricular and co-curricular experiences that enrich their collegiate experience and build critical professional and leadership skills. Academia often refers to these as “High Impact Practices,” and all our graduates must engage in first year experiences, international education, undergraduate research, and our capstone course. By the end of spring 2021, 4% of our students document that they had participated in internships (11), independent studies (9), community service (36), and campus leadership (26) not associated with the Honors College.



## Building Community Leaders: Honoris Causa

The Honors College point system incentivizes students to expand their educational experience beyond the classroom and encourages all students to be engaged in internships, professional development, and serve in leadership roles in campus organizations, especially 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.

As an active student organization, Honoris Causa took on social-distancing requirements by utilizing virtual meetings, virtual events, and socially-distanced hangouts. Members enjoyed events such as hiking, disc golf, Trunk or Treat, and study hours at the end of each semester. Throughout the difficult year, Honoris Causa worked to keep members involved and active while remaining aware of the COVID-19 pandemic.



## OFFICERS 2020 -2021



We are so proud of the leadership team of Honoris Causa, who creatively kept our students engaged and motivated throughout the year.

### **Carlie Dollar, President**

Ian Becerra, Vice President Main Campus

Sana Khan, Secretary Main Campus

Andrew Holmes, Treasurer Main Campus

Sierra Barlow, Social Event Coordinator

Marc Pierre, Vice President RiverPark

Rajvi Desai, Secretary RiverPark

Hannah Dickerson, Treasurer RiverPark

Molly Foster, Social Media Coordinator

Chelsea Nguyen, SGA Representative



## EVENTS FOR 2020-2021

Disc Golf  
Study Hours  
Hiking  
Popsicles in the Park  
Uptown Tree Trail  
Trunk or Treat  
Paint the Paw

Columbus Road Runners Volunteering  
Staycation  
In Person Among Us  
Clean Up Columbus  
T-shirt Design Contest  
Thank a Mail Carrier  
Do Something Nice Month

## Senior Projects & Theses

In 2020-21, twenty-four 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.



### **Abigail Abernathy – B.S. Biology, Concentration in Competitive Pre-Medical Studies, Spring 2021**

Thesis: *Comparison of histological techniques to determine intersex prevalence and severity in testes of Largemouth Bass (*Micropterus salmoides*) and Spotted Bass (*Micropterus punctulatus*) from the Chattahoochee River, U.S.A*

Mentored By: Dr. Ely Klar

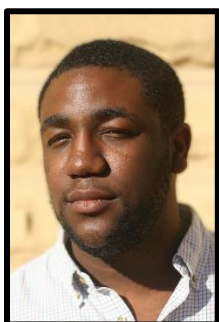
Notes: Abigail was named the 2021 Phi Kappa Phi Student of the Year and won the Cellular & Molecular Biology Award. Abigail plans to attend medical school at the Medical School of Georgia in Augusta in fall 2021.

### **Micah Arnholt – B.A. History with a GIS Certificate, Spring 2021**

Thesis: *The Applications of Space Syntax Theory and Depthmap Technology to Problems of Race and Income Inequality in Midtown, Columbus, GA.*

Mentored By: Dr. Brad Huff

Notes: Micah was a semifinalist for the International Fulbright Award and CSU's Faculty Cup, and has studied abroad in Belize, China, and Oxford. He will be pursuing advanced degrees in GIS and Middle East Studies.



### **Joshua Butler – B.A. Music Choral, Spring 2021**

Thesis: *Utilizing the Dalcroze Method in the Secondary Choral Classroom*

Mentored By: Dr. Michelle Fota

Notes: While at the Schwob School of Music, Joshua served as the Head of Communications for Voices of the Valley while working on opera and theatre productions. He will begin his teaching career as a choral educator.





**Ashlyn Dewberry – B.A. Political Science, minor in Music, Spring 2021**

Thesis: *A Tale of Two Pandemics: A Comparative Analysis of U.S. Government Responses to the 1918 Influenza and Covid-19*

Mentored By: Dr. Daewoo Lee and Dr. Ryan Lynch

Notes: Ashlyn was a visiting scholar at Oxford and received multiple offers for Law School including Baylor, Emory, and William & Mary, before selecting the University of Georgia.

**Vivian Duncan – B.A. English Language/Literature Professional Writing, Spring 2021**

Thesis: *Encountering Alterity: A Journalist's Role*

Mentored By: Professor Joseph Miller

Notes: Vivian also studied at Oxford and held multiple leadership roles at the *Uproar*, our nationally recognized student newspaper.



**Cortland Ellis- B.F.A. Theatre and a Minor in Business, Spring 2021**

Thesis: *Staying in the Moment: Acting Methods Through Video for the Novice and Veteran Actor*

Mentored By: Dr. Bruce Getz and Professor Brenda Ito

Notes: Cortland will continue to pursue acting after graduation and work as a teaching assistant.

**Shannon Eshman – E.D.S. Special Education, Fall 2020**

Thesis: *Literacy Based Behavioral Interventions: A Review of the Literature*

Mentored By: Dr. Kalynn Hall-Pistorio

Notes: Shannon currently teaches Special Education in the Muscogee County School System and is preparing applications for graduate school in special education.







**Domenica Fertil –B.S. Chemistry ACS Professional Track, Spring 2021**

Thesis: *Synthesis and Activity of Supported Palladium Catalysts for Methane Combustion*

Mentored By: Dr. Anil Banerjee

Notes: Domenica has accepted a full scholarship to Lehigh University to study chemistry after publishing one first-author paper and submitting a second on improving catalytic reactors.

**Macy Frazier – B.F.A Theatre Performance with a Dance Minor, Spring 2021**

Thesis: *Teaching the Bard: A Series of Lesson Plans Dedicated to Engaging High School Students with Shakespeare*

Mentored By: Professor David Turner

Notes: Macy plans to continue to pursue professional acting.



**Bailey Gaines – B.A. English, Spring 2021**

Thesis: *Multiplicity and Becoming Human: Marian and Guy Gisborne in Postmodern Television Adaptations of the Robin Hood Legend*

Mentored By: Dr. Shannon Godlove

Notes: Bailey studied in Oxford and earned several writing awards, including the English Creative Writing Award in 2020.

**Meenal Joshi – B.S. Biology with a concentration in Competitive Premedical Studies, Spring 2020**

Thesis: *Background levels of intersex in Largemouth Bass (*Micropterus salmoides*) revealed through histological evolution of gonadal tissue from three interconnected waterbodies.*

Mentored By: Dr. Ely Klar

Notes: Meenal won the 2021 Student of Excellence Award in Biology and George Stanton Biology Award. She will be entering medical school at VCOMM in Auburn this fall.





**Brenna Kincaid – B.S. Biology, Concentration in Competitive Pre-Medical Studies, Minor in Political Science, Spring 2021**

Thesis: *Cytotoxicity Assessment of Zinc Oxide*

Mentored By: Dr. Katey Hughes

Notes: After graduation, Brenna will be attending the Medical College of Georgia.

**Taylor Lewis – B.S. Biology, Concentration in Pre-Veterinary Medicine, Spring 2021**

Thesis: *Biofilm Formation in Bacterial Isolates of Canine Otitis Externa*

Mentored By: Dr. Lauren King

Notes: Taylor was President of the Pre-Vet student organization and has been accepted into the Veterinary School at the University of Georgia.



**ZiJie (Jerry) Lin– B.S. Chemistry ACS Professional Track, Spring 2021**

Thesis: *Structure-activity Relationship of N',N'-bis-substituted Triazolium Salts as Potential Anti-tumor/Antimicrobial agents*

Mentored By: Dr. Kerri Taylor

Notes: Jerry is CSU's first National Goldwater Scholar and studied at Oxford. He was accepted in graduate programs at Emory and Indiana University, and chose the full scholarship to Indiana University.

**Molli McGinnis –B.M. Music Education, Spring 2021**

Thesis: *Using Principles of the Alexander Technique to Preserve Children's Natural Movement into Adolescence: Lessons for 4<sup>th</sup> & 5<sup>th</sup> Grade*

Mentored By: Dr. Michelle Folta

Notes: Molli presented her research and bassoon performances at regional and national conferences. She will begin her career teaching music in the fall.





**Jennifer Musgrove – B.A. Theatre, with a Nexus Film Production Certificate, Summer 2021**

Thesis: *The Importance of Theatre and the Arts for the Homeschooling Student*

Mentored By: Professor Krystal Kennel

Notes: Jennifer is finishing up an internship with the Georgia Film Academy and will begin a job in the industry this fall.

**Elijah Neundorfer – B.S. Computer Science with a focus in Cyber Security Fall 2020**

Thesis: *ClearCommPrivacy: A Software Template to Communicate App Privacy Behavior in Android*

Mentored By: Dr. Alfredo Perez

Notes: Elijah is working as a Project Manager at Global Systems after completing internships in cybersecurity at Carnegie Mellon.



**Erin Perry – B.S. Biology, Spring 2021**

Thesis: *Taxonomic Diversity and Genetic Identification of Andean montane forest orchids*

Mentored By: Dr. Kevin Burgess

Notes: Erin's work of developing a DNA library of the orchids of Ecuador was submitted for publication at the *Plant Systematics & Evolution* Journal as she begins a career as an environmental contractor at Ft. Benning.

**Grace Pippas – B.A. Communication, Communication Studies Concentration, Spring 2021**

Thesis: *Christianity and the Hero Archetype: The Use of Narrative as a Framework of Meaning*

By: Professor Nat Temesgen

Notes: Throughout college, Grace pursued a successful acting career in Los Angeles, studied abroad in England, and developed an interest in public policy. She has been accepted to Pepperdine University with a full scholarship to study public policy.





**Elise Rhinebolt – B.S. Psychology, Spring 2021**

Thesis: *Jury Decision-Making: Observing Jury Response to the Progression of Violence in Male vs Female Veterans with PTSD*

By: Dr. Brandt Smith

Notes: Erin plans to pursue her doctorate in social psychology with a specialty in legal psychology and is well prepared after presenting her research at several conference and winning the Psychology Academic achievement Award.

**Caitlin Schwarz – B.S.E.D Theatre Education, Spring 2021**

Thesis: *How to Build a Successful High School Theatre Program*

By: Professor Brenda Ito

Notes: Caitlin's resume is filled with over a dozen productions in which she worked from technical design to stage management and performances, which earning many academic recognitions including Phi Kappa Phi. She'll be pursuing a career as a theatre teacher.



**Tatseyana Taylor – B.B.A, Management Information Systems, Spring 2021**



Thesis: *An Internship Management System for Columbus State University*

By: Professor Aurelia Smith

Notes: Tatseyana is a graduate of the Servant Leadership Program and is part of Beta Gamma Sigma. She was recently recognized as the Student of Excellence in Management Information Systems. She is pursuing a career as a business analyst.

**Lyndi Whetzel – B.S.N, Nursing, Spring 2021**

Thesis: *The effect of Gender Bias on the Nurse Anesthetist's Management of Post-Operative Pain*

By: Dr. Cheryl Smith

Notes: Not only is Lyndi becoming a registered nurse who has plans to become a Certified Registered Nurse Anesthetist, she is an independent abstract artist, and exemplifies excellence in interdisciplinary studies.





## HONORS PINS, REGALIA, & CEREMONIES

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 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. 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 pharmacists, and all who have made commitments to support the Honors College. It is a milestone that students achieve as they begin their thesis work, and we like to acknowledge that accomplishment and 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 pin 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."*



### The Black & White Ceremony

Because of the pandemic we did not hold our annual Black & White Ceremony. Instead, we invited all our fall graduates to attend our annual celebration in May at the Green Island Country Club.



## Spring Awards Ceremony

The Annual Awards Ceremony was hosted at Green Island Country Club on May 8, 2021. Ninety students, faculty, students, and guests were in attendance. The Annual Awards Ceremony is our biggest award event of the year as it includes awards for Honors Faculty as well as honoring our graduates. This year was especially important because it marked the first time we had gathered together since before the pandemic began. We honored twenty-three graduates at this year's event.



**Dr. Kathleen Hughes**, a Biology professor, received our Outstanding Faculty Mentorship Award. One student said "she has helped me so much throughout the past 4 years!! She has dealt with all of my questions and concerns regardless of how dumb they may seem sometimes. She helped me so much throughout the whole medical school application process and comforted me when I was stressed or worried about not getting accepted. She is an amazing teacher and even better mentor because of how much she truly cares about our success! She has found so many opportunities for pre-med students and I do not think that I would be where I am today without her help and guidance."





**Dr. Ryan Lynch**, the Honors College Faculty Fellow in-Residence also received our Outstanding Mentorship Award. Dr. Lynch was nominated by multiple students who he has helped throughout his time with the Honors College. One student stated: "He was extremely helpful in determining what I wanted out of the honors program at CSU. Gives tons of great advice and treats everyone with respect. He always wishes the best out of students and pushes them to do better!" and another said "he is my advisor, but I also had a chance to sit in on a seminar with him in my ITDS class. He has a lot of knowledge to offer, and he's really concerned about his students, which is welcoming."



**Dr. Susan Tomkiewicz**, the Honors College Associate Dean, was recognized with the Outstanding Teaching Award in the Honors College. She has been teaching and guiding students for many years within in the Honors College. The student who nominated her stated, "I would like to nominate her because last semester when my best friend died she was more than loving and supportive. She checked on me and helped communicate with other people about what I needed. She is a big reason as to why I'm still in college. I would have dropped out if it wasn't for her care."

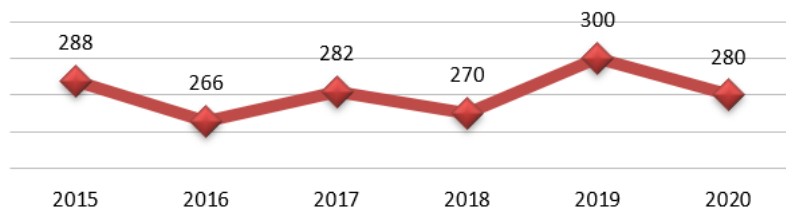




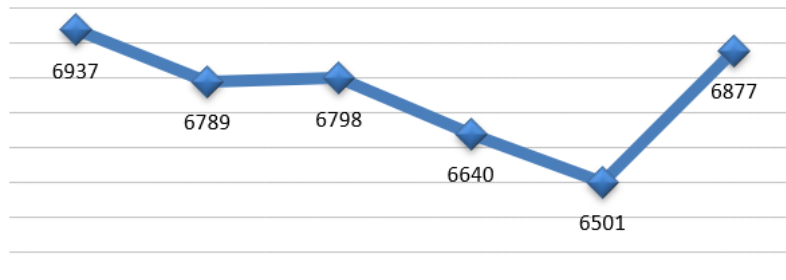
## HONORS STUDENT ENROLLMENT TRENDS

In Fall 2020, we enrolled 280 students, which was a 7% decline from our Fall 2019 record of 300 students enrolled. However, we still met the National Collegiate Honors Council (NCHC) recommendation of enrolling 3-5% of undergraduate enrollment by enrolling 4.1% of CSU Undergraduates. With the pandemic, our first-year retention of our 2019 first year students decreased to 87.3% enrolling as sophomores at CSU and only 70% remaining in the Honors College. These are the lowest rates we have seen since 2015. Our 2015-16 cohort of honors students had low retention rates of 85.7% and a graduation rate of only 66%, yet still surpassed the CSU retention rate (73.3%) and CSU's graduation rate for the 2014-2020 cohort was only 38%. While CSU's undergraduate enrollment increased in Fall 2020 to 6877, much of the growth was attributed to learning support enrollment, which grew from 180 students to 430 students, which was a 139% increase while entering first year students accounted for 162 new students, representing an 18% increase from the prior year.

### Honors Enrollment



### CSU Undergraduate Enrollment



**4.1%**

Undergraduate  
Enrollment



## Honors College Demographics

The Honors College strives to bring together diverse students and to enhance the academic environment with unique perspectives and an array of interests and experiences. In addition, we are committed to serving underrepresented students in honors (especially males and all Black and Latinx students) to ensure all students have access to an education that is commensurate with their abilities. In 2020-21, our students were pursuing majors in all academic colleges, with the largest representation from the Department of Biology and the



TSYS School of Computer Science, which now houses the new degree programs in cybersecurity.

Enrollment by Degree-Granting Colleges			
College of the Arts		26%	College of Letters & Science
			52%
Art Department	7	Biology Department	46
Communication Department	10	Chemistry Department	7
Schwob School of Music	29	Criminal Justice & Sociology	5
Theatre Department	26	Earth and Space Science	15
Turner College of Business	11%	English Department	16
Accounting & Finance	8	History & Geography Department	12
Marketing & Management	7	Mathematics Department	6
TSYS School of Computer Science	15	Psychology Department	14
College of Educ. & Health Prof.	12%	Liberal Arts & Core Curriculum	5
Kinesiology & Health Sciences	8	Modern & Classical Languages	2
School of Nursing	19	Political Science	8
Teacher Education Department	6	Sociology	1
		Dual Enrollment	8
Grand Total			280

Demographically, the Honors College has 68% of our students identifying as white and 68% identifying as female. We are closing the gap between CSU and Honors College proportions steadily, and we are currently preparing a quantitative study to determine why students choose to enroll in honors education and if there are differences among demographic groups.

Demographics	CSU	Honors College
Female	61%	68%
Male	39%	33%
Black or African-American	39%	22%
White	46%	64%
Asian	3%	7%
Two or More Races	3%	1%
Hispanic or Latino	7%	5%

## 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. Raising the level of academic discussions in all classes by recruiting students, we also have the goal to improve the overall retention and graduation rates of Columbus State University. 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.

### Recruiting Students To CSU

Recruiting new students to CSU is one of the primary missions of the Honors College, and we host two events dedicated to attracting students to CSU each year and increased our outreach using directed, personalized email. During the spring, we invited applicants to our Presidential Scholars Interview Day and Tower Scholarship Interview days, which were held virtually. Students were provided opportunities to meet department chairs and the dean online before they interviewed with our panelists.

**First Year Applications.** Our efforts with online outreach successfully attracted 105 applicants, which was a slight increase compared to our pre-pandemic recruitment efforts and we are anticipating that 65 of those students will enroll in Fall 2021. Impressively, our pool of admitted students was very strong, with 35 students earning a perfect 4.0 grade point average in high school. Admission criteria is listed in Appendix E.

### Applications Trends for Fall 2018 to 2021

Term	Total	Not Local	Perfect 4.0 GPA	Admitted	Admission Rate	GPA	SAT	ACT	Yield
Fall 2021	105	59%	35	100	95%	3.78	1240	26	65%*
Fall 2020	75	60%	27	64	85%	3.85	1232	28	72%
Fall 2019	103	55%	21	87	84%	3.81	1161	26	72%
Fall 2018	111	57%	24	92	83%	3.79	1164	26	66%

### Recruiting Undergraduates to the Honors College

In Fall 2020, 57% of students enrolled in the Honors College entered as freshman; 5% entered through our high school dual enrollment program; while the remaining students entered as CSU undergraduates (24%) or transfer students (11%). 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. Our Honors Community Point System is ideal for

undergraduate and transfer students who can apply for credit based on exemplary educational activities they completed prior to enrolling in the college. Since the point system is competency based, if the student had participated in internships, study abroad, or research prior to enrolling, they can earn points. Therefore, we recruit students through biannual email campaigns and outreach to advisors and the Office of Diversity Programs and Services.

**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 which are awarded based upon financial need and their commitment to successfully completing the Honors College curriculum. (See Appendix F for scholarship policies and procedures).

## 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 G, the Honors College awards students with Presidential (4 year, \$5,000 per year), Tower (4 year, \$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 H 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. With the pandemic, activities requiring travel and lab supplies were restricted.

**Meritorious Students with Need Scholarships:** The Richards Foundation annual gift that began in Fall 2019, supports 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.

FY 2020-21 Scholarship & Grant Expenditures		
	First Year	Undergraduate
Presidential Scholarship	\$15,000	
Tower Scholarship	\$60,000	
University Scholarship	\$52,000	
Tower Study Abroad	\$3,200	
Meritorious Students with Need Awards	\$11,250	\$12,500
Undergraduates Two-Year Awards		\$11,500
Honor Education Activity Grants		\$0
One-Time Awards		\$12,350
First Generation Student Awards	\$1,100	
	\$142,550	\$36,350
Total		\$178,900



## 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.

### THE LAUREATE SOCIETY

#### **University Partners (\$25,000.00+)**

Bruce & June Howard\*  
Walter Alan Richards  
Foundation

#### **Diamond Circle (\$15,000)**

Allen & Tracy Pettis

#### **Platinum Circle (\$10,000)**

Marc Olivié &  
Marleen De Bode

#### **Gold Circle (\$7,500.00)**

John W. Rogers, Jr.

#### **Silver Circle (\$5,000.00)**

May B. & Howell Hollis  
Jimmy & Ruth Yancey

#### **Bronze Circle (\$2,500.00)**

Kelsey L. &  
Barbara B. Kennon\*  
John & Linda Shinkle\*  
Rick & Jan Ussery

#### **Copper Circle (\$1,000.00)**

Gary & Kathy Allen  
Peggy Batastini  
Mr. & Mrs. Robert L. Cardin  
Ms. Beverly Mack Davis  
Janet Wynell Davis\*  
Mr. & Mrs. Thad Estes  
Edgar & Anne F. Hughston  
Tim & Mariana Money  
Frank & Debbie Deal Moody  
Dr. & Mrs. Robert M. Patton  
Linda & Mike Sawyer  
John & Linda Shinkle\*  
Cindy & Kirk Ticknor  
Torrey Wiley\*

#### **Gateway Club (\$500.00)**

Mrs. Diane Dana &  
Mr. Mike Goodman  
Clark & Barbara Gillett  
John & Sis Hargrove  
Mike & Geri Regnier  
Dr. Franklin J. Star  
Ms. Patty Kimbrough Taylor

#### **Anniversary Club (\$250.00)**

Mr. Mike Goodman  
Mrs. Richard R. Hallock

#### **Century Club (\$100.00)**

Mrs. Susan Dolan  
Mr. Paul L. Holmer-Monte  
Richard & Jennifer Joyner

#### **Half Century Club (\$50.00)**

Mr. Sharron Caldwell  
Robert Anness &  
Katharine Cannella  
Stephen & Sandy Lewack  
Eric Spears  
Kevin Stanford

#### **Other Donations**

Teresa Himes  
Laura Pate  
Ken & Melinda Robbins

*\*Members of the Honors College Advisory Board are listed on page 16.*

## HONORS COLLEGE STAFF



### **Dr. Cindy Ticknor, Dean**

Dr. Ticknor was appointed as the inaugural dean of the Honors College in 2014 after working with honors education for four years. 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, Associate Dean**

Dr. Tomkiewicz is Professor of Oboe at the Schwob School of Music and joined the Honors College in 2012. 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 both oboe and English horn and has performed all over the world. She was the co-host of the 2016 International Double Reed Society's Annual Conference at Columbus State University and is proud to have been a part of CSU since 2009.



### **Dr. Ryan J. Lynch, Honors Faculty Fellow in Residence**

Dr. Ryan Lynch served as the inaugural Honors Faculty Fellow and taught many honors courses including Understanding Non-Western Cultures, Historical Problem Solving, and a course on the September 11th, 2001 terrorist attacks. Arriving at CSU in 2016, he holds graduate degrees from the University of Oxford and the University of St Andrews. Dr. Lynch is an Associate Professor of History in the Department of History and Geography, and is a specialist on Islamic and Middle Eastern history.



### **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.



### **Mrs. Kristi Rehrauer, Administrative Coordinator**

Mrs. Kristi Rehrauer has worked in higher education since 2006 and has been with the Columbus State Honors College since July 2019. Kristi joins us from Old Dominion University in Norfolk, VA. Kristi has a B.S. in Wildlife Biology from Murray State University in Murray, Kentucky. She brings multiple years of higher education experience to the Honors College. She is pursuing her master's degree at CSU.

## ADVISORY BOARDS & COMMITTEES

The Honors College is supported by a community advisory board and two committees of the faculty senate. CSU faculty from all departments have strongly endorsed and support the honors college. The CSU Faculty Senate committees are formal organizational structures that provide oversight of the curriculum and scholarship awarding processes as well as advocacy of improving the national recognition of the institution.

### Honors 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. Bruce  
Howard, Chair  
Mr. Torrey Wiley,  
Past Chair  
Ms. Janet Davis  
Mr. Tim Money  
Mrs. Dian Naman

Mr. Russ Carreker  
Mr. Kelsey Kennon  
Mrs. Linda Shinkle  
Ms. June Howard  
Mr. Paul Holmer-Monte  
Dr. Cindy Ticknor (ex officio)  
Dr. Sue Tomkiewicz (ex officio)

## Honors Education Committee

As a committee of the CSU Faculty Senate, the Honors Education Committee oversees and supports scholarship competitions and the curriculum of the Honors College.

Ms. Natalia Temesgen, Chair, *COLS*  
Dr. Andrea Dawn Frazier, *COEHP*  
Dr. Ryan Lynch, *COLS*  
Ms. Brenda Ito, *COA*  
Dr. Stephanie Patterson, *COA*  
Ms. Jacqueline Radebaugh, *Library*  
Mr. Thomas Ganzevoort, *Library*  
Dr. Shannon Godlove, *COLS*  
Dr. Rodrigo Obando  
Dr. Franklin Mixon, *TCOB*

Dr. Mariama Cook-Sandifer, *COEHP*  
Dr. Shannon Lewis, *COEHP*  
Dr. Aisha Adams, *Member-At-Large*  
Dr. Cindy Ticknor (ex officio)  
Dr. Susan Tomkiewicz (ex officio)  
Ms. Kristin Williams (ex officio)  
Ms. Stephanie Lawrence (ex officio)  
Mr. Alex Jones, *Alumnus, Alumnus*  
Ms. Carlie Dollar, *Student*  
Mr. Marc Pierre, *Student*

## National Scholarship & Awards Committee

Another committee of the CSU Faculty Senate, the National Scholarship and Awards Committee, is responsible for:

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

The membership for 2020-21 was:

Dr. Joshua May Co-Chair, *COA*  
Dr. Dawn Frazier Co-chair, *COEHP*  
Dr. Kerri Taylor, *COLS*  
Dr. Wendy Shi, *TCOB*  
Dr. Johnny Ho, *TCOB*  
Dr. Jordan Brasher, *COLS*

Dr. Rebecca Toland, *COEHP*  
Ms. Laura Pate, *Servant Leadership*  
Dr. Ryan Lynch (ex officio)  
Dr. Cindy Ticknor (ex officio)  
Dr. Eric Spears (ex officio)  
Ms. Katherine Grego (ex officio)



## **APPENDICES 2020-21**

## Appendix A: 2020-21 Honors Faculty Instructors & Mentors

Aisha Adams  
Anil Banerjee  
Clinton Barineau  
Tiffany Berzins  
Rachel Blackburn  
Sarah Bowman  
Phillip Bryant  
Kevin Burgess  
Molly Claassen  
Shawn Cruzen  
Andrew Donofrio  
Dorinda Dowis  
John Finley  
Michelle Folta  
Tom Ganzevoort  
Bruce Getz  
Shannon Godlove  
Kalynn Hall-Pistorio  
Harlan Hendricks  
Mary Beth Hendricks  
Daniel Holley  
Daniel Holt  
Susan Hrach  
Brad Huff  
Kathleen Hughes  
Brenda Ito  
Patrick Jackson  
Amy Jones  
Alan Karass  
Krystal Kennel  
Lauren King

Ely Klar  
Daewoo Lee  
Krist Lilly  
Ryan Lynch  
Andree Martin  
Jonathan Meyers  
Joseph Miller  
Robert Norwood  
Rodrigo Obando  
Stephanie Patterson  
Alfredo Perez  
Jennifer Pitts  
Lydia Ray  
Sam Renner  
Diana Riser  
Travis Robbins  
Clifton Ruehl  
Joe Sanders  
Brian Schwartz  
David Schwimmer  
Brandt Smith  
Aurelia Smith  
Cheryl Smith  
Kerri Taylor  
Nat Temesgen  
Brook Thompson  
Cindy Ticknor  
Sue Tomkiewicz  
David Turner  
Rosa Williams  
Reba Wissner

## Appendix B: 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)

Annual Report 2020-21



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 C: 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:

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

**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.

### **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 CSU Involve, 1/2 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 (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)

#### 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)  
Students 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 Appalachian 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. Courses 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 D: Honors Completed Contracts 2020-21

### Contracts Fall 2020

*The Double Helix Reading Circle* in CHEM 3141

Completed by Abigail Abernathy, mentored by Jonathan Meyers

*23andMe* in BIOL 3216K

Completed by Olympia Badwan, mentored by Brian Schwartz

*The Double Helix* in CHEM 3141

Completed by Savannah Bridges, mentored by Jonathan Meyers

*Environmental & Social Effects of Fracking with Current and Possible Mitigation Tactics* in GEOL 5255U

Completed by Dorothy Caughey, mentored by David Schwimmer

*23andMe: DNA Genetic Testing and Analysis* in BIOL 3216K

Completed by Rajvi Desai, mentored by Brian Schwartz

*Memorization* in MUSA 4331

Completed by Alexis Eubanks, mentored by Andree Martin

*Conceptions of American Spaces* in ENGL 4176

Completed by Bailey Gaines, mentored by Robert Norwood

*Virtual Directing* in THEA 5283U

Completed by Ariadna Gastou, mentored by Molly Claassen

*Baroque Period Orphanages and Women's Music Education Accessibility* in MUSC 3228

Completed by Jali Hoehn, mentored by Reba Wissner

*Representation of Cultures in Elementary Music Education* in MUSE 4205

Completed by Jali Hoehn, mentored by Michelle Folta

*23 & More* in BIOL 3216K

Completed by Andrew Holmes, mentored by Brian Schwartz

*Genetic Traits and Ancestry Assessment using DNA sample* in BIOL 3216K  
Completed by Sana Khan, mentored by Brian Schwartz

*Foreign Direct Investment in Thailand Pre and Post COVID-19* in BUSA 3135  
Completed by Kiera King, mentored by John Finley

*Advanced Directing: in THEA 5283U*  
Completed by Elizabeth Landeche, mentored by Molly Claassen

*The Double Helix* in CHEM 3141  
Completed by Jim Lewis Jr, mentored by Jonathan Meyers

*Effects of the Coronavirus upon Human Physiology* in BIOL 5245U  
Completed by Jim Lewis Jr, mentored by Daniel Holt

*Handel's Harp Concerto: Arrangements and Performance Practice* in MUSC 3228  
Completed by Maria Paula Loria Valerin, mentored by Reba Wissner

*Creating Program Notes for My Recital* in MUSA 4321  
Completed by Molli McGinnis, mentored by Stephanie Patterson

*Darwin's Black Box by Michael Behe* in BIOL 5245U  
Completed by Erin Perry, mentored by Daniel Holt

*American Spaces* in ENGL 4176  
Completed by Dillon Power, mentored by Robert Norwood

*Biochemistry Honors Contract* in CHEM 3141  
Completed by Sneha Rajeev, mentored by Jonathan Meyers

*Investigating Consumer Confidence Trends During the COVID-19 Pandemic* in DSCI 3215  
Completed by Richard Rodgers Jr., mentored by Krist Seamon Lilly

*Teaching Puppetry* in THEA 5106U  
Completed by Caitlin Schwartz, mentored by Brenda Ito

*History of American Directing* in THEA 5283U  
Completed by Caitlin Schwartz, mentored by Molly Claassen

*Analysis of my genetic makeup using 23andMe Testing Kit* in BIOL 3216K  
Completed by Dwija Shah, mentored by Brian Schwartz

*Scoliosis* in KINS 3126  
Completed by Adriana Tenorio-Zelada, mentored by Travis Robbins

*The Double Helix* in CHEM 3141  
Completed by Morgan Wilson, mentored by Jonathan Meyers

*Applying Low-cost Computing to Recrystallization* in CHEM 3111  
Completed by Jacob Woessner, mentored by Daniel Holley

*Humans and Technology: A Look at 2001: A Space Odyssey*  
Completed by Jennifer Musgrove, mentored by Patrick Jackson

*Field Based Problem Solving in Nursing* in NURS 4279  
Completed by Lyndi Whetzel, mentored by Liz Mathis

### **Contracts Spring 2021**

*Morphological Differences Between Pond & Stream Physa acuta Populations* in BIOL 3217K  
Completed by Sierra Barlow, mentored by Clifton Ruehl

*Acting Three Ways* in THEA 3245  
Completed by Jack Birth, mentored by Rachel Blackburn

*Can my dog talk? How technology is changing communication between dog and owner* in BIOL 5295U  
Completed by Savannah Bridges, mentored by Daniel Holt

*An Exploration of New York Anti-Suffrage Women* in HIST 3149  
Completed by Annah Clarke, mentored by Sarah Bowman

*Pawnee Dawn Adapted Text* in SPED 4216  
Completed by Ansley Davis, mentored by Mary Beth Hendricks

*Marketing Local Health: Evaluating Public Health Marketing to Underprivileged Populations* in MKTG 3109  
Completed by Maya Davis, mentored by Amy Jones

*The Role of ESOPS in Compensation & Benefits Management* in MGMT 3115

Completed by Kaylee Day, mentored by Phillip Bryant

*The Morphological Differences Between Stream and Pond Physa acuta populations* in BIOL 3217K

Completed by Samuel Dixon, mentored by Clifton Ruehl

*Shared and Unique Shell Shape between Flow Regimes Among Populations of Freshwater Snails* in BIOL 3217K

Completed by Carlie Dollar, mentored by Clifton Ruehl

*Toru Takemitsu's Toward the Sea* in MUSE 3273

Completed by Alexis Eubanks, mentored by Andree Martin

*Zircon and Baddeleyite Extraction from the Marble Hornblende Schist* in GEOL 3215

Completed by Sabrina Fisher, mentored by Clinton Barineau

*Research and Impression of William Faulkner's Writing* in ENGL 5545U

Completed by Molly Foster, mentored by Robert Norwood

*Stop ERA and the Fight Against the Equal Rights Amendment in Georgia* in HIST 3149

Completed by Meghan Hershman, mentored by Sarah Bowman

*Diverse Song Selections for Students: Using Historical Information to Teach Culturally Rel* in MUSC 3229

Completed by Jali Hoehn, mentored by Reba Wissner

*DNA Barcoding of a New Plant Species from Ecuador* in BIOL 3216K

Completed by Haley Johnson, mentored by Kevin Burgess

*The Influence of William Faulkner on Toni Morrison, Cormac McCarthy, and Carson McCullers* in ENGL 5545U

Completed by Kailey Katzfey, mentored by Robert Norwood

*Review of Enterocytozoon bienersi in Farm- Raised Pigs in Hainan Province, China* in BIOL 5249U

Completed by Nameera Khan, mentored by Harlan Hendricks



*Children's Theatre Production: Teaching Artistry Workshop* in THEA 3305  
Completed by Elizabeth Landeche, mentored by Brenda Ito

*Quantum Efficiency Measurement for the Coca-Cola Space Science Center's Apogee Alta Camera* in PHYS 4100  
Completed by Kayleen Linge, mentored by Shawn Cruzen

*Effects of Proteolytic Cleavage on Immune-Mediated Inflammatory Diseases* in BIOL 3215K  
Completed by Chelsea Nguyen, mentored by Kathleen Hughes

*Education on a Parasitic Species* in BIOL 5249U  
Completed by Jessica Odum, mentored by Harlan Hendricks

*Battered Women's Syndrome/Defense and Movement* in CRJU 3135  
Completed by Heidi Parsons, mentored by Dorinda Dowis

*Effects of High Glucose Concentration on Cellular Respiration* in BIOL 3215K  
Completed by Marc Pierre, mentored by Kathleen Hughes

*Confronting the Woes of Social Media Use: The User vs. The Company* in COMM 4116  
Completed by Grace Pippas, mentored by Andr Donofrio  
*The importance of Krebs Cycle and its role in diseases* in BIOL 3215K  
Completed by Dwija Shah, mentored by Kathleen Hughes

*Are Minorities and Low-Income Students the majority in student loan debt?* in MISM 3146  
Completed by Tatseyana Taylor, mentored by Jennifer Pitts

*Child-Centered Play Therapy* in PSYC 2103  
Completed by India Thomas, mentored by Diana Riser

*The Importance of Race-Related Bias Training in Labor & Delivery Nurses* in NURS 4280  
Completed by Lyn Whetzel, mentored by Brook Thompson

*Stage Properties* in THEA 3255  
Completed by Emma Wigington, mentored by Sam Renner

*The phenomenon of bioluminescence* in BIOL 3215K  
Completed by Havahna Wilkes, mentored by Kathleen Hughes

## **Appendix E: 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

\*Test scores were optional this year due to the lack of access caused by the pandemic.

\*\*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 F: Honors Scholarships Policies & Procedures**

### **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 waitlisted.
- ▶ 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 the ranked list created during Round 2.

## Appendix G: Scholarship Sources

In 2020-21, high achieving students in the Honors College received \$172,450 in scholarships and grants. The following endowments, restricted funds, annual restricted gifts, and state scholarship allocations provide funding for scholarships each year.

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
Bruce & June Howard Scholarship	Richards Needs-Based Scholarship <sup>*A</sup>
Hollis Leadership Scholarship	T. Hiram Stanley Scholarship <sup>*S</sup>
James & Gladys Smith Scholarship	T. Whitley Scholarship <sup>*S</sup>
James W. Hunter Scholarship	Merit Scholarship <sup>*S</sup>

<sup>\*A</sup> Annual Giving

<sup>\*S</sup> State funded scholarships

The funds above along with annual operating funds are used for direct student support, which includes tuition scholarships, study abroad, and honors educational activities grants. Due to the pandemic, all only one study abroad trip was permitted and no educational travel was allowed. Thus, direct student support fell slightly this year from 181,250 to 178,900 (1.3%) but remained higher than 2019-20 level of \$168,250. In 2019-20, our per students spending was \$630 per student and increased to \$639 per student this (up 1.4%).

Funding Sources for Direct Student Support 2020-21		
Endowed Scholarship Funds	\$ 121,200	
State Scholarship Funds	8,000	
Annual Restricted Gift	23,750	
Greentree Fund	19,500	\$ 172,450
Total Dedicated Funds		
Annual Operating Funds		3,250
<b>Total Allocated for Tuition Assistance</b>		<b>\$ 175,700</b>
Funding Sources for Other Student Activities		
Annual Giving Tower Study Abroad	\$ 3200	
Annual Giving Educational Activity Grants	\$ 0	\$ 3,200
<b>Total Allocated for Direct Student Support</b>		<b>\$ 178,900</b>



## **Appendix H: Honors Tower Scholarships 2020-21**

Only one study abroad was allowed in Spring 2021:

Sophia Brown, \$3200 Oxford, England

*The Honors College at Columbus State University is an institutional member of the*

